

CENTRAL
NORMAL COLLEGE

AND
COMMERCIAL
INSTITUTE
1894-95.

DANVILLE,
HENDRICKS COUNTY,
INDIANA.

The title block is highly decorative, featuring a central rectangular box for the main title, a circular emblem for the secondary title and dates, and a sunburst at the top. The text is rendered in various serif and decorative fonts.

FOURTH PAGE COVER.

EIGHTEENTH ANNUAL CATALOGUE

—OF—

GENERAL NORMAL COLLEGE AND COMMERCIAL INSTITUTE

DANVILLE, IND.

ANNOUNCEMENTS.

CALENDAR FOR 1894-95.

Fall Term, September 4, 1894.

First Winter Term, November 13, 1894.

Second Winter Term, January 22, 1895.

Spring Term, April 2, 1895.

Summer Term, June 11, 1895.

Fall Term of '95 opens September 3.

PUBLIC OCCASIONS.

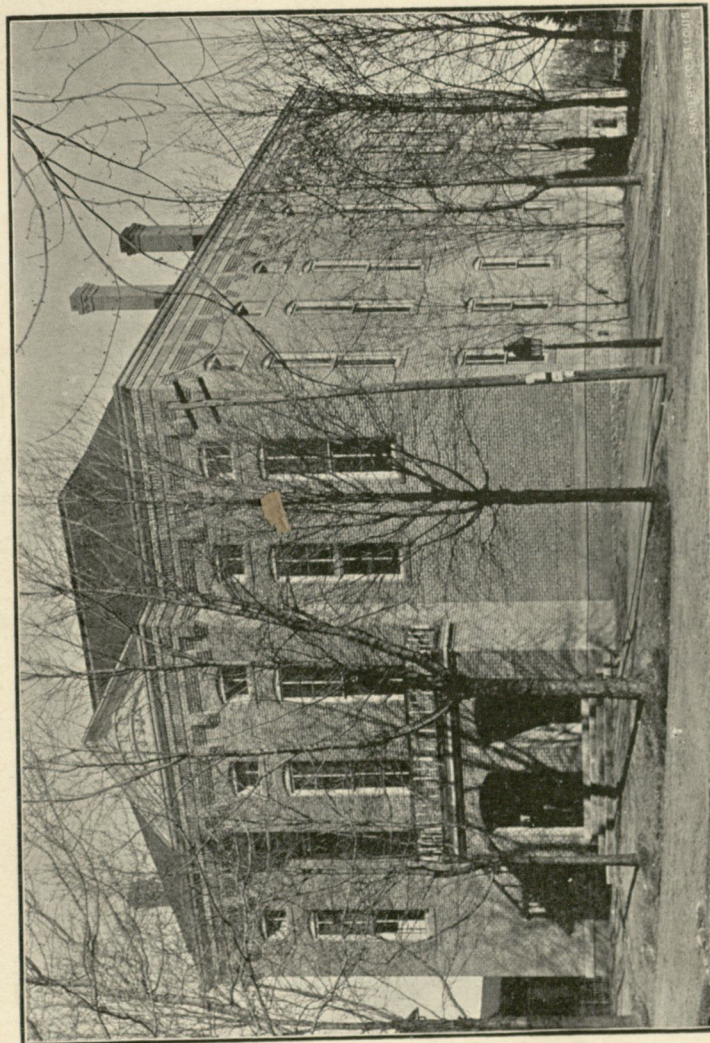
Baccalaureate Sermon, July 28, 1895.

Alumna Address, August 2, 1895.

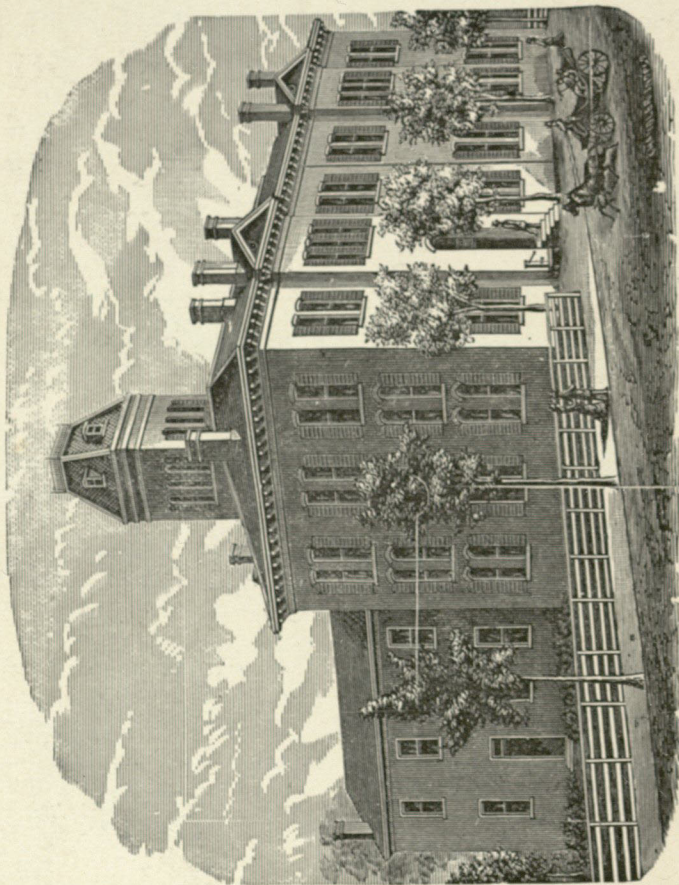
Address all communications to

J. A. JOSEPH, President

NOTICE—DON'T BRING CHECKS OR PRIVATE ORDERS FOR MONEY.
They will not be cashed by the banks of Danville. Drafts are better.
Friends should not send money to students by private checks.
All money should be deposited at the banks or with the Treasurer.



WEST BUILDING.



EAST BUILDING.

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DANVILLE,
HENDRICKS COUNTY, INDIANA.

INDIANAPOLIS:
WM. B. BURFORD, PRINTER AND BINDER.
1894.

DPL 94-480

FACULTY.

J. A. JOSEPH, PRESIDENT,

Literature, History, and in Charge of Scientific Course.

C. A. HARGRAVE,

Natural Science, Physiology, Surveying and Engineering, Algebra, and in Charge of Laboratory and Museum.

JONATHON RIGDON,

Psychology, Philosophy, Logic, Political Economy, Literary Criticism, Ethics, Grammar, and in Charge of Classic Course.

G. L. SPILLMANN,

German, Greek and Latin.

CAROLYNE V. DORSEY,

Reading, Drawing, Physical Culture, Delsarte, Elocution, Voice Culture, and in Charge of Course in Elocution and Oratory.

A. J. KINNAMAN,

Higher Mathematics, Science and Philosophy of Education, Methods, Parliamentary Law and Debating, and in Charge of Course in Pedagogy.

ALONZO NORMAN,

Geography, Latin, Physical Geography, Civil Government.

G. T. PATTISON,

Book-keeping, Commercial Law, and in Charge of Commercial Department.

L. L. COOK,

Assistant in Commercial Department.

Continued on next page.

MOLLIE BURKS.

Geometry, Trigonometry, Algebra, Arithmetic and Rhetoric.

JAMES L. CLARK,

Law, and in Charge of Law Course.

THAD. S. ADAMS,

Law.

G. E. JOHNSON,

Penmanship, Phonography, Type-writing, and in Charge of Preparatory Course.

E. A. TUTTLE,

Vocal Music, Violin, Cornet, Guitar, etc., and in Charge of Brass Band and Orchestra.

MRS. MARY E. WILHITE,

Piano, Organ, (Cabinet and Pipe), and Harmony.

W. A. WILLIAMSON,

Telegraphy.

NELLIE PETERSON,

Private Secretary.

J. O. PATTIE,

Librarian.

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.—Big Four system.
2. No county-seat in the West is so free from evil influences—no saloons, no billiard-rooms, no vicious elements in society.
3. Six churches, Masonic, Odd Fellows, Knights of Pythias and Temperance organizations, and a strong moral and religious public sentiment, support us.
4. Our students represent the best of homes. They are earnest and upright, and maintain pleasant relations with the faculty and the citizens.
5. Our teachers are experienced, progressive and popular.
6. Our students room in private homes, and are thus surrounded with good influences, and enabled to accomplish much more than when encompassed with noise and confusion of large dormitories.
7. Our daily programme is large enough to accommodate all who come.
8. 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.
9. We sustain more primary classes than any other similar school. You will not be required to take work that is too advanced for you.
10. 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.
11. Expenses are less than elsewhere. Board is supplied at the lowest rates. We have no incidental fees.
12. The Commercial department is one of the best in the land, and is sustained with the lowest cost to the student.
13. Students can select their own studies.
14. STUDENTS CAN ENTER AT ANY TIME.
15. In case of sickness pupils are carefully nursed.
16. No distinction is made from a standpoint of wealth. Every student stands on his merits.
17. None but those working for the accomplishment of a purpose are desired for students.
18. Our patronage comes from many States of the Union, and from nearly all the counties in Indiana. About one-tenth of our students are from Hendricks County. This large local patronage shows that we are well appreciated where best known.
19. THE SCHOOL STANDS ON ITS OWN MERITS, AND EXPECTS TO LIVE BY BEING USEFUL.

DANVILLE, AND HOW TO REACH IT.

Danville is a pleasant, healthy little city of 2,000 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 its people. The public buildings are commodious; 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 theatres. 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 center, Indianapolis, from which we have five daily trains. You can readily reach that point from any part of the Union. From all points west and south of St. Louis, and in southern Illinois, it is usually best to come direct to Danville. The I. & St. L. connects with all north and south roads in Illinois, with the Vandalia and E., T. H. & C. at Terre Haute, Ind., and with the L., N. A. & C. at Greencastle, Ind.

WHAT TO DO WHEN YOU ARRIVE.

On arriving in Danville, come at once to the college building and inquire for the President, who will usually be found in the President'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.

TO THE PROSPECTIVE STUDENT.

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.

Although the C. N. C. is almost a university in its scope, and deserves the name more than many institutions that have so styled themselves for years, yet we are not ready to make claims that might subject us to criticism. We have our "College of Liberal Arts," "College of Business," "College of Music," "College of Law," etc., with just as distinct faculties as are found elsewhere. Without increasing the number of classes at all, we could arrange regular courses of study in the above lines. We do not do so for the reason that we can best meet the wants of our students under the present arrangement. The majority of those who come can not arrange to take regular courses. For all those who can do so we have proper work.

Students come to Danville with the assurance of finding everything as good or better than advertised. 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. 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.

EXPENSES.

Everything is included under the one tuition of \$10 per term, except Instrumental Music. There is no extra charge for anything else. The student pays his tuition of \$10 per term in advance, and takes whatever he wishes from any or all departments, with exception of above-named department. He may make any combination he desires. If he pays for a term of Shorthand, Telegraphy, Book-keeping, Law, etc., he may take any one of these or all of them, or choose any studies desired in the general college work.

No school in the country gives so much for one tuition. With one exception there is absolutely but one tuition to pay, and you have the whole college work to choose from. There is no "red tape" in connection with our prices.

Advanced payment for more than one term is as follows, viz :

Two terms	\$19 00
Three terms	27 00
Four terms	35 00
Five terms	40 00
Board, per week	1 50
Rooms	50
Instrumental Music, per term	8 00

\$120 will pay for board, tuition and room rent for one year of 48 weeks.

\$14 in advance will pay board for one term of 10 weeks.

Board and room rent not used are always refunded for time longer than one week, if the student is called home.

Tuition is never refunded, but a due bill is given for all time not used longer than two weeks. No tuition is thrown off for last week of term. In accepting any of our propositions we make them satisfactory or refund the student's money. If, in any case, we do not fulfill all statements, we will cheerfully pay the traveling expenses of the student.

Board and rooms are all in private families. The parent may always feel secure in knowing his children are in good homes, well cared for. A good, safe, pleasant home is half the battle, and the student must take this fact in consideration when deciding on a school. Tuition by the week, \$1.25. Due Bills must be secured on leaving school, or time lost, can not be made up.

GRADUATES.

Heavy endowment funds, or unlimited State aid, may make a school and it may not. When we wish to judge of a school's success and right to exist, we should look to the condition of its graduates after having tried the world. Wherever a person secures the ability to meet the world in some line and conquer its obstructions, to wrest success from the failures of others, that place is the best school for him. If a school sends out men and women, a great majority of whom are successful in the different professions and avocations of life, there need be no further questions asked of the competency of that school. It should and does succeed. This is the fact on which we wish to be judged. We have more than 1,000 graduates in almost every country in the world, and in every State in the Union. Are they successful or not? Nine out of every ten are leaders of vim, energy and ability. It is almost proverbial that a C. N. C. graduate has the ambition, zeal, energy and ability to do whatever he desires. You find him at the head of colleges, high schools, in the law, medicine, ministry, in the State and United States legislatures, banking firms and business houses generally; in fact, wherever man does honest and intelligent work, there he is doing the duty of the hour faithfully.

Our diplomas carry as much weight as those of endowed and State institutions. Our people work along side by side with university men, and are as successful, and their education has not cost them half the money. We reach the masses and give the poor hard working boy and girl a complete education at a cost and time that they can afford. They go out hard working, moral men and women, and influence the world to higher and better things. This is our excuse for being, and the cause of our phenomenal success.

INCIDENTAL WORK.

The curriculum does not tell all that a school does for its students. Many times the surrounding, 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.

LIBRARY.

We aim to place in our library only such books as our work needs. We have no useless volumes that we may show the visitor, for effect, or for advertising purposes. We keep just such books as the different lines of work require—no more. We could not mention the list here. The library is open to the students *free of charge*. We have no "red tape" nor cast-iron pledges to make the student sign before he can secure a book. The librarian's duty is to give whatever time is necessary to helping the students secure the proper information. He or his assistant is always present for this purpose. The room is sixty feet long and twenty-two feet wide, well lighted and seated, and open all day, except the noon hour. There are found the large and complete works on all the subjects the student can possibly desire while with us. Our books are used, and the kind to be used. If a book is not used it is taken out and one put in its place that will be used. More than \$500 have been spent for books in the line of Philosophy, History, Science and Pedagogy for the present year.

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. The student should be wary of a school that holds out such inducements. 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. Schools that guarantee positions usually double the tuition charges on that account. 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 instruction and have no fears for your future work.

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 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. 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, at the expense of the College. 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 to 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 "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 the 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 rate ordinarily charged in dormitories. Hundred 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."

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 held 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.

All grades are made on the class work of the student, together with his term examinations. Though the term examinations are held rather as reviews and also to show the advancement of the class and individual position, it acts as a spur, and better results are secured. At the close of the term the final examination is held, and the grade on this, with the grade on the class work, is the student's standing. No student is passed who fails in either; especially is this true of those in the regular courses. He must hold up his work, or pass from the course. This gives us fewer graduates, but a better quality, and quality is what we want. A student can not secure a diploma by paying tuition and staying in school; HE MUST DO THE WORK. Some persons have the idea that a student may dream himself through a private Normal. We can only speak for ourselves, and say that it requires the most wide-awake dreaming to finish our work the student is capable of giving. We have very few students who come with any other purpose than to make the most out of the advantages offered; not one out of 300. It is safe to say that out of our 1,500 per year there are not five students who do not make the best use of their time and opportunity. While we hold no cast-iron rules or methods over our students, and are proud to say we can safely put them on their own standing as ladies and gentlemen, yet it is our duty to all that we see the student gets the most possible good out of his time and money. In this we are very strict and give it the closest attention. We hold examinations partly for this purpose, but mainly to be fair in the students' grades. He is passed on a scale of 100, 85 being the passing grade, except in a very few branches.

We are an institution for work, and we try to make it so pleasant to the students that work is voluntarily done. Tardiness, unexplained absence, and general carelessness are considered sufficient cause for not graduating persons, though the work may be understood.

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 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 scriptural 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 lessons 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.

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. Students are not brought here on the advertisement of \$1 board and 25 to 30-cent rooms, and then sent to other rooms and board, or find such accommodations so poor that they must take better. **WE KEEP NO INFERIOR ACCOMMODATIONS FOR ADVERTISING PURPOSES.** The prices are genuine, and we make them satisfactory. 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. Our wood and coal dealers are reliable, and sell at reasonable prices. Fuel costs about \$5 per year, two in a room. 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.

We guarantee that all who desire it shall be accommodated at the advertised rates. Colored students not admitted.

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

NOTE—As in all other college towns, the business of keeping boarders has become one of importance in Danville. Some persons, being over zealous in securing patrons, send agents to meet the trains at the opening of a term. They sometimes are annoying, and we would have all arriving students pay no attention to them. *Come at once to the college building, remembering that we GUARANTEE a good rooming place.* Do not rely upon any report that all the good rooms are already taken, and that you will have to take what you can get. We guarantee satisfaction if you will first come to the college. The college has its own rules, and unless you deal directly with it it will not be responsible for any dissatisfaction. Students who are entire strangers should not risk paying money for board too far in advance without first seeing the President. No money should be kept about the student's room; it should be deposited at the banks of Danville, or with the President. Don't bring checks for money.

HISTORY OF THE COLLEGE.

ORGANIZED 1876 WITH FORTY-EIGHT STUDENTS.

1894, EIGHTEEN YEARS FROM ORGANIZATION, 1,500 STUDENTS.

We begin the nineteenth year with better instructors, better apparatus, **BETTER COLLEGE** than ever before. Our prospects are bright, our energy undiminished.

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 science, 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 at all be used.

Books are rented.

All books needed may be bought at the lowest rates here, and the following books will be rented, viz.: Ray's Arithmetics, Schuyler's Algebra, Loomis' Geometry, Johnston's Histories, Rigdon's Grammar, McGuffey's Sixth Reader, Lind's Physiology, Bardeen's Rhetoric, and First Latin Book. Special arrangements are made with our bookman, Prof. Hargrave, to sell books at list prices and to buy and sell second-hand text-books. Students should bring all the books they have with them. We do not obligate ourselves to buy second-hand books where not first bought of us.

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

Both the Young Men's and 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 government, and in making new students feel at home. A daily prayer meeting is held 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.

PRAYER-MEETINGS.

For about twelve years the students have held a daily prayer-meeting. This is 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.

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 Zoology 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 animalcula, 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.

PRIVATE INSTRUCTION.

Whenever it is necessary and best, private instruction is given as long as it is needed. If a student enters late, or has not had educational advantages, he is helped by some member of the faculty until he has reached the required standing. This places a great advantage before our people, and many times relieves a temporary embarrassment. The student may rest assured that his wants will not be slighted, but every attention given them.

TESTIMONIALS.

DANVILLE, IND., June 28, 1892.

I have had, as pastor of one of the Christian churches of Danville, the best of opportunities to observe the work and achievements of the Central Normal College, and I am pleased to say that the school is worthy of the highest praise. It is just such an institution of learning as its annual catalogue represents it to be. The faculty are able, earnest, honorable and efficient instructors. The students are an industrious, orderly and ambitious class of young people. The work required and the work done is painstaking, comprehensive and thorough. The success and growth of the school have been phenomenal, and to its great praise, be it said, the success has been merited. But no higher praise can be given it than is given in the efficient instruction that is now being given in all parts of the country by the thousands of teachers, who have here been learners.

S. P. EDMONDSON,
Pastor Methodist Episcopal Church.

DANVILLE, IND., June 2, 1894.

Having been a patron of the Central Normal College during the year just closing, I am pleased to say, in behalf of the institution, that it supports a most excellent faculty of Christian ladies and gentlemen, each well fitted for the position occupied. Some of the professors are authors in their especial departments, and may be properly called specialists. There is a very healthy moral and spiritual atmosphere surrounding the whole institution. The town of Danville, by its moral tone, is well calculated to hold within its embrace an institution so well equipped for the intellectual, moral and spiritual culture of those who are soon to become the stays and supports of our free institutions. Only those who are anxious to make the best use of their time will find it convenient to remain long, for it is certainly the busiest school I have ever known. It is a veritable bee-hive of intellectual industry. And be it known to the credit of more than eight hundred students, that such can be truly said. As citizens of Danville, we can with just pride speak of the efficient faculty of Central Normal College, its wise management, its splendid work, and its wide-felt influence. I, therefore, take pleasure in recommending this institution and its location, so in harmony with its purpose and spirit, to any who think or may think of entering, either for a short or long time, a first-class Normal School.

Respectfully and truly,
A. L. ORCUTT,
Pastor West Main Street Church of Christ.

DANVILLE, IND., June 8, 1894.

During my stay of two years in Danville as a pastor of one of the Christian churches, my acquaintance with Central Normal College has convinced me that it is an institution of great merit. The faculty is composed of men and women of acknowledged worth and ability. Those desiring to take a course of study as given in the catalogue can find great advantages by coming to this place.

W. MAHLON PERRY,
Pastor Friends Church.

DANVILLE, IND., June 30, 1892.

Though my acquaintance with Central Normal College has been short, it has afforded me opportunity to see many of its most excellent features.

Its able faculty, practical work and favorable location make it a most desirable school in which to educate the young.

Its officers and teachers are all scholarly, genteel and generous, so that parents need have no hesitancy in putting their sons and daughters under their care.

Respectfully,
J. L. HUDGINS,
Pastor C. P. Church.

We, as citizens of Danville, are justly proud of the Central Normal College in our beautiful town. I have been intimately acquainted with its management since it was located in Danville, and must any time speak highly of the moral and intellectual force of the school. The teachers are moral and highly educated men and women. I have been a lawyer of the Hendricks County bar and Judge of the courts, and never but once has trouble arisen on the part of a student.

July, 1890.

J. V. HADLEY,
Judge of Hendricks County Court.

COURSE OF STUDY.

PREPARATORY COURSE (FIRST YEAR).

FIRST TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text Book.</i>	<i>Drills.</i>
Arithmetic Ray		Penmanship.
Geography *Potter		Letter Writing.
Grammar Rigdon		

SECOND TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text Book.</i>	<i>Drills.</i>
Arithmetic Ray		Penmanship.
Geography *Potter		Letter Writing.
Grammar Rigdon		Debating.

THIRD TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text Book.</i>	<i>Drills.</i>
Arithmetic Ray		Reading.
Grammar Rigdon		Drawing.
History—United States. . . *Johnston		Debating.
Physiology *Lind		

FOURTH TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text Book.</i>	<i>Drills.</i>
Arithmetic Ind. Series		Elocution.
Physiology *Lind		Vocal Music.
History—United States. . . *Johnston		Debating.

FIFTH TERM—EIGHT WEEKS.

<i>Studies.</i>	<i>Text Book.</i>	<i>Drills.</i>
Reviews of Common Branches.		
Civil Government. *Townsend		Vocal Music.

Certificate of graduation given on completion of above year's work.

PREPARATORY COURSE (SECOND YEAR).

(Former Teachers' Course.)

FIRST TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text Book.</i>	<i>Drills.</i>
Algebra Schuyler		Penmanship.
Grammar Rigdon		Compayre.
Physiology *Lind		Letter Writing.

*Preferred; any will answer.

SECOND TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text Book.</i>	<i>Drills.</i>
Algebra Schuyler		Reading.
Rhetoric Bardeen		Compayre.
History—United States. . . *Johnston		Penmanship.

THIRD TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text Book.</i>	<i>Drills.</i>
Algebra Schuyler		
Rhetoric Bardeen		Debating.
Physical Geography. *Eclectic		

FOURTH TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text Book.</i>	<i>Drills.</i>
Psychology Sully		Debating.
Algebra Schuyler		
Physics Appleton		Teachers' Training.
Geometry Loomis		

FIFTH TERM—EIGHT WEEKS.

<i>Studies.</i>	<i>Text Book.</i>	<i>Drills.</i>
Psychology Sully		Methods.
Botany Wood		Orations.
Latin or Reviews.		

Diploma given on completion of above year's work.

†PEDAGOGY, OR TEACHERS' COURSE.

FIRST TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Geometry Loomis		Two Essays in Ancient History.
Psychology Dewey		Four Lectures on History of Civilization, by the Teacher in Charge of History.
Latin Harkness' Easy Methods		Monthly Debates on Historical Themes.
German. (Weekly.)		Philosophy of Rhetoric. Term Orations.
History, Ancient Myers		

SECOND TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Trigonometry Loomis		Two Essays on Medieval History.
Philosophy of Education . Rosenkranz		Four Lectures on History of Civilization, by the Teacher in Charge of History.
Latin. Caesar.		Monthly Debates on Historical Themes.
German. (Weekly.)		Elements of English Language. Term Orations. Study of Paradise Lost.
History, Medieval Myers		

*Preferred; any will answer.

†The Pedagogy and Scientific Courses are co-ordinate each one year, and each entered from the second year's Preparatory Course or equivalent, and each prepares the student for Classic Course. One may enter either of these courses after completing the common branches, Algebra and Rhetoric. Beginning with September, 1895, Psychology will be preparatory work for Scientific and Pedagogy or Teachers' Courses.

THIRD TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Latin. (Virgil.)		Two Essays on Modern History.
Science of Education and Essentials of Methods.	DeGarmo's	Two Lectures on History of Civilization, by the Teacher in Charge of History.
Physics	Appleton	Monthly Lectures on Educational and Ethical Themes by the Class.
German. (Weekly.)		Elements of English Language. Term Orations. Study of Paradise Lost.
History, Modern	Myers	

FOURTH TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Theory of Method		One Essay on History of Civilization and European Morals.
Common Branches (Primary Work)		Monthly Lectures on Educational and Ethical Themes by Class.
Latin. (Virgil.)		Term Orations, History of Civilization.
German. (Weekly.)		
Botany	Wood	
Philosophy of History	Schlegel	

FIFTH TERM—EIGHT WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Teachers' Training	White's Pedagogy	Graduating Orations.
Zoology	Holder	German or Reviews.

*SCIENTIFIC COURSE.

FIRST TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Geometry	Loomis	Two Essays on Ancient History.
Geology	LeConte	Four Lectures on History of Civilization, by Teacher of History.
Latin	Harkness' Easy Method	Monthly Debates on Historical Themes.
German. (Weekly.)		Philosophy of Rhetoric. Term Orations.
History—Ancient	Myers	

SECOND TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Trigonometry	Loomis	Two Essays on Mediaeval History.
Physics	Appleton	Four Lectures on History of Civilization, by Teacher of History.
Latin. (Caesar.)		Monthly Debates on Historical Themes.
German. (Weekly.)		Elements of English Language.
History—Mediaeval	Myers	Term Orations. Study of Paradise Lost.

* See remarks under Pedagogy Course.

THIRD TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Analytics	Loomis	Two Essays on Modern History.
Chemistry	Clarke	Two Lectures on History of Civilization, by Teacher of History.
Latin. (Virgil.)		Monthly Lectures on Historical and Ethical Themes by Class.
German. (Weekly.)		Elements of English Language.
History—Modern	Myers	Term Orations. Study of Paradise Lost.

FOURTH TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Botany	Wood	One Essay on History of Civilization and European Morals.
Latin. (Virgil.)		Monthly Lectures on Historical and Ethical Themes, by Class.
German. (Weekly.)		Term Orations, History of Civilization.
Philosophy of History	Schlegel	

FIFTH TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Astronomy	Ray	Graduating Orations.
Zoology	Holder	German or Reviews.

CLASSIC COURSE.

FIRST TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Psychology	Dewey	Monday, Study of Bryant's Homer's Iliad.
Latin. (Cicero.)		Monthly Lectures on Homer, by Prof. Rigdon.
French. (Weekly.)		Weekly Study of History of Ancient Philosophy:—
Greek	Harper and Waters	Recitation, and Lectures by Prof. Rigdon.
		Essays in Psychology. Term Orations. Elocution.

SECOND TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Logic	Bowen	Monday, Study of Cary's Dante's Divine Comedy.
Latin.		Monthly Lectures on Divine Comedy, by Prof. Rigdon.
French. (Weekly.)		Weekly Study of History of Ancient and Mediaeval Philosophy:—
Greek. (Xenophon.)		Recitation, and Lectures by Prof. Rigdon.
		Essays in Philosophy. Term Orations. Elocution.

THIRD TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Political Economy	Francis A. Walker	Monday Study of Goethe's Faust.
French. (Weekly.)		Monthly Lectures on Faust, by Prof. Rigdon.
Latin. (Livy.)		Weekly Study of the History of Modern Philosophy:—
Greek. (Homer.)		Recitation, and Lectures by Prof. Rigdon.
		Essays in Political Economy. Term Orations.

FOURTH TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Criticism	Kames	Monday Study of Shakespeare.
Latin. (Tacitus.)		Monthly Lectures on Shakespeare, by Prof. Rigdon.
French. (Weekly.)		Weekly Study of the Shakespearean Dramas.
Greek. (Æschylus.)		Essays in Æsthetics and Criticism and on Shakespeare's Plays.

FIFTH TERM—EIGHT WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Moral Science	Bowne	Essays. Discussions. Lectures. Reviews. Graduating Orations.
Greek Testament.		

NOTE.—The Greek, in the classic course, may be made elective, as follows:

- First Term.* Greek, German, or Geology.
- Second Term.* Greek, German, Philosophy of Education, or Law.
- Third Term.* Greek, German, Science of Education, Analytics, or Law.
- Fourth Term.* Greek, German, Theory of Method, Surveying, Law, or Chemistry.
- Fifth Term.* Greek, German, Astronomy, Surveying, Teachers' Training, or Law.

Greek, if studied, must be begun the Fall Term. Three studies make the work for each term. The degree of B. A. is given to all who complete the work. B. P. is added for those who take the Pedagogy all year. B. S. for those who take the Sciences and Mathematics, and B. L. for those who take Senior Law. The Scientific or Pedagogy Course, complete, is NECESSARY preparation for the Classic Course.

EXPLANATORY REMARKS.

COMMON SCHOOL AND MISCELLANEOUS COURSE.

This does not appear in the curriculum, because it includes all the classes enumerated in 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 programme. 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. *When 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.

PREPARATORY COURSE. (FIRST YEAR.)

(See Curriculum, page 16.)

This course is designed to prepare the student for Scientific or Pedagogy Courses. Because our school is a college and all the higher courses are given, it must not be thought that we give no elementary instruction. In this course the student will complete Arithmetic, Grammar, Geography, History and Physiology. From three to eight months will be spent on each of these branches. We can give the student more in six months on these studies than he can gain in two years in the common schools. Instead of staying in the country school, where the student is all alone in his classes, or but few with him, let him attend a school where he will be stimulated by classmates. If one has never studied Grammar, History, Geography, etc., he may enter here and receive just the instruction he needs from teacher especially prepared to do such work.

Also a graduate of this Department will be able to receive a license and teach school. By examination it may be seen that it meets the three wants:

To give primary instruction, to prepare for teaching and for higher courses.

Also one gets thorough drills in Penmanship, Reading, Letter-writing, Debating, Vocal Music and Teachers' Training.

We have no more complete course in the school. Certificates of graduation will be given to those completing the course satisfactorily. Certificates, \$2.00, in automatic lettering and pen-work.

PREPARATORY COURSE. (SECOND YEAR.)

FORMER TEACHERS' COURSE.

(See Curriculum, page 16.)

This course includes careful and advanced study and drills in Arithmetic, Grammar, Descriptive and Physical Geography, United States History, Physiology, Algebra (4 terms), Rhetoric (2 terms), Natural Philosophy, Botany, Plane and Solid Geometry, Psychology, Reading, Elocution, Civil Government, 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.

Special attention is given to Psychology. (See article headed "Psychology," page 40.)

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. The time required varies with the advancement and abilities of the pupil. A year, sometimes more, frequently less, will suffice.

Diplomas will be granted to those who complete the course satisfactorily, giving evidence of ability to teach and manage a school successfully, and who hold a twelve months' license, or its equivalent, or have taught. Diplomas, \$2.00.

PEDAGOGY, OR TEACHERS' COURSE.

(See Curriculum, page 17.)

Reference to the outline of this course will show that its aim is indeed a thorough preparation for teaching in the public schools. It will be seen that, although the course is of but one year's duration, it, with the two years of pre-supposed work, is the equivalent of the four years' courses of many other institutions, which, coupled with the fact that students may enter at any time for the preparatory work, is a saving of two or more years' time and expense to the student.

In addition to what appears in the course as outlined (page 17) we would add that the students of this course will be required to read Rousseau's *Emile*, Pestalozzi's *Leonard and Gertrude*, Spencer's *Education*, Boone's *History of Education in the United States*, and Tompkin's *Philosophy of Teaching*.

The general history of education will be pursued in connection with the work entitled *General History*. Numerous essays will be written by the student on various phases of educational history, and he will be required to deliver several addresses on topics of systematic pedagogy.

In addition to the very careful reading of Rosenkranz DeGarmo's *Essentials of Method*, and White's *Pedagogy*, the student will be frequently referred to chapters in Laurie's *Institutes of Education*, W. H. Payne's *Contributions to the Science of Education*, Compayre's *Lectures on Teaching*, Rein's *Outlines of Pedagogics*, and other valuable works on the subject.

We recommend that those teachers and students contemplating the work of the course read as many of the above works as possible before entering. Dr. Kinnaman will direct by correspondence the reading of a limited number of students who may be planning to take the course.

Especial effort is made to acquaint the student with the literature of each phase of education. The excellent public schools of Danville and Indianapolis will be visited as often as possible for the study of children and the observation of primary methods. On the vacation day of each week during three terms different members of the faculty will deliver courses of lectures on methods and other educational questions which students of this course are expected to attend.

The course is in charge of A. J. Kinnaman, Doctor of Pedagogy, University City of New York. Dr. Kinnaman's eleven years' experience as an Independent Normal teacher, and his three years' course in the School of Pedagogy, University City of New York, with his experience as a teacher of methods, have fitted him especially for his work.

Prof. Rigdon, of Boston University, author of Rigdon's Grammar Series, and of Rigdon's Psychology (in preparation), has no superior in the State as a teacher of psychology, and is too well known to need commending. Page 40.

The general history is essentially the same as that of the scientific course, and is in charge of President J. A. Joseph. (See General History, page 47.)

The natural sciences are taught by Prof. C. A. Hargrave. (See Science, page 40.)

The course is intended for teachers and others having already a comparatively finished knowledge of the branches taught in the public schools. We do not believe in formally giving boys and girls methods of teaching before they know well the common branches; hence, most of our course in methods and training is withheld until the academic course is completed. We believe that better results can be obtained by this classification than can be where the *formal method* work is *dribbled* into all the classes throughout the course, or where the academic work is completely covered up and lost sight of, at least so far as the judgment of the student is concerned, in a superabundance of so-called "methods."

Here the student observes methods and devices of the presentation of the higher grades of each subject in the classes as those subjects are taught to and learned by him. For the theory of methods in these grades and for the methods and devices of the lower grades of each branch we sustain our classes in the Philosophy and Science of Education, Psychology, the Theory of Method and Training. The student is taught not only Arithmetic, Geography, etc., but is taught how the pupil thinks those subjects, and what are the relations of teacher, pupil, subjects, devices, methods and ends.

Our effort is to do genuine fundamental work in Pedagogics and Pedagogy, and to equip conscientious and capable men and women as teachers for all departments of public education. We have striven to strike a "happy mean," and not "to go to seed" on *methods*, forgetting the value of academic instruction, or yet, again, "to go to seed" on academic instruction, as others have done, ignoring the value of methods and training.

To enter the course one must have "completed" the common branches and algebra and rhetoric, and must have read at least Compayre's, or some other valuable work on teaching, and one standard work on psychology.

The degree of Bachelor of Pedagogy will be conferred upon those completing the course. Students completing this course are prepared to enter the Classic Course any succeeding year. Diplomas, \$3.00.

SCIENTIFIC COURSE.

(See Curriculum, page 18.)

One of the strong features of this institution is the scientific course, and its emphatic endorsement 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.

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. See page 48.

Trigonometry is studied the second term and Analytics third term.

NATURAL SCIENCE: This part of the course includes Geology (10 weeks), Physics (10 weeks), Chemistry (10 weeks), Botany (10 weeks), Astronomy (8 weeks), Zoölogy (8 weeks). As far as is profitable the work is in the field. The

student is taught to analyze flowers, classify minerals and fossils, and to collect and preserve specimens. Apparatus is constructed and experiments made. Outlines, charts, cabinets, manikins, skeletons, microscopes, a planetarian, tellurian, a telescope are used by the students. Our aim is not to exhaust the subject, but to make of every student an enthusiastic amateur scientist. (See article headed "Natural Science," page 40.)

LATIN: First Latin, Cæsar and Virgil are read. (See Latin, page 49.)

GENERAL HISTORY: See Curriculum and General History Topic, pages 18 and 47.

LITERATURE: See General Literature, page 39.

ADVANCED RHETORIC: One term will be given to Advanced Rhetoric or the Philosophy of Rhetoric. Degree of B. S. is given on completion of this course. Diplomas, \$3.00.

THE CLASSIC COURSE.

This is pre-eminently an age of business. He who succeeds now-a-days, whether it be in commercial life or in any of the professions, must carry business principles and business methods into his work. The time is past when men and women can hope to stand high in literature, journalism, law, medicine or the ministry, with what education they can pick up after leaving the high school. It would be less preposterous for a squad of untrained farmers, merchants and mechanics to attack a regiment of West Point graduates, than for the so-called self-made young man to presume to contend with even a less gifted opponent that has had the advantage of a college course of instruction. On the other hand, the older colleges that still require of young men and women from four to six of the best years of their lives in the study of the dead languages, are, to say the least, mistaken in their conception of the demands of the present. They utterly fail to grasp the spirit of the age. They close their eyes and ears and reason to every thing outside the college walls, and declare, at least by their course of study, that *Life is Latin*.

From the beginning the Central Normal College has sustained a modern course of study. It has sought to determine the demands made upon educated men and women of to-day; it has analyzed the character capable of satisfying those demands, and has constructed its course of study with special reference to the building of that character. It has excluded everything superfluous, avoided the overlapping of courses and thereby reduced the time to the lowest possible limit. It has discarded the dry, hum-drum lecture method of a hundred years ago, and put in its place free discussions, directed by the instructors. It demands of its instructors not only high scholarship, but also that every one shall have completed a regular course in the Science and Art of Education.

This course includes two general lines of work: LANGUAGE AND PHILOSOPHY.

LANGUAGE: This work is all done by Prof. G. L. Spillmann. He was born and partly educated in Switzerland. He came to America and completed his education, keeping ever in view his one fixed purpose—to fit himself to teach foreign languages to English students. After finishing his college course, he was engaged by the Central Normal College to teach Latin, Greek and German. This work he did for ten years so as to reflect great credit upon the college and make it the acknowledged superior of all schools sustaining shorter courses in these subjects. He then took a vacation and traveled over England and the continent of Europe for the purpose of making himself more proficient in some of the modern languages. He returned and again took up his work in the Central Normal College, where he has done so much good for the institution and made such an enviable name for himself. He has kept up and is still continuing correspondence work with some of the leading American universities. But the best thing that can be said of him is this: Unlike most college Professors of Language, *he is thoroughly normal in his methods*, and makes the study of Language a source of delight instead of a drag to the student. We speak advisedly when we guarantee to students everywhere that, as a Language instructor, Professor Spillmann has but few equals and no superiors in this country. The language work of the Classic Course includes (see page 49, Latin and Greek)

PHILOSOPHY: Under this head we include *Higher Psychology, Logic, Political Economy, Criticism*, and *Ethics*, besides considerable work in the *History of Philosophy*, some study of the four greatest authors in all literature—*Homer, Dante, Goethe and Shakespeare*—and some study of the principles of *Literary Interpretation*. This embodies the very cream of all that is contained in the best university courses in Philosophy, and saves the student from one to three years valuable time. It is impossible to give an adequate idea of the work done in this line. Only the student who has gone over it can properly appreciate it, but the following general suggestions may help some to estimate the value of the course:

Psychology: Here the student is introduced to a new kind of investigation, the scientific study of mind or spirit. The student is encouraged to read much, but only what he can think through for himself. He is at once made to understand that all thought is original, that the only way to have thoughts is to think them. He is also impressed with the importance of the conclusions he reaches concerning the nature of mind, and sees that these conclusions will influence all his future thinking on all subjects. He is made to see that psychological principles underlie all true study of Philosophy, Sociology, History, Literature, Logic, Art, Ethics and Religion. He is thereby encouraged to determine for himself the nature of mind and the laws of its activity. Due attention is given to Physiological Psychology, its claims, its merits, and its shortcomings.

LOGIC: In this subject we give the pupil all the main principles of Formal Logic, and devote much time to their application to the arts of proof, explanation, and argumentation. The student who has not had this term in Logic has and can have no idea of the power it would give him in the original investigation of a subject and in the handling of facts so as to maintain or refute a proposition.

POLITICAL ECONOMY is regarded by many students as the finest work of the course. We use one of the latest and most complete text books on the subject, and have the student aim at a comprehension of the general and well-established principles of this great science. He is encouraged, on the one hand, to deduce the principles from facts, and on the other, to explain facts by referring them to principles.

CRITICISM: This does not mean haphazard fault-finding, but a systematic determination of the principles of art, the sources of excellence and the causes of defect, the psychological laws by which we pronounce a thing beautiful or ugly. After this general treatment of the subject, special attention is given to higher literary criticism, with special reference both to the principles governing literary interpretation and to the art of original construction. Here we bring forth all our psychological principles, and show their concrete application to art, particularly to the arts of literature and public speaking. We seek to determine the philosophy of force in composition and the psychological basis of oratory. The students and professor read together and discuss the four greatest authors of all time—*Homer, Dante, Goethe and Shakespeare*—and in many other ways make the term's work most interesting and useful to the student.

ETHICS: The last term of the year's work is devoted to a critical examination of the great ethical systems. An effort is made to determine what systems fall into completest harmony with the nature of man.

HISTORY OF PHILOSOPHY: During the first three terms of the year one hour a week is given to the study of the History of Philosophy. Ancient Philosophy is given in the form of notes and lectures by Prof. Rigdon. Falkenberg's History of Modern Philosophy is used as a text.

So far nothing has been said of the essays written by the members of the class. Each member of the class writes two essays a term along the line of the work done in class. The students have most excellent opportunities for thorough investigation, as they have free access to three well-selected and rapidly growing philosophical libraries, besides the large general library of the college. These essays are, therefore, very complete, and some of them assume the dimensions of treatises. Prof. Rigdon gives his personal criticism to every essay in the presence of the entire class, and there are very few graduates of the course who will not agree that the criticism alone was well worth their time and money. Besides these essays, each student prepares and delivers a public oration once a term. We go on the theory, which we hold is the true one, that education should look as much to expression as to impression, and consequently, by the time our students have completed our Classic Course, many of them are first-rate public speakers. Our graduates are enthusiastic in their praise of this course, and it stands high in the

estimation of other colleges. Not long ago a lady, who was then a student in one of the leading American universities, upon hearing the graduating orations of our classics, said: "I intend to go ahead till I finish my university course, and then come to the Central Normal College and take the Classic Course under Prof. Rigdon, for it seems that the students here get a power of thought and expression not developed in the long university courses."

We invite all students who have had the equivalent of our scientific or our Teachers' Course, here or elsewhere, to come and take our Classic Course. It will give you independence and strength of thought and a depth and breadth of culture that will fit you for any calling in life. The course is in charge of Prof. Jonathon Rigdon. Diplomas, \$5.00.

SURVEYING AND ENGINEERING COURSE.

NOTE.—Inasmuch as this work requires much field practice, classes will be conducted during the spring and summer terms only. Students entering it at the first of the spring term can complete the course by August 1. A beginning, as well as an advanced class, will be organized for the summer term. Students need a good knowledge of Algebra to begin the work.

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 saving 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 embraces 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, chainman, etc.

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. 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.

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. Diplomas, in automatic lettering, \$2.00.

COURSE OF STUDY.

[Spring and Summer Terms Only.]

SPRING TERM.

Surveying (Land, Ditches and Pikes, with plats and profiles). English Grammar. Geometry. Physical Geography.	Penmanship. Drawing.
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SUMMER TERM.

Advanced Leveling (Railways, Ditches, Pikes, Streets, Pavements). Trigonometry. Natural Philosophy.	Drawing. Letter Writing.
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THE COMMERCIAL COURSE.

Students may enter any time. Class beginning every five weeks. Private work given when necessary.

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 gives 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 Prof. 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 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.

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 banks, 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.

Tuition, \$10.00 per term, which includes studies in all departments except instrumental music. Diplomas, \$1.00.

COURSE OF STUDY—THREE TERMS.

Tuition, \$10 per Term.

FIRST TERM.

Book-keeping, half-term,	Rogers & Williams	Drills: Penmanship (2 hours daily), Letter-writing, Debating, Actual Business, Half term.
Arithmetic	Ray	
Grammar	Rigdon	

SECOND TERM.

Book-keeping	Rogers & Williams	Penmanship (2 hours daily), Actual Business, Letter-writing, Debating.
Grammar	Rigdon	
Commercial Law	Rogers & Williams	

THIRD TERM.

Book-keeping	Rogers & Williams	Actual Business, Debating.
Arithmetic	Ray	

NOTE—This course may be completed in two terms by those holding a twelve months' license, or can complete Arithmetic and Grammar in one term. The second and third terms' work is the part demanded of the two-term student. Diplomas are granted to those completing the work.

THE COUNTING-HOUSE COURSE—THREE TO FIVE TERMS.

Tuition, \$10 per Term.

FIRST TERM.

Grammar	Rigdon	Drills: Penmanship (2 hours daily), Letter-writing.
Arithmetic	Ray	
German—Grammar Work.		

SECOND TERM.

Grammar	Rigdon	Drills: Penmanship (2 hours daily), Actual Business, one-half term, Letter-writing.
Arithmetic	Ray	
Book-keeping, one-half term, German—Conversation.	Rogers & Williams	

THIRD TERM.

Book-keeping	Rogers & Williams	Drills: Actual Business.
Commercial Law	Rogers & Williams	
Shorthand.		
German—Grammar and Reading.		

FOURTH TERM.

Book-keeping	Rogers & Williams	Drills: Actual Business.
Shorthand.		
Typewriting.		
German—Composition and Letter-writing, Reading.		

FIFTH TERM.

Shorthand.	Drills: Actual Business.
Typewriting.	
German—German Literature.	

NOTE.—This course is completed by some in four terms, and others in three terms. By examinations, or grades from other schools, we will pass the student on any branch or branches in the course. It requires from three to five terms to do the work. The applicant can readily place himself by studying the above course as laid down. The work need not be taken up just as laid down. The student may have freedom in choice.

We claim for the course thoroughness. We guarantee a student that he can take any business, or part of a business, and do the work. Every study is under a thorough teacher.

It is the fashion now to graduate young men and women quickly. We may not have as many graduates, but we do have better, as scores of business men in Indianapolis, Chicago, Cincinnati, and many lesser towns know, for they have tried our graduates.

Tuition, \$10 per term, which includes any study in the college work except Instrumental Music. Diplomas, \$1.00.

LAW COURSE.

Tuition, \$10 per term.

[This Department opens at the first of the Second Term, and continues throughout the remainder of the year. Length of course, two years.]

A class begins the work also the first of Spring Term.

November 12, 1889, our first law class began work. It was not then known whether there would be sufficient demand for the course to enable us to make it a permanent feature of the College. Being now fully satisfied that there is a place for it, and highly pleased with the most excellent work of the goodly number in the class during the past years the course is lengthened and given the prominence it deserves. It is designed to meet the wants of all persons desiring to enter upon the practice of the law. The one who now expects to be successful in any profession must educate himself especially for it. The day of great professional achievements without corresponding educational advantages has, in the main, passed away. The lawyer, the doctor, the minister, the teacher, must have special instruction, based upon the best general education by him attainable.

In most of the States, and especially in Indiana, the usual method of the student is to read in the office of an attorney. Many have thus become good lawyers. But there is a better way. The work in most offices amounts simply to self-study, since the practicing attorney has but little if any time to devote to his student.

DISADVANTAGES WHEN READING IN AN OFFICE: In an office the student is in general subject to the following disadvantages: Unsystematic reading; danger of becoming opinionated, due to association with clients; temptation to begin practice before being well grounded in the principles of law; the constant temptation to neglect work in order to enjoy the society of other young persons who have nothing to do; the desire to hear all the evidence in many uninteresting cases in which he becomes interested through mingling with clients.

ADVANTAGES HERE: In our law class he will have the following advantages: A systematized course of study; the special and daily attention of a competent lawyer; the stimulus of class recitation, without which close application of the mind is seldom attainable; association with hundreds of young people from many different States, who are determined to accomplish all that is possible in a given time; the elevating influences of the many public exercises of a large college; the privilege of pursuing general literary studies; an opportunity to take a commercial course without extra charge; regular class work in English Grammar, Rhetoric, General History, Latin, Literature, Essay Writing, Debating, etc.; practice in a moot court, presided over by the teacher; expenses less, considering the accommodations, than in any other county-seat town.

TIME OF ENTRANCE: Students can enter a class at any time, without serious disadvantage, though it will be better to come in November. Those who are prepared for the Senior year can enter at the first or middle of any term, as the class at such times will be beginning a new subject, not materially resting on that which has preceded in the work of the year.

GRADUATION: Only those doing in a satisfactory manner the work of both the Junior and Senior years will be entitled to a diploma as a regular graduate of the Institution. Those who do not take the full course will be given certificates, setting forth the work done and the time devoted to the study, so as to give them credit in any other law school, or in any examination for admission to the bar. Students who have taken a partial course in another school, or who have read any considerable time in a law office, will receive credit for the work so done, and will be placed in a class of proper grade. Such students can, by correspondence, ascertain the most favorable time to enter.

CURRICULUM.

JUNIOR YEAR.

First Term—Kent. Algebra. Rhetoric. Elocution.
 Second Term—Pleading and Tort. Algebra. Rhetoric. Elocution.
 Third Term—Contract and Evidence. Algebra. Elocution.
 Fourth Term—Criminal Law and Domestic Relations. Algebra. Elocution.

SENIOR YEAR.

First Term—Code, Pleading and Evidence. *Geometry. Elocution.
 Second Term—Corporations and Negligence. *Trigonometry. History and Literature.
 Third Term—Real Estate and Bailments. *Surveying. History and Literature.
 Fourth Term—Sales. *Surveying. Orations.

TEXT-BOOKS: The Junior student will need Kent's Commentaries, Cooley on Torts, Stephen on Pleading, Bishop on Contracts, Reynold's Stephen on Evidence, Harris on Criminal Law. The Senior student may use any standard author on the subjects to be pursued. Every student should bring all the books of which he may secure the use. Those desiring to purchase should delay doing so until arriving in Danville, as we secure a considerable reduction in price. Uniformity of text-books may also thus be secured, resulting in a great saving of time to the student. Each member of the class should be provided with the revised statutes of his State.

A SHORTER COURSE: The Junior year is intended to cover fundamentally the entire field of the law, and has been so arranged in order to accommodate those who can not be in school long enough to take the complete course, and those desiring a short course in law, as a part of a general education, to more thoroughly prepare for any business or professional life.

A SUMMER COURSE: A beginning class in the work of the Junior year will be organized at the opening of each Spring term. It will continue in progressive work until the close of the school year. This is to accommodate those who wish to teach during the winter. Such persons can get all the Junior work during the Spring and Summer terms of two successive years.

MOOT COURTS: Courts will be organized and cases will be conducted by the students. The teacher will preside.

EXPENSES: Tuition, \$10 per term, which includes all work in college except Instrumental Music. Diplomas, \$5.00.

*Latin or German may be elected for the second year's mathematics. The course may be completed in one year by those sufficiently advanced in general work.

COURSE IN ELOCUTION AND ORATORY. (One Year.)

FIRST TERM.	Gymnastics, Free Hand and Wands, Voice Development, Breathing, Physiology of Voice, Articulation, Pronunciation, Imitation, Vocal Music.	Grammar, Rhetoric, Literature (American), Oral and Written Description, Literary Interpretation of Poems by Bryant and Longfellow.
SECOND TERM.	Gymnastics, Dumb Bells and Indian Clubs, Voice Culture, Physical Culture, Articulation, Pronunciation, Dio Lewis Gymnastics, Imitation, Vocal Music, Sight Reading.	Rhetoric, Literature (English). Thought Conceptions, Memory Training, Culture of Imagination, Feelings, Self-Control, Exercises for Concentration and Discrimination, Critical Analysis of Lowell and Tennyson, Psychology.
THIRD TERM.	Delsarte, Voice Culture, Gesture, Personal Magnetism, Recitations, Characterization, Bible and Hymn Reading, Methods of Teaching Elocution and Oratory.	Memory Training, Debating, General History and Literature, Critical Analysis of Milton and Emerson, Study of Temperaments, Psychology.
FOURTH TERM.	Voice Culture, Stage Presence, Dialect, Characterization, Stage Work, Extempore Speech, Pulpit Delivery, Forensic Oratory.	Memory Training, Cultivation of Personality and Individuality, General History and Literature, Homiletics, Study of Temperaments and Audience, Critical Shakespeare.
FIFTH TERM.	Review of Previous Work, Stage Presence, Pantomime, Forensic Oratory, Public and Private Rehearsals.	Review of Previous Work, Written Orations, Critical Shakespeare, Private and Class Instructions.

We fully realize that the greatest need of this age is manhood and womanhood—men and women of perfect health, broad minds and noble character; that failure in life is as frequently due to ill health, weakness of emotional and moral power as to deficient intellectual ability or lack of skill; that in order to reach this ideal of harmonious culture all sides of man's nature should be educated.

Oratory, perhaps more than any other vocation, demands that man be ideally developed. The orator, in his profession, is placed before the public in such a position that it will demand of him the broadest and most advanced thought of the age, that the mind be so strong and well developed that it has entire control of the casement—the body.

It further demands that his *mind* be well stored with a vast amount of good, practical, organic knowledge; that his *sensibilities* be well developed, but under control of his best judgment and will power; that his *will* be educated as a giant to become the operating force of a powerful intellect and a good heart.

Thus realizing the demands in this direction, and the sad failure of a large majority to meet this demand, we *aim* to make this course thoroughly practical, and that every person who completes it shall have the ability under all the ordinary and extraordinary circumstances in life to express in the most effective manner his own thoughts and feelings. We also aim that he be able to convey truthfully and impressively the ideas and emotions of others in reading and recitation.

To do this he must have a systematic course in literature and interpretation. He must be taught to deal with literary productions in such a way as to make it his own—a public reader should be a literary interpreter.

The *object* of this course is to produce effective readers and speakers. The orator should not only convince an audience that they should do a certain thing, but should persuade it to do it. To do this he must possess a large amount of personality and individuality, he must be able to give something more than mere words and fine figures of speech. He must give truth in its highest form. He must be a large possessor in order to give bountifully. He must go to the source of all truth—Nature—and through it see Nature's God. He must be so cultured as to hide himself in the spirit of the truth he would convey. To have his physical nature as a highly polished glass through which the truth becomes magnified and glorified. A large majority of persons in all professions fail to make their work effective simply because they are unable to use their physical powers to express their mental condition, therefore we give the student a thorough drill in gymnastics, and endeavor as speedily as possible to place the body under direct control of the mind and every movement indicative of the thought that prompts it.

Careful drill is also given in voice culture, in articulation, and the correct pronunciation of words frequently miscalled. These seeming trifles must not mar the effect of the truth, but rather by their perfection aid in discovering it for us.

If you carefully observe the outlined course for each term you will notice that we endeavor to develop power as well as skill in order to reach perfection in this art. To do this, frequently a negative work must first be done, for many persons from false ideas and conceptions have lost their native naturalness and simplicity of expression. So far as possible the effects and causes of this condition must be removed. This is very important, from the fact that nothing is so destructive of effectiveness as unnaturalness, and if we did no more than restore this condition in its perfection the time of the student would be well spent.

We aim to discover the individual weakness of the student and immediately proceed to develop those powers whose lack of strength is responsible for the weakness in expression.

Our first great positive work, then, is the stimulating, developing and enlarging of those mental, moral and physical powers of the student, upon whose harmonious and vigorous action natural and impressive speech depends.

MENTAL TRAINING.

a. We aim to secure perfect freedom of the intellectual faculties. Constant exercise is given to the power of thought—conception. The imagination is disciplined and made more powerful. Attention or concentration, together with many other strictly intellectual processes, are subject to cultivation.

b. The feelings are awakened and stimulated so that the entire nature yields to the strength and beauty of the thought within.

c. An ideal orator, as well as an ideal man or woman, is a person in whom the whole being is in proper subjection to the will. To reach this the power of the intellect and heart must be taught to obey and the will to command. Self-control, self-reliance and moral courage are essential in the character of those who would influence others.

We do not teach oral expression, but cultivate the powers which produce it. In fact, expression can not be directly taught. If it is attempted it becomes the most servile imitation.

The farmer's work does not consist in teaching his grain to grow, but in dealing with the elements he finds—soil, seed, heat, light, air, moisture. He lets the grain do its own growing. So the teacher of elocution should deal with the mind, the body, the conception of thought, the audience, the surroundings and conditions, but let the manner of the expression take care of itself.

In the matter of criticisms, the teacher aims to remove the causes of mistakes and faults, rather than make the pupil continually conscious of them. In many cases the pupil fails because of this self-consciousness; again, it is his lack of power to conceive and feel as the author of the selection did in the writing. The

remedy for defects is removing difficulties by developing other now dormant mental powers. We know that we positively strengthen the original faculties of the pupil fully 100 per cent. We would call your attention to the fact that even if we did not thus enlarge the native talents of the student, we should, by our technical training simply, be of much benefit to all who come to us.

Believing that every native power, be it great or small, is capable of almost unlimited cultivation, we aim at the generation of original power, and by this process the student is made a truer and greater reader and speaker, because he is a truer, nobler and better man.

Notice carefully the course as outlined above. No completer course is found anywhere except in regular schools of oratory, such as in Boston and Philadelphia, and only there because of the greater length of time. As far as we go we are as thorough as they. We place this excellent course before the student at \$10.00 per term. Not only is the course a good one, but it is led by one among the finest teachers in the West. Miss Dorsey is a graduate of the National School of Oratory, a fine elocutionist, a powerful, energetic woman of ten years' experience, and has had a careful drill in the methods of teaching. We give you a first-class teacher and good, practical course, and the latest methods in the work. We believe no school in the West has a better teacher. Scores of elocutionists of wide reputations appear on our platform each year, but Miss Dorsey is recognized their superior in most cases and the equal of any. No teacher has so quickly secured the good will and respect of student, faculty and citizens as has Miss Dorsey.

This course begins in September of each year. Students having had some work before may, on passing the proper examination, be excused from a part of the outlined course. A miscellaneous course of one term is carried for those who do not wish to graduate. The degree of B. E. is given to those who complete the regular course. Tuition, \$10.00 per term, which includes all college work, except Instrumental Music. Diplomas, \$5.00.

PHYSICAL CULTURE AND DELSARTE.

The department of Physical Culture is becoming one of the important ones in the college. There are many who feel that it would be impossible to do their other work successfully if it were not for this exercise and the development it affords.

Each year there are fewer cases of students putting off Physical Culture on account of hard pressure for time, and more are realizing that the more the mental faculties are taxed, just so much more important is this relaxing and up-building process.

But little apparatus is required, and that is not expensive. Free-hand, wands, dumb-bells and Indian clubs are used in the different classes.

Three systems of Gymnastics are taught—Swedish, German and Dio Lewis, while special attention is given to Delsarte and posing. The many systems used afford a needed variety in the exercise, and call into action all members of the body equally, shunning abnormal muscular exertion and aiming always to secure normal development.

Special attention is given to the numerous practical duties devolving upon student life, such as standing, sitting, walking, going up and down stairs, breathing, etc., and discussions upon fundamental physiology and hygiene. The constant aim of the teacher is health, strength, and grace for the pupil. Each class meets twice per week, giving twenty lessons per term. Gentlemen contemplating taking this work should provide themselves with a negligé shirt, and ladies with a blouse waist.

DEPARTMENT OF MUSIC.

PIANO.

COURSE OF STUDY.

First Year.

1. Piano-forte instructor, by J. H. Howe.
2. Kohler, studies, Op. 151 and 50.
3. Loeschhorn, studies, Op. 84, Book I.
4. Duvernoy's studies, Op. 120, Book I.
5. Heller, studies, Op. 47.
6. Sonatinas and Pieces by Lichner, Spindler, Kuhlau, Pacher, Leybach, Reinecke.

Second Year.

1. J. H. Howe's system of Technique (including Scales and Arpeggios executed in moderate tempo.)
2. Loeschhorn, Op. 84, Book II and III.
3. Czerny's Velocity Studies, Op. 299, Books I, II, III.
4. Czerny's Octave Studies; Heller's Phrasing Studies, Op. 45, Books I and II; Studies by Kohler and Krause; Sonatinas and easier pieces, by Kuhlau, Clementi, Haydn, Mozart, and Mendelssohn's easier songs without words.

Third Year.

- J. H. Howe's system of Technique (complete.)
 Cramer's Etudes (Bulow Edition).
 Henselt—Preparatory Studies.
 Czerny's Etudes, Op. 740.
 Bach's Inventions in two and three voices.
 Sonatas of Haydn and Mozart.
 Beethoven's Easy Sonatas.
 Kullak's Seven Octave Studies.
 Easy compositions of Raff, Mendelssohn, Mills, Weber, Scharwenka, Heller, Henselt.

Fourth Year.

- Clementi's Gradus ad Parnassum.
 Moscheles, Op. 70.
 Mayer, Op. 119, Books I, III.
 Czerny's School of Virtuosity.
 Chopin's Etudes, Op. 10 and 25.
 Schumann's Novelletten.
 Bach's Well Tempered Clavichord.
 Sonatas and Concertos by Mendelssohn, Beethoven, Chopin, Weber.
 Concert Selections by Chopin, Schubert, Schumann, Rubinstein, Liszt, Moszkowski.

Students may enter this department without taking a regular course, and pursue the work to such an extent as they may desire. They may enter any time and get credit for the work done. Diplomas will be given to those finishing the course. A teacher's certificate will be given to those finishing the third year. The instructor, Mrs. Wilhite, is a teacher of many years' experience, has had the full piano work at the DePauw School of Music, representing seven years. She also has had work under different masters, and is organist for the M. E. Church (pipe organ), of Danville. Certificates, in pen-work, \$2.00. Diplomas, \$5.00.

WHAT WE TEACH.

Cornet, Violin, Clarinet, Guitar, Piano, Organ (Cabinet and Pipe), Voice Culture and Harmony are the branches chiefly studied, but in addition to these instruction will be given on any instrument used in orchestra or band.

BAND AND ORCHESTRAL INSTRUMENTS.

This department is in charge of Prof. E. A. Tuttle. He is an accomplished musician and a most successful teacher. His department was organized in November, 1887, and has shown that there was a greater demand for it than we thought existed. It is sustained for those who wish to devote all their time to music, as well as for those who wish to devote some time to music while securing a literary education. The two should go together. Two lessons per week in music will not interfere with the progress of the student in 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 people to be of use to the community in which they live.

VIOLIN.

This master instrument is to be found in more houses than any other. The desire to learn it is almost universal. Many persons are wasting valuable hours of practice by using bad methods. All such should have the instruction of skilled performers and teachers. Many ladies are learning the violin, and we hope to see more of them studying it.

CORNET.

This is now a leading instrument. It is in demand everywhere for bands, orchestras, Sabbath-schools, churches and solo playing. It is more readily learned than the violin. Students in one year can make themselves quite proficient, if under the instruction of a master cornetist. This is Professor Tuttle's favorite instrument.

GUITAR.

This is a delightful instrument for the home, and is being learned by many gentlemen, as well as ladies.

OTHER INSTRUMENTS.

Students can have instruction on any other instrument used in orchestra or band. Full particulars can be learned by correspondence.

BANDS.

The College owns a set of band instruments, and for several years has maintained a military band. This meets twice a week. At the first of the year beginners can enter it, but later only those who can play the grade of music used will be accepted. The first term the music selected is very easy, but during the last three terms of the year it is difficult. Some fine selections are learned. The band is frequently called upon to play in public, thus giving the members valuable experience. Professor Tuttle is one of the very best cornetists in Indiana, and is a superior bandmaster. Band leaders will find it highly profitable to play under his direction one or more terms.

Tuition for Band Practice: No charge will be made to students who are regularly enrolled in the musical department. All others must pay \$1.00 per term.

Instruments: Students not provided with instrument can secure a college horn on payment of \$1.00 per term rent. This gives the holder entire control of the instrument, he being responsible for any damage to the same. Since the number of instruments is limited, one cannot be had at any time. Prospective students can learn by correspondence whether or not they can be provided for.

ORCHESTRA.

An orchestra is sustained at all times. This is to provide music for all college entertainments. Students who can play music of grades three and four will be admitted to this free of charge, provided their services are needed.

ORCHESTRA FOR BEGINNERS.

Whenever deemed advisable by the teacher, an orchestra will be organized for members of the department who are not in the regular college orchestra. During the past year such an orchestra has been sustained nearly every term. Students not regularly enrolled in the department will be charged \$2.00 per term.

PIANO.

This instrument is doubtless more widely studied than any other at the present day, yet, considering the time and money expended, the results are, in many cases, far from satisfactory.

A large per cent. of piano students waste much of their time playing trashy music, and many attempt to play difficult compositions before they have acquired sufficient technical ability to perform them even respectably. Very often this is because such students have not been rightly guided in their studies. We aim by means of suitable exercises, etudes, and music, to develop a musical touch, a good technique, and correct taste.

REED ORGAN.

This popular instrument gladdens many a home where the piano, because of its costliness, would find no place, and in a large majority of churches outside the cities it takes the place of the pipe organ. While of less artistic value than either of these instruments, the reed organ, when skillfully played, is capable of giving forth excellent music. The instruction will be adapted to the character of the instrument. Excellent advantages are given to students of pipe organ.

VOICE CULTURE.

The most perfect of all musical instruments is the human voice. But to make it truly effective, cultivation and development are necessary. An uncultivated voice, however superior in quality, is of less real value to its possessor, and to the world, than one not so rich, naturally, but thoroughly trained, and under perfect control. Besides being a healthful exercise, singing contributes much to the general musical culture of the singer.

The instruction will embrace ear training, the development of quality, flexibility, power and compass of voice, and drill in distinct pronunciation of words in singing.

HARMONY.

Harmony is the grammar of music, and treats of intervals, scales, chords and keys, and their relation to each other in musical composition. The student who knows chords and their progressions, modulations and the relations of keys, who has, in short, a working knowledge of harmony, can read music more readily, listen more intelligently, and derive greater pleasure from hearing good music, than one who lacks this knowledge. The importance of this study cannot be overestimated.

Exercises in writing, playing and analyzing all kinds of intervals, scales, chords and harmonic progressions are carried on until the pupils have a thorough knowledge of the subject. The harmonizing of melodies is begun as soon as pupils are familiar with the simple chords and progressions; later composing and harmonizing original melodies, forms an interesting part of the work.

EXPENSES.

Tuition for two private lessons per week in any branch of music study, ten weeks' term, \$8.00. Short term (15 lessons), \$7.00.

More than two lessons per week can be had if desired, at a corresponding increase of tuition.

Pupils who enroll for fewer than twenty lessons (at least two per week), will be charged 50 cents per lesson. Diploma, in pen-work, \$2.00.

HARMONY.

Tuition, one in a class	\$8 00
Tuition, two or more in a class, each	5 00
Use of piano one hour daily, per term	2 00
Use of organ one hour daily, per term	1 00

As many hours as desired at the same rate.

Piano and organ pupils are required to practice at least two hours daily.

Those taking music only can profitably practice from three to five hours a day. We advise all who can to bring their own instruments, but when this can not be done they will be provided by the School.

It is better to begin work at the first of the term, but pupils may begin at any time.

All tuition and rent of instruments must be paid invariably in advance.

No reduction from full term rates for absence the last week of a term.

Lessons lost through carelessness or other fault of pupils can not be made up.

If proper notice is given a sufficient time before the lesson hour, lessons necessarily missed may be made up at the teacher's convenience, but must be taken during the term in which they were missed.

Pupils are expected to provide suitable instruction books and music. Everything needed in this line will be supplied by the teachers at reasonable rates. Those who are provided with instruction books or collections of music should bring them. In many cases they can be used.

All music pupils will be admitted to either of the singing classes free of charge.

DEPARTMENT OF LITERATURE.

AMERICAN LITERATURE.

In this work the student spends a part of the time on the study of the colonial period, giving it a careful examination, as it is the foundation of all our literature. The authors and their works are studied. The class first read enough of the author's work to have an opinion of their own, and then they look after the opinion of others. In the recitation the object is not to have the class see as some one else sees, or as the teacher believes, but to have each member have good, well defined ideas of his own, and know why he has them. We make him an independent thinker and searcher for the truth. We go from the Colonial period to the Revolutionary, first taking up the study of Franklin, then Irving, Cooper and Poe are carefully examined for respective merits. After these the greatest stress is put upon the New England group. There each part and author are made to stand out individually. It is impossible to tell on paper the real life of a class, but no one leaves this study disappointed.

ENGLISH LITERATURE.

In this study there is almost the same method used as in that of American Literature. The student is carefully taken over the first 1,000 years of the formation of the English language, and studies closely all the elements that enter into its composition. He is shown its origin as far back as history takes us, but commences the real study at the fall of Rome, when the English people are more clearly defined. The Saxon and Norman conquests are shown and the history followed until Chaucer forms all the different elements into his great work, Canterbury Tales, and the present form of the English language begins. From there on the study is taken up by ages, and the literature studied rather than the authors. Essays are written on different subjects, so the student may fasten his information and be more exact and ready. There is no forgetting in such method as the above, for the student gets ideas and the power to express them.

GENERAL LITERATURE.

This is advanced work. To profitably do the work in the General Literature class, one should have some knowledge of American and English Literature. He should be acquainted with the leading authors of both countries. If the student has had one term in American Literature and one in English Literature, or the equivalent, he is then ready to begin the study of General Literature. The work belongs to the Literature work of the Scientific and Pedagogy courses, with Clark's Elements of Language as the text-book. Our basis is the literature of the English Language, but we bring up all contemporary literature with it, and by the best and most modern methods and devices, let the student see the thought of the world at any and all periods and stages of progress.

The above, with the preparatory work in American and English Literature, makes a year and a half of work in this department. The thoroughness and comprehensiveness of the work appear on the surface. Its value cannot be known except by trial. It can be taken up any time and stopped any time. Diplomas, in pen-work, for full course, \$2.00.

PSYCHOLOGY.

From the first our Psychology has stood high in the estimation of other colleges, and has received the unqualified praise of our students. Prof. Jonathon Rigdon, author of a Psychology (in preparation), and a graduate of Boston School of the Philosophical Course of Boston University, and a teacher of ten years' experience, is the teacher. Hereafter we shall spend two terms on this subject instead of one, but the work will be so arranged that the students may begin it any term in the year. Particular attention is given to the nature of Mind, its dependence and influence upon the physical organism; *the three general forms of mental energy, Cognitive, Emotional and Volitional*. Also, a full discussion is given of *sensation*, and all the specific forms of *intellectual activity* in the order of their complexity, *Perception, Memory, Imagination, Conception, Judgment and Reason*. Also, special attention is given to the *Educational Psychology*. Wherever a principle is given its educational application is pointed out. This work is intended especially to prepare teachers for their work.

NATURAL SCIENCE.

Since the organization of the College special attention has been given the Natural Sciences. Every effort has been put forth to get the students interested in the study of nature. They have been urged to select certain forms of animal or vegetable life for special study, and the teachers of the parts of a flower, the field with them and shown by actual work how to proceed. Thousands of educated people daily pass by things that would instruct and entertain them beyond measure if they had learned while at school to study the works of nature. The work here is, as far as is profitable, directly the study of the objects. It is not necessary for the class always to go to the field. The field can be brought in, and that is what is done here. Illinois students will find their wants fully met.

BOTANY: Classes are sustained the fourth and fifth terms of the year. We do not undertake to teach the subject at seasons when flowers can not be had in abundance. The first lesson usually is an observation of the parts of a flower, each member of the class being provided with a specimen. The technical terms are learned when needed. The entire subject is developed by a strictly natural method of investigation. The text-book is not to be committed, but used as a reference work. Students make excursions to study plants where they grow. They analyze many plants that are not discussed in the class. They make collections of leaves, stems and roots, as well as of flowers. Whenever necessary the microscopes are brought into use. Pollen, stomata, hairs, epidermal cells; sections of leaves, stems, roots, petioles, ovaries, anthers, etc., in great profusion; diatoms, moulds, smuts, and other low forms of vegetation, will be shown in both fresh and permanently prepared mounts. Students possessing microscopes, and those intending soon to purchase, will be taught to make permanent botanical mounts, and will be given special instruction in vegetable biology.

GEOLOGY: A class is conducted the first term of each year. Members of the Scientific class will find constant references to the subject during their entire year in science. A collection is made by each student, class excursions being taken to secure fossils and minerals. The bowlder drift of the vicinity of Danville furnishes many instructive specimens. The college museum is small, yet the three cases of well-selected specimens, give us more material than can be taken before the class in the time allotted to this study.

PHYSICS: Classes are usually organized in this branch the last four terms of the year. It is taught largely by the experimental method. Every recitation will thus be made doubly interesting and instructive. This institution was one of the pioneers in the use of simple experiments. It was early taught here that the simpler the apparatus used, the more instructive the experiment. An air-pump, a turn-table, an electrical machine, dynamo, motor, batteries and other apparatus, as well as all accessories, are provided by the institution. Other

students have used their knowledge of experiments in their schools everywhere. Experienced teachers, noting the success of our graduates, have come here for this work alone.

CHEMISTRY: A class is organized three terms at least per year. The time devoted is exceedingly short for this great science, yet the members of the class get an excellent knowledge of the principles. There are daily experiments before the class, and some laboratory practice for students.

ZOOLOGY: There are classes the Spring and Summer terms. As in the other sciences, the subject is outlined. Animals are studied as far as it is profitable to do so. Dissections are made. Animals are classified. A fine cabinet shows mollusca from all parts of the world. There are some alcoholic specimens. The microscopical part of the study will be found superior. Pond life will be shown in all its variety and beauty; vorticelli, rotifera, etc., will be cultivated in aquariums; circulation of the blood, movements of cilia, development of embryos, and other interesting processes will be studied. An extensive cabinet of permanent mounts of sections of the various organs of animals and insects will be provided. Excursions will be made to streams, ponds and thickets. Those who desire will be taught how to collect and preserve insects, shells, small animals, etc.

ASTRONOMY: This comes regularly in the Scientific Course the Summer term, but any one who has studied geometry and trigonometry can enter the class. The work is adapted to the wants of the general student. All the obscure things the teacher may meet with in the astronomical part of geography are made plain. Many of the principal constellations are learned. The class goes out with the telescope to view sun spots; the mountains and plains of the moon; the phases of Venus, Mercury and Mars; the rings of Saturn; the moons and belts of Jupiter; double stars, star clusters, and nebulae. No other private school in the West does such complete work in Astronomy.

THE "TELEGRAPH" DEPARTMENT.

The work in this department is taken up step by step; first to learn the alphabet and abbreviations and their use. The student is then taught to send messages. Plenty of "local instruments" are furnished for that purpose. After the student has accomplished a fair movement with the "key" he is then taught to read, by sound, from the instrument. After learning to send well and to read by sound he is put on the "main line," where he gets actual work, such as Western Union messages, train orders, and all wire reports, such as "wreck reports," "C X," "22's," etc.

We have four rooms fitted up and they are all connected by telegraph lines. By means of the "switch-board" we can "cut in" or "cut out" as many instruments to the "main line" as are needed. All the battery power is kept in one case, and there the student is instructed in setting up or joining together two or more batteries. The student is also taught to read from the "relay" as well as from the sounder.

A daily class in book-keeping and report work is held, and every two weeks a written examination on all the work gone over is given.

Our "semaphore" is as complete as those on railroads, and its use is practiced until the student thoroughly understands its use in stopping trains for "orders" or in giving "white," "red" or "green" in working a block system. The "checker game" is quite interesting as well as profitable. The game is played on the wire, the parties being in different rooms. This gives one of the best conversational drills that can be given.

The work can be completed in three terms if the time is devoted to it. Some students come here who have spent three or four months in a railroad office, and in every case our students of one term's work can both send and receive faster.

POSITIONS: This year we have placed every graduate, within two weeks after he finished, in a good paying position. Three of the largest railroad systems of the country have promised our people assistance in securing positions. This makes it almost certain that the student will secure profitable work soon. Our teacher of this department spends his whole time in the class room with the

students. He does nothing else but teach telegraphy. He is a practical operator and a most successful teacher. *Don't forget the advantage of having a teacher with you ten hours per day if you wish it to guide your work.* No other school does this so completely as we do, and it amounts to half the work. The student has the privilege of the class room all day if he desires it. No limit is placed on his time.

EXPENSES: Tuition is \$10 per term, which admits the student to any work in the school except instrumental music. If one will spend faithful time in the department for thirty weeks he can take a responsible position on the road. But he must work. We will have no other kind with us. The student must do his part. We feel safe in saying that our advantages in this department are superior in every way. Diplomas, pen-work, \$2.00.

SHORT-HAND.

This is an art that is demanded everywhere. To meet this demand we have provided a regular teacher of the subject, and his experience proves him to be successful.

We teach Cross' Eclectic System of Short-Hand, which has been pronounced by experts to be the most facile, most legible, the simplest and yet the most comprehensive system in use. It has a *light line* alphabet, based on the universally used English alphabet, writes vowels in their place and makes as free use of them as of consonants; makes use of shading only to express an added letter, and is the fullest, most perfect phonetic *verbatim* writing yet invented. We have good authority for saying that it can be learned in less time than any of the Pitmanic systems. The latest statistics from the Bureau of Education show that its rate of increase in the United States, during 1891 over 1890, was nearly double that of the English system, known as Pitman's.

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, Arithmetic, Letter-writing and other branches of the school, without extra charge. Short-hand writers must have a good general education.

The student has an excellent opportunity for *verbatim* reporting, taking the speeches made at chapel and in the various debating societies. He is given a thorough drill in writing from dictation and transcribing letters and all kinds of legal documents; also a thorough drill in court reporting.

The time necessary to complete the course depends upon the application of the student. The usual time is three terms, but some complete it in two terms. The work is arranged so the student may advance as rapidly as desired, and is not held back. There is no reason why any young man or woman of a good common school education should not be able, with a few months' suitable preparation, to hold a good position, affording ample compensation, and at the same time lay the foundation for a successful business life.

We are successfully teaching this by correspondence. It may be, if you can not take a complete course with us, you can do most of the work at home, with a saving of a large part of the expense, coming here to complete the work.

Send for terms and first lesson free, and begin at once.

Tuition for short-hand, \$10.00 per term, which includes all work in college except Instrumental Music. Diplomas, pen-work, \$2.00.

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 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, \$10.00 per term, including any work in college except Instrumental Music. Diplomas, pen-work, \$2.00.

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', and Commercial 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. 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.

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 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.

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 impression on the correspondent. Many persons have lost good positions by not being able to write a creditable application.

Too much importance cannot 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.

German is the easiest foreign language for an American to learn, because English and German are sister languages, belonging to the Germanic family. A vocabulary in it is quickly acquired, because the Anglo-Saxon part of the English language contains so many words which in both languages are spelled and pronounced nearly alike, so that they will be recognized and understood at once by the eye and the ear of the learner. Both languages, in general, accent the root-words, place the adjectives before the nouns, and form the compound tenses in a similar way.

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 many cities and 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 Central Normal provides advantages to students who want German for business purposes, for acquaintance with its literature, or for teaching and general culture.

Conversation, easy reading, writing, phonetics and singing receive due attention in the two weekly classes. A large per cent. of all students who join these classes become life-long lovers and students of German. Such a class will be organized each term.

The grammar class pursues a systematic course of the study of German grammar, but reads, translates and converses in every recitation. Another class makes a particular study of conversation and reading, and banishes the English wholly from its circle; while another translates popular German works into English and aims principally at good idiomatic English of pure diction. This is the most advanced class, and here is where most attention is paid to comparative study of language; cognate forms in Latin and Greek are pointed out; idioms are explained, compared and mastered; literary masterpieces are compared. No extra charge is made for German; all who pay the regular tuition are entitled to this study.

Commercial students, teachers, scientifics and classics are urgently requested to carry at least the *weekly* class throughout the year, in which time they will learn to read easy German and converse.

The Scientifics and Pedagogy classes will have one lesson per week in German, on which day they will be excused from Latin. This must be carried the *entire* year and during the short Summer term in *daily* recitation. Otis' Elementary German Grammar will be used in this class, and reading will be selected to the advancement of the class.

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. Spillman 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 has taught Latin and Greek. For years he has taught our German classes with the greatest success. His studies in the other languages especially fit him for this work. Diplomas, pen-work, \$2.00.

GRAMMAR.

This important branch is taught in the Central Normal College by Professor Jonathon Rigdon, who is the author of a most popular series of English Grammars.

In Grammar our classes are always large and enthusiastic. Many old teachers and ex-Superintendents come here especially for English Grammar, for our school has won and holds the first place in this work. Denton J. Snider, the famous literary critic, said: "*I once heard one of Professor Rigdon's lessons in Grammar in the Central Normal College, and I shall always remember it. It was the best recitation I ever heard in that subject.*" In any term's work we accomplish three very important things for every ordinary student:

First—We give him a thorough understanding of all the essential principles of Grammar—that is, all the technical Grammar that any one will need to pass examination for any State or county license. Students are unanimous in saying they learn more Grammar in ten weeks with us than they had learned in ten years teaching and studying the subject. The short but sad day of mere "*language lessons*" is now ended. Teachers everywhere must understand Grammar as a science, and they should make no mistake in selecting a school for this branch.

Second—We do not make the blunder of stopping with technical Grammar, but along with it we show how every principle may be applied to language. The art of speech is the greatest of all the arts, and particularly should every teacher be able to use correct English. But it is a common observation that as a general thing teachers are sadly deficient in this respect. Oftener than they suspect, teachers are without influence in their community because of the barbarous way they use the language in which they presume to give instruction. They might be greatly profited by heeding the hint of King Lear: "*Mend your speech a little, lest it mar your fortune.*" There are schools in which nothing is done in this subject but to parse difficult words and analyze sentences. This work is essential, and our students say we do it better than it is done anywhere else, but it is by no means the finality. There is no reason why any one of ordinary intelligence may not, in from ten to twenty weeks in the Central Normal College, learn to express any of his thoughts in language that he knows is correct. This accomplishment is worth more to any lady or gentleman than a six years' course in music and painting would be without it.

Third—Another thing we do for our pupils in Grammar is to give them definite instruction as to how to teach this difficult subject. Of all the subjects taught in our public schools, Grammar is the one in which it is most difficult to interest pupils. Hundreds of teachers have said that Grammar was the source of all their worry in the school-room. If this is your experience, we guarantee to you that one or two terms in it in the Central Normal College will make it your greatest delight. Here every recitation in Grammar is also a lesson in methods. Specific suggestions are given on the most effective methods of presenting every phase of the subject, and the instructor explains what ought to be the object and end of grammatical study. Good teachers of English Grammar are always in demand, and particularly is this true of those sent out by the Central Normal College.

Spend a spring and a summer term with us, and do your duty, and if you do not say your instruction in Grammar alone has been worth more to you than your entire expenses, we will agree to make good your loss.

ARITHMETIC.

Arithmetic is the most useful and difficult study in our schools. More applicants fail on their arithmetic grades for county license than on any other one subject. Knowing this to be a fact it has been the effort of the Central Normal College for two years to grade the work to the greatest practical good of the student, regardless of time, expense and work on the part of the college.

More labor has been put on Arithmetic by the management to place it before the students to the best advantage than on any other two studies of the college. This is done because for some reason, either a lack of arithmetical power on the part of the average student or a lack of thoroughness on the part of schools, it has been the most unsatisfactory study we have in our educational career.

By experience, as well as theoretically, we know we now have this most difficult and yet the most useful branch conquered as far as it can be on the part of the school, for under any system of grading it requires the severest labor on the part of the student to master it.

We now give a solid year to the work, allowing the student to begin in the work wherever he is able; so some complete the study in less time, but our course is so arranged that after the student goes over the entire subject in one year or less he may spend as much more time as is needed in reviewing any part of it or all of it, giving just as much time to any particular subject as he wishes, *i. e.*, suppose the subject of "Bonds and Stocks," "Profit and Loss," Cube Root or Square Root, Mensuration, etc., was not perfectly understood, then the student would go back to them and review them until they were thoroughly fixed. We have a class in the Indiana Series especially for Indiana teachers.

We would ask the student if the above is not complete, and if he can not master this branch with us. The above is the plan we have adopted after three years of thought and experience, and it is working to the best good of all who try it. Arithmetic is not now the difficult study to the student who completes our work. It becomes a most delightful and useful source of knowledge and a pleasant study to teach.

TEACHERS' TRAINING CLASS.

Primary methods receive special attention here. 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 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.

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. It is model school work.

LECTURES ON TEACHING.

One hour each Monday during the first two terms will be devoted to reading and discussing some author on methods of teaching. During the year '93-94 Compayre's Lectures on Teaching were read. Others will be used at any time when the occasion seems to demand it.

During the second winter and the spring term numerous lectures will be delivered by the faculty and other talent on various educational questions.

A regular institute of five days' duration will be sustained on the Mondays of the Summer Term.

These excellent advantages are open to all students without extra charges.

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, 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.

GENERAL HISTORY.

This work covers a period of forty weeks, beginning with ancient history and ending with the present. The same devices and methods are used here as in U. S. history, to give the continuity, connections, causes and effects. We expect the student to secure a comprehensive view of the whole subject, not noticing battles and deeds only, but thoughts, customs, laws, religion, arts, government, the life of the people. Facts are necessary in history, but we use them only to build up that real life that history, properly studied and taught, shows. From Egypt to Babylon, Babylon to Persia, Persia to Greece, Greece to Rome, Rome to Germany, Germany to England, and England to America there is one continuous chain, unbroken, not a link to be missed. This comprehended and the story becomes a novel, an inspiration, a source of character building. An essay per month, and one oration per term, are given on the history of civilization, and ten weeks spent on the study of civilization and ten weeks on the philosophy of history. The student at the end of such a course sees the world in its general development, the laws, religion, governments, education, arts, sciences, etc. It is a breadth of knowledge always useful and a pleasure. The work can be entered any time though the fall is the best time. It is the history work for the scientific and pedagogic classes, but is so arranged that others may take it. The Spring and Summer terms, there are general history classes for all. Diplomas, full course, in pen-work, \$2.00.

U. S. HISTORY.

But few places are equal to the Central Normal College in the History work. Students, and others, who have known and tried the work of other great colleges, and who have taught the subject for years, unite in saying that our work in History stands on a plain with the highest. The reputation the College holds in its History work, especially U. S. History, has been built up by five years' constant, tireless effort. No faithful idea can be given of the plan of the work except by the class work itself, but briefly we shall outline the term's work. One who has a fairly good knowledge of History may complete it in one term, but if he has given it but little study, two terms will be necessary.

The work is taken up by outline, but the outline topics are not allowed to destroy the continuity and connection that exist in all history. Care is taken throughout the work to have the student see clearly from day to day causes and effects, to build up and comprehend results, to see that each fact depends on another, and that on another, etc. A few lessons are given to the Period of Discoveries, and the points of difference brought out that exist among the nations making the discoveries, as to purpose, results, etc. Then on the settlements, the very important points, religion, education, government and object are thoroughly learned, so that the student sees the origin and development of all these factors in our civilization, especially that of government. In the wars the most superior work is done. There the class take their position with the leading movers and go with them through the war. After having discussed thoroughly the causes, then each battle is taken up in its connection with others. The student takes his position beside Washington, McClellan, Grant, and all the other great generals, and goes with them from point to point, and studies with them the science of warfare, and comprehends with them the results and causes of certain movements. Everywhere the "why" must be sought. Here we are training the judgment, reason, comprehension, memory, etc. History builds up the whole man when taught and studied aright. In the National Period the Financial, Tariff, Slavery, Disunion and Reconstruction questions are studied as a whole, so that in the end the students comprehend the whole subject, understand it, and never forget it. A trial satisfies all of the excellence of this work.

ALGEBRA.

We have four grades of classes in Algebra. This subject is the basis of mathematics, and we choose that our students shall thoroughly understand it, though at the expense of forty weeks' hard work. It is here we make our strong mathematicians. The foundation is here laid for the higher mathematics. He who masters Algebra will master all in the line of mathematics he will ever meet.

HIGHER MATHEMATICS.

This department includes Geometry, Trigonometry, Analytical Geometry and Astronomy, forming forty 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 in 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.

LATIN.

To understand English well one must know the elements of Latin, for most English intellectual terms are of Latin origin. While this study is commonly called Latin, it is in reality the most English of all the language studies in college. Here is where words are analyzed and become transparent in meaning; here is where we learn what are synonyms and antonyms; here is where we learn to cluster English words derived from the Latin about a root word; here is where we learn to discriminate in the use of words, and to couch the noble language of ancient Rome into our own vernacular and learn to admire the models which have inspired all great writers and thinkers of modern times.

Two or three grades of classes are organized. A beginning class is sustained every term. The scientific and pedagogy classes begin this study in September and continue it from forty to forty-eight weeks, reading selections from Cæsar and Virgil, do some work in composition and sight reading.

In the second year's work (Classic Course), selections from Cicero, Horace, Livy and Tacitus are read. Sight reading will receive due attention, and composition will be made a delightful exercise, all having for ultimate object to get at the exact meaning of the author and to beget a love for the classics.

One day each week will be devoted to the study of French, and the relation of Latin and French will be clearly pointed out.

GREEK.

Our object in studying Greek is to create a love for classical literature in our students, and to secure a better knowledge of the English language. In order to appreciate the English of our best writers, especially the poets, a knowledge of the mythology of Greece and Rome and the masterpieces of Homer and Virgil is requisite. Our Classic Course makes the student acquainted with some of the writings of Xenophon, Homer, Æschylus and the gospel writers. In every recitation a part of the hour is devoted to the study of Greek grammar; a part to the reading of some English work on some Grecian topic; the translation of some Greek masterpiece. Many a young person has here learned to love the language and thought of Hellas, of which he had had a dread before.

Harper and Waters' Inductive Greek Method and the Hadley-Allen Greek Grammar will be used in the beginning class; and Guerber's Myths of Greece and Rome during the year.

Students of Greek are requested to bring all books, such as classical dictionaries and classical atlases, that they may have, with them as reference books.

Attention will be paid to the relation of ancient and modern languages.

PENMANSHIP.

In this department we are well prepared to meet the demands of the times, and are ready to give better advantages and more time for the least money of any school of which we know. Three hours regular class drill daily. Our teacher is not only a good penman but is a specialist in the various branches of the art, one who teaches by *doing* and *presenting*, rather than claiming and theorizing. Our work now embraces plain and ornamental script writing, rapid business writing, card writing, blackboard writing, pen drawing, engrossing, bronze ink and automatic lettering in all styles.

The teacher who is able to do nice pen and blackboard work, with some understanding of music, has qualifications that will not only insure him better wages but will have a power over his pupils which will aid in controlling and instructing his school. Will it pay you to go to a special school of penmanship and pay the enormous prices in order to learn to write?

Tuition and all expenses a minimum, with the advantage of taking other classes. Come and be convinced of our claims. For specimens of our work see pages 55 and 56. Diplomas, pen-work, \$2.00.

READING.

Reading has too long been regarded as one of the branches that should be taught in the school rather than as the fundamental one, the basis upon which all other school work depends. Failure to read well—get the thought from the printed page—means failure to understand, and hence failure to recite the lessons in geography, history, arithmetic, literature, psychology, etc. Many teachers fail to pass examination because they fail to read the questions properly. No one who fails to get the thought from all he reads, or fails to make himself understood, should miss the work given in this class. The work is so graded as to meet the wants of all. The elementary sounds of the English language are analyzed, and the student is thoroughly drilled upon them. Careful attention is given to the diacritical marks, to pronunciation and articulation. Attention is given to the definition and derivation of words. The classes have regular and frequent drill in voice culture and breathing.

Special attention is given to the character of each selection, while the getting of the individual ideas and the thoughts of the author is the prominent feature of the work. To read well it is not only absolutely necessary that we pronounce and articulate each word accurately, but to get the entire thought, to so fully interpret the ideas of the author, that it becomes a part of the reader's self. He then reads as if the thought were his own, and is in a natural manner, as it should be.

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.

One class is organized each term. When all who wish the drill can not be accommodated in one class, two are sustained. The system employed produces wonderful results. Students who have never tried to draw frequently are able, at the end of one term, to sketch any object they see. The art of copying and enlarging pictures is taught, but in the main the work of the class is in sketching from nature. Frequently excursions are made in suitable weather to do field work. This will aid in art work; methods of teaching drawing in the different grades; blackboard work. While *constructive* and *decorative* drawing is taught, the most of the time is spent in *representative*.

VOCAL MUSIC.

This department sustains two classes every term—beginning and advanced. The work is well graded, so 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 or 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.

The subject is taught by the aid of outlines, extensive reference books, charts, skeletons, models and dissections of animals and slaughter-house material. The outlines are carefully preserved by the students and are useful in after study and teaching. The bones of two disarticulated skeletons are used by members of the classes in study. A fine articulated skeleton, which was carefully selected in Cincinnati from a large imported stock, is used for class illustration. It shows the movements of several complex joints, has the process well developed, shows distinct sutures, and gives excellent examples of Wormian bones, as well as other peculiarities.

A manikin is used in the class. It is the best one made in America, and is pronounced by eminent physicians as being equal, if not superior, to the celebrated French manikin for class use. It reveals almost every part and organ of the body as correctly and much more clearly than it would be shown by human dissection.

RHETORIC.

No other part of an education is so practical as that which enables one to read, write and speak well. No defect is so conspicuous as an inability to do these things well. In Rhetoric, better than in any other study, can the teacher ascertain wherein the student's previous training has been at fault, and here proper remedies can be applied. Two grades are organized. The student writes an essay nearly every week. This is read to a section of the class and is criticized by both students and teacher. It is also carefully read and graded by the teacher. The beginning class does work in American Literature. The advanced class studies the writings of eminent English authors. Throughout the instruction is practical. It is advanced grammar, it is rhetoric, it is essay writing, it is literature. The student is led to investigate his theme with care, for he must be able to sustain his statements during class criticism. Power of thought and language is developed more rapidly here than in any other class. Students are taught to analyze their 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 SUMMER TERM

WILL OPEN JUNE 11, 1895, TO CONTINUE EIGHT WEEKS.

Tuition, \$8.00; Tuition, Board and Room Rent, \$23.00. Board and Room Rent Not Taken Up Will be Refunded if there is not Complete Satisfaction.

This term of eight weeks is, perhaps, the most profitable one of the entire year to the student. It is the best term for reviewing, and is as good as any other for doing advance work. More different subjects are taught than during any other term. Perfect liberty in selecting studies is allowed. The regular faculty is in charge.

Healthfulness—Many persons are afraid to attend school during June and July, believing it to be unhealthful. Seventeen years' experience has taught us that this idea is false. We find that there is less sickness and fewer students absent from recitation on account of indisposition than during any other term of the year. The class work is thorough, and the students enthusiastic in prosecuting their studies. No other large college is so favorably situated as this for summer school. Our students are not packed away in dormitories, neither are they compelled to study all day in a large assembly room, both of which are injurious to health either in warm or cold weather. Every student here is given a room in a private family, and is allowed to study in his room, being in the college building during the hours of recitation only. Danville being an old town, the streets and yards are well shaded. It is a most pleasant place in which to spend the summer.

Expenses—It costs less to be in school during the summer than at any other time of the year, inasmuch as fuel is not needed. Several other items of expense are also decreased.

Tuition for the term	\$8 00
Table board, per week	\$1 40 to 2 00
Room rent	50
Tuition, board and room rent for the entire term on payment of \$23.00 in advance.	

Classes—More than forty different subjects are taught, all by efficient and experienced teachers. Especial attention is given to methods of teaching and the training of teachers for their work. There are classes to review all the common branches. Teachers who desire to have advance work will find our classes in Latin, German, Natural Science, Higher Mathematics, Psychology, Rhetoric, Civil Government, Music, etc., all that they could desire. University students desiring to make up back work will find their wants fully met. Classes will be organized in the following branches: Teachers' Training, Grammar, Arithmetic (4 grades), Physiology, United States History, General History, Political Geography, Physical Geography, Reading, Elocution, Psychology, Civil Government, Algebra (4 grades), Rhetoric (2 grades), Geometry, Trigonometry, Surveying, Civil Engineering, Astronomy, Latin (2 or 3 grades), German (2 grades), Moral Science, Natural Philosophy, Botany, Zoölogy, Book-keeping, (2 grades), Commercial Law, Actual Business, Civil Law (3 grades), Drawing, Penmanship, Vocal

Music, (2 grades), Phonography (2 or 3 grades), Type-writing, Telegraphy, Painting, Wood-carving, Voice Culture, Harmony, Instrumental Music (Piano, Organ, Cornet, Violin, Guitar, Clarionet, etc., etc.)

The regular tuition admits to all the above classes except Instrumental Music.

SPECIAL ADVANTAGES.

Perfect liberty in selecting studies. Students can enter at any time during the term. The regular faculty is in attendance. Either review or advance work can be done. Library and reading room thrown open to students without charge. Danville is a beautiful and healthful town. A beautiful resort.

REVIEWING.

All persons forget. Teachers find that the regular routine of the school room unfits them for a change of work or for passing examination. This term provides review classes in all the common and many of the higher branches. It will be worth to any one at least five times as much as four weeks in a so-called "county normal." The enthusiastic recitations of the term provide a source of inspiration that can not be had otherwise.

DESIRABLE CLASSES.

TEACHERS' TRAINING.—The training of teachers for their work is one of our specialties. Hundreds consider that learned in the Training Class alone to be worth the cost of the entire term.

PEDAGOGY.—Practical work is done in this line.

PSYCHOLOGY.—The C. N. C. is abreast of the age in this branch. Classes are sustained four terms of the year. Teachers who so desire can make Psychology a specialty here.

DRAWING.—This will soon be demanded in most schools. Superior instruction is provided. Members of the class are many times surprised to find that they have special ability in this line. As in all other classes of the school, the student is led to recognize his own power.

ELOCUTION.—The C. N. C. is headquarters for this branch. Many will come for it alone.

PAINTING.—The studio will be open throughout the term. No better place can be found for summer work in art. City teachers will find Danville a pleasant home during warm weather, and they can accomplish as much in art as they could on a mountain excursion, and at one-fourth the cost.

INSTRUMENTAL MUSIC.—Do not waste time with a local teacher unless exceptionally efficient, but come at once to the Normal to receive scientific instruction.

SHORT-HAND AND TYPE-WRITING.—In two summers a teacher can prepare for a business position. The best system of Short-hand is taught. The best machines for Type-writing are provided. Telegraphy is also taught.

NATURAL SCIENCE.—Illinois teachers can prepare for First Grade license during the term. Many have done so, to their great delight.

GRADUATES OF THE COMMON SCHOOLS

Can, during this term, prepare for examination. The Training Class will be to them an essential.

DISTRICT TEACHERS

Can increase their grades of license and their wages by attending. Some will find the Psychology Class most valuable. All should be in the Training Class. Some will want Zoölogy so as to be leaders in Institute work next winter.

COLLEGE STUDENTS

Can make up back work in Latin and Mathematics. Write us stating your wants. If our classes are not of proper grade we will tell you so and you need not come.

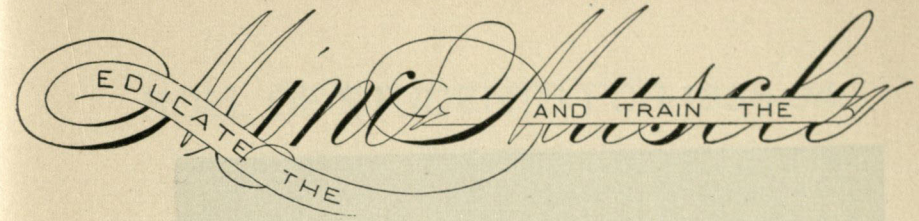
PRINCIPALS OF GRADED SCHOOLS

Can pursue almost any specialty. Or they can prepare to teach Book-keeping, Vocal Music or Natural Science, all of which are now demanded everywhere. Primary teachers are especially provided for this term. A teacher of long experience and great ability will give her entire time to the "Model" school work and primary teaching. Another teacher of experience will have in charge the organization and controlling of graded schools. This, with our regular pedagogy work, will make the Central Normal College one among the best schools of the country for teachers, and as the Summer Term opens after the graded schools have closed, it meets the needs of such teachers perfectly.

Correspondence Solicited—We desire to hear from all who expect to attend school during the summer. We sustain a heavy correspondence, and it is no trouble to answer questions. We will carefully explain the work of any department by personal letter. Do not hesitate to write as many times as may be necessary. If we can not meet your wants we will promptly tell you so, and, if possible, direct you to a school that can.

Address,

J. A. JOSEPH, *President*,
Danville, Indiana.



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ROLL OF STUDENTS FOR 1893-94.

LITERARY DEPARTMENT.

CLASSICS.

Albright, Henrietta . . . Parke, Ind.	Reddick, H. G Henry, Ind.
Boals, J. L Knox, Ind.	Rogers, Ellis H Jackson, Ill.
Hightower, Anna B . . . Webster, Miss.	Somerville, E. R Howard, Ind.
Jones, Gilbert Lawrence, Ill.	Somerville, M. R Howard, Ind.
Klemme, E. J Montgomery, Ill.	Tester, James A Christian, Ill.
Litsey, Lizzie, Washington, Ky.	Williams, Maggie D . . . McLean, Ky.
Petty, F. T Jackson, Ala.	Williams, Laban Martin, Ind.

SCIENTIFIC CLASS.

Day, Lou Parke, Ind.	Miles, Pearl Hendricks, Ind.
Doyle, J. A Clay, Ind.	Mills, Mrs. Laura . . . Hendricks, Ind.
Finkbine, Helen Butler, O.	Pearson, Cora Hendricks, Ind.
Geise, Edward Fayette, Ind.	Relander, Lottie . . . Hendricks, Ind.
Hack, Charles Shelby, Ind.	Rigdon, Walter Grant, Ind.
Herr, J. P Perry, Ind.	Rudolph, Zulieka . . . Ballard, Ky.
Hightower, Julia Webster, Miss.	Swails, L. E Marion, Ind.
Jones, W. A Madison, Ind.	Swails, O. O Marion, Ind.
Lee, Nolia Morgan, Ala.	Thayer, E. Q. Hamilton, Ind.
Lewis, J. M Jackson, Ind.	Williams, Nelia Lawrence, Ind.
Lowe, Grace Hendricks, Ind.	Wishard, Alice Hendricks, Ind.
Maddox, A. C Campbell, Ky.	

PEDAGOGY.

Beighle, Roscoe Ford, Ill.	Hall, G. W Hendricks, Ind.
Brainard, S. A Fayette, Ind.	Keeney, Julia Hendricks, Ind.
Cleland, Bertha Jackson, Ill.	Martin, Colfax Decatur, Ind.
Cleland, J. S Jackson, Ill.	Pattie, J. O Spencer, Ind.
Elam, G. Milton Lawrence, Ky.	Smiley, A. E Rush, Ind.

TEACHERS.

Ader, B. F Hendricks, Ind.	Lindsey, U. S Spencer, Ind.
Allen, Cora Lawrence, Ind.	Lydick, Anna Hendricks, Ind.
Bennett, C. T Daviess, Ind.	Masterson, C. S Piatt, Ill.
Bortner, H. W Randolph, Ind.	Margason, James A . . Hendricks, Ind.
Blessing, Garry . . . Bartholomew, Ind.	Mastin, Martha Mason, Ky.
Brown, A. W Jackson, Ind.	McDowell, David . . . Randolph, Ind.
Chenoweth, Merl . . . Randolph, Ind.	O'Harrow, Omar Morgan, Ind.
Couch, Mary Wabash, Ill.	Parker, W Bartholomew, Ind.
Day, G. W Warren, Ind.	Radcliffe, J. E Hancock, Ind.
Dickinson, Mattie . . Hendricks, Ind.	Rice, C. B Lawrence, Ky.
Ebersol, Elmer LaSalle, Ill.	Roark, B. H Boone, Ind.
Emmons, Purley . . . Lawrence, Ill.	Short, O. D Washington, Ind.
Faughander, M. M . . . Todd, Ky.	Smith, B. B Crawford, Ind.
Fahl, F. F Christian, Ill.	Smethers, C. M Madison, Ind.
Gilkison, William L . . Martin, Ind.	Taylor, Alice Bartholomew, Ind.
Hack, O. S Shelby, Ind.	Trisler, E Marion, Ind.
Herman, Verona . . . Vanderburgh, Ind.	Young, George Ripley, Ind.
Hoadley, Ada Carroll, Ind.	

DEPARTMENT OF LAW.

SENIORS.

Greathouse, Walter . . . Edwards, Ill.	Saxton, F. M . . . Hendricks, Ind.
Harper, Victor . . . Fayette, O.	Saxton, John G . . . Hendricks, Ind.
Noggle, C. H . . . Huntington, Ind.	Staley, Ora . . . Hancock, Ind.

JUNIORS.

Bennett, C. T . . . Daviess, Ind.	Pigg, W. H . . . Greene, Ind.
Bruce, G. W . . . Decatur, Ind.	Rice, C. B . . . Lawrence, Ky.
Brown, J. R . . . Wabash, Ill.	Saxton, F. M . . . Hendricks, Ind.
Greathouse, Walter . . . Edwards, Ill.	Saxton, John . . . Hendricks, Ind.
Harper, Victor . . . Fayette, O.	Staley, Ora . . . Hancock, Ind.
Lucas, A. M . . . Boone, Ind.	Wilson, J. H . . . Clark, Ill.

DEPARTMENT OF ELOCUTION AND ORATORY.

GRADUATES.

Franklin, W. F . . . Hendricks, Ind.	Strassel, Mrs. Edith . . . Spencer, Ind.
Petty, F. T . . . Jackson, Ala.	

UNDER-GRADUATES.

Albright, Henrietta . . . Parke, Ind.	Griese, F. W . . . Vanderburg, Ind.
Arnold, S. E . . . Piatt, Ill.	Greenhow, O. H . . . Knox, Ind.
Barker, W. H . . . Lawrence, Ill.	Gephart, Roscoe . . . Johnson, Ind.
Barnett, Ella J . . . Johnson, Ind.	Herman, Verona . . . Vanderburg, Ind.
Bennett, C. T . . . Daviess, Ind.	Harper, Victor . . . Fayette, O.
Boal, J. L . . . Knox, Ind.	Hale, R. B . . . Magoffin, Ky.
Bruce, G. W . . . Decatur, Ind.	Hoadley, Ada . . . Carroll, Ind.
Brown, A. W . . . Jackson, Ind.	Holcomb, J. W . . . Decatur, Ind.
Brown, J. R . . . Wabash, Ill.	Hightower, P. J . . . Webster, Miss.
Buchanan, Nina . . . Lawrence, Ill.	Jones, Gilbert . . . Lawrence, Ill.
Bunger, May . . . Greene, Ind.	Kerr, Minnie . . . Johnson, Ind.
Couch, Mary . . . Wabash, Ill.	Klemme, E. J . . . Montgomery, Ill.
Clark, S. D . . . Hendricks, Ind.	Lydick, Anna . . . Hendricks, Ind.
Cole, Blanche . . . Hendricks, Ind.	Lowe, Grace . . . Hendricks, Ind.
Consolus, E. C . . . Lawrence, Ind.	Lawson, Mellie . . . Hendricks, Ind.
Chenoweth, Merl . . . Randolph, Ind.	Lott, B. H . . . Hancock, Ky.
Dillon, Nellie . . . Hendricks, Ind.	Lindsey, U. S . . . Spencer, Ind.
Day, G. W . . . Warren, Ind.	Lyon Maggie . . . Clinton, Ind.
Dickinson, Mattie . . . Hendricks, Ind.	Land, J. H . . . Marion, Ill.
Dry, Ed. S . . . Crawford, Ill.	Leise, Henry . . . Champaign, Ill.
Ebersol, Elmer . . . La Salle, Ill.	Mobley, Marta . . . Madison, Ind.
England, H. C . . . Lawrence, Ill.	McDowell, David . . . Randolph, Ind.
Finkbine, Helen . . . Butler, O.	Margason, J. A . . . Hendricks, Ind.
Foresythe, Ernest . . . Johnson, Ind.	Maze, H. L . . . Marion, Ind.
Franklin, W. F . . . Hendricks, Ind.	Maston, Martha . . . Mason, Ky.
Fahl, Fred . . . Christian, Ill.	Mitchell, Paul . . . Piatt, Ill.
Farlow, Flora . . . Rush, Ind.	Masterson, C. S . . . Piatt, Ill.
Godbey, L. J . . . Casey, Ky.	Nichols, Ida . . . Spencer, Ky.
Greene, Jewell . . . Jackson, Ind.	Nicholas, Mrs. Ella . . . Parke, Ind.

O'Harrow, Omer . . . Morgan, Ind.	Shuck, Ora . . . Johnson, Ind.
Parker, Wm. . . Bartholomew, Ind.	Steele, J. F . . . Clay, Ind.
Petty, F. T . . . Jackson, Ala.	Shirley, R. M . . . Hendricks, Ind.
Powers, J. P . . . Kenton, Ky.	Staley, Ora . . . Hancock, Ind.
Pigg, W. H . . . Greene, Ind.	Smith, B. B . . . Crawford, Ind.
Peterson, Nellie . . . Hendricks, Ind.	Strassel, Mrs. J. W . . . Spencer, Ind.
Piel, Bertha . . . Lawrence, Ill.	Taylor, Alice . . . Bartholomew, Ind.
Penn, E. L . . . Carroll, Ind.	Taylor, Elmer . . . Floyd, Ind.
Rogers, E. H . . . Jackson, Ill.	Tester, J. A . . . Christian, Ill.
Roark, B. H . . . Boone, Ind.	Voyles Ezra E . . . Washington, Ind.
Roberts, Myra . . . Cook, Ill.	Williams, Laban . . . Martin, Ind.
Reddick, H. G . . . Henry, Ind.	Walker, J. W . . . Adams, Ind.
Somerville, E. R . . . Howard, Ind.	Weitzel, H. B . . . Hamilton, O.
Somerville, M. R . . . Howard, Ind.	Wright, Ida . . . Putnam, Ind.
Simmons, H. S . . . Dubois, Ind.	Walter, Vallie . . . Clinton, Ind.
Smethers, C. M . . . Madison, Ind.	Young, George . . . Ripley, Ind.
Swails, J. A . . . Marion, Ind.	Zaring, Muza . . . Putnam, Ind.

DEPARTMENT OF BUSINESS.

BOOK-KEEPING.

Bledsoe, G. W . . . Fayette, Ind.	Kinder, Webster . . . Jennings, Ind.
Brookshire, O. J . . . Boone, Ind.	*Krohn, J. W . . . Delaware, Ind.
Brooks, Chas . . . Washington, Ind.	Mitchell, Bert . . . Edgar, Ill.
Carmack, Bert . . . Douglass, Ill.	McNeal, W. E . . . Howard, Ind.
Collins, James . . . Delaware, Ind.	Nash, P. H . . . Dubois, Ind.
Clark, W. A . . . Delaware, Ind.	Rowland, Emily . . . McLean, Ill.
Consolus, Ed . . . Lawrence, Ind.	Rains, Lee . . . Grayson, Ky.
Christman, D. I . . . Wabash, Ind.	Rudd, Virley R . . . Hendricks, Ind.
Funk, Ida . . . Crawford, Ill.	Smith, J. T . . . Hendricks, Ind.
Gilkison, W. L . . . Martin, Ind.	Sayre, J. G . . . Marion, W. Va.
Gerston, L. F . . . Lemlio, Idaho.	Seybold, C. O . . . Parke, Ind.
Hartle, M. M . . . Delaware, Ind.	Strasell, J. W . . . Spencer, Ind.
Hurst, James . . . Hendricks, Ind.	Sharp, Pauline . . . Putnam, Ind.
Husted, Ella . . . Marion, Ind.	Tucker, A. P . . . Sullivan, Ind.
Hendricks, Lora . . . Hendricks, Ind.	Vanarsdall, E . . . Decatur, Ind.
Holland, T. A . . . Lawrence, Ind.	Waggoner, G. R . . . Bartholomew, Ind.
Hill, M. W . . . Brown, O.	Weller, Alvora . . . Putnam, Ind.
Irwin, Susan R . . . Hendricks, Ind.	Wiley, F. A . . . Montgomery, Ill.
Joseph, D. D . . . Brown, O.	Williams, Claude . . . Knox, Ind.
Kennard, E. B . . . Montgomery, Ill.	Williams, Walter . . . Lawrence, Ind.

TELEGRAPHY.

Bowman, E. C . . . Montgomery, Ill.	Plummer, H. I . . . Hendricks, Ind.
Byers, E. O . . . Grayson, Ky.	Palmer, W. . . . Daviess, Ind.
Carrick, D. C . . . Clinton, Ind.	Rains, Lee . . . Grayson, Ky.
Carter, S. E . . . Washington, Ind.	Robertson, Mattie . . . Daviess, Ind.
Conn, Walter . . . Rush, Ind.	Robinette, A. F . . . Johnson, Ill.
East, Harlin . . . Lawrence, Ind.	Sayre, J. G . . . Marion, W. Va.
Gentry, Alva . . . Hendricks, Ind.	Smith, Ed . . . Washington, Ind.
Hindsley, Eva . . . Randolph, Ind.	Sale, A. M . . . Wells, Ind.
Hartsock, W. B . . . Knox, Ind.	Trembly, Wm. . . Bartholomew, Ind.
Houk, J. H . . . Bartholomew, Ind.	Tucker, H . . . Edgar, Ill.
Holmes, J. W . . . Brown, Ind.	Truax, F. J . . . Bartholomew, Ind.
Hawkins, Frank . . . Hendricks, Ind.	White, Ed . . . Bond, Ill.
Jones, S . . . Brown, O.	Wisehart, J . . . Henry, Ind.
Keesling, J . . . Henry, Ind.	Winn, L. W . . . Clay, Ind.
Kinder, W . . . Jennings, Ind.	Williams, C . . . Knox, Ind.
Morrison, L. M . . . Putnam, Ind.	Winkley, L. M . . . Dearborn, Ind.
Mooney, John . . . Clay, Ind.	

SHORTHAND.

Appleton, Della	Tipton, Ind.	Joseph, Mrs. J. A	Hendricks, Ind.
Acton, Mrs. Mary	Hendricks, Ind.	Lawson, Mellie	Hendricks, Ind.
Alston, Isophene	Montgomery, Ind.	Lycan, Minnie	Edgar, Ill.
Allen, C. H	Lawrence, Ind.	Meadows, Curtis	Douglass, Ill.
Bristow, Alma	Clinton, Ind.	Mark, Lulu	Montgomery, Ky.
Brocksmith, Tillie		Marshall, Perry	Tipton, Ind.
Barr, Stanley B.		McElroy, Lottie	Putnam, Ind.
Creamer, Clara	Jefferson, Ind.	Osborn, E. B	Hopkins, Ky.
Carmack, A. O	Douglass, Ill.	Pattie, J. O	Spencer, Ind.
Cole, Claude	Hendricks, Ind.	Phillips, C. M	Jennings, Ind.
Cummins, Henry M	Johnson, Ill.	Pattison, Mrs. G. T	Hendricks, Ind.
Clark, Ira	Decatur, Ind.	Rowland, Emily	McLean, Ill.
Conn, C. B	Rush, Ind.	Richert, M. Kate	Jefferson, Ind.
Dobson, Arthur	Madison, Ind.	Ross, Alta	Hendricks, Ind.
Downie, Hattie	Rush, Ind.	Robinett, A. F	Johnson, Ill.
Dykeman, Adah	Cass, Ind.	Rains, Lee	Grayson, Ky.
Daily, O. L	Hendricks, Ind.	Rudd, V. R	Hendricks, Ind.
Dobbins, Anna	Shelby, Ind.	Roberts, C. A	Jefferson, Ind.
Edwards, Mrs. F	Hendricks, Ind.	Reeves, W. C	Monroe, Ind.
Edmonson, Mary	Douglass, Ill.	Reece, David	Jay, Ind.
Funk, Ida	Crawford, Ill.	Smith, C. E	Logan, Ill.
Flanigan, L. E	Crawford, Ind.	Scott, Mary	Knox, Ind.
Griese, F. W	Vanderburgh, Ind.	Somerville, E. R	Howard, Ind.
Geertson, L. F	Lemlio, Idaho.	Shuck, O. J	Johnson, Ind.
Gladden, Mary	Marion, Ind.	Smelson, Millie	Douglass, Ill.
Greathouse, Lawson	Edwards, Ill.	Taylor, Lulu	Hendricks, Ind.
Hadley, Mrs. C. C	Hendricks, Ind.	Tharp, Inez	Hendricks, Ind.
Humston, Minta	Hendricks, Ind.	Thomas, H. C	Hendricks, Ind.
Hendricks, Lora	Hendricks, Ind.	Weisheart, Wilburt	Hendricks, Ind.
Hurst, James	Hendricks, Ind.	Walker, Geo.	Crawford, Ill.
Hindsley, A. C	Randolph, Ind.	Weller, Alvora	Putnam, Ind.
Joseph, D. D	Brown, O.	Walker, Irene	Hendricks, Ind.

TYPEWRITING.

Acton, Mrs. Mary	Hendricks, Ind.	Lawson, Mellie	Hendricks, Ind.
Appleton, Della	Tipton, Ind.	Lycan, Minnie	Edgar, Ill.
Bills, W. H	Johnson, Ind.	Orcutt, Lulu	Hendricks, Ind.
Creamer, Clara	Jefferson, Ind.	Parker, Maggie	Hendricks, Ind.
Cummins, H. M	Johnson, Ill.	Rains, Lee	Grayson, Ky.
Cole, Claude	Hendricks, Ind.	Richert, M. Kate	Jefferson, Ind.
Carter, S. E	Washington, Ind.	Ross, Alta	Hendricks, Ind.
Downey, Hattie	Rush, Ind.	Robinett, A. F	Johnson, Ill.
Edwards, Mrs. Florence	Hendricks, Ind.	Rudd, Virley	Hendricks, Ind.
Edmonston, Mary	Douglass, Ill.	Smith, C. E	Logan, Ill.
Griese, F. W	Vanderburgh, Ind.	Wiseheart, Wilburt	Hendricks, Ind.
Gladden, Mary	Marion, Ind.	Walker, Geo	Lawrence, Ill.
Holcomb, J. W	Decatur, Ind.	Weller, Alvora	Putnam, Ind.
Hendricks, Lora	Hendricks, Ind.	Winn, L. W	Clay, Ind.
Joseph, D. D	Brown, O.		

SPECIAL PENMANSHIP AND AUTOMATIC LETTERING.

Anderson, D. W	Switzerland, Ind.	Mitchell, Paul	Piatt, Ill.
Askings, H. J	Decatur, Ind.	Meadows, C. L	Douglass, Ill.
Blessing, Garry	Bartholomew, Ind.	McGregor, Donald	Boone, Ind.
Blake, A. M	Jefferson, Ind.	McKainy, C. L	Crawford, Ill.
Carson, Chas	Edgar, Ill.	Mahin, Lilas	Tippecanoe, Ind.
Creamer, Clara	Jefferson, Ind.	Nash, P. H	Dubois, Ind.
Cleland, J. S	Jackson, Ill.	Patterson, Kile	Vermillion, Ill.
Clark, Ira	Decatur, Ind.	Phares, D. S	Tipton, Ind.
Crandle, Eugene	Randolph, Ill.	Pierson, Cora	Hendricks, Ind.
Cory, Elias	Marion, Ind.	Rowland, Emily	McLean, Ill.
Collins, J. E	Delaware, Ind.	Rogers, James B	Jackson, Ill.
Dyar, F. S	Crawford, Ill.	Rudd, V. R	Hendricks, Ind.
Eby, Frank	Fayette, Ind.	Smith, C. E	Logan, Ill.
Green, Jewell	Jackson, Ind.	Seybold, Chas. O	Parke, Ind.
Hutcheson, Walter	Putnam, Ind.	Shuck, O. J	Johnson, Ind.
Hoadley, Aidia	Carroll, Ind.	Smith, A	Douglass, Ill.
Hale, R. B	Magoffin, Ky.	Sloan, W. W	Crawford, Ind.
Hyten, Bertha	Montgomery, Ind.	Stoddard, C. H	Sullivan, Ind.
Hughes, D. E	Lawrence, Ill.	Sayer, J. G	Marion, W. Va.
Hack, C. A	Shelby, Ind.	Tucker, A. P	Sullivan, Ind.
Jack, Mrs. Chas	Washington, Ind.	Voyles, E. E	Washington, Ind.
Jackson, A. D	Transdale, Tenn.	Vanarsdalle, E	Decatur, Ind.
Joseph, D. D	Brown, O.	Weller, Alvora	Putnam, Ind.
Kent, S. P	Montgomery, Ind.	Wiseheart, Wilbert	Hendricks, Ind.
Litsey, W. R	Washington, Ky.	Weitz l, J. B	Hamilton, O.
Lewis, J. M	Jackson, Ind.	Wiley, Frank	Montgomery, Ill.
Lycan, Minnie	Edgar, Ill.		

DEPARTMENT OF MUSIC.

ORGAN.

Albert, Dora	Knox, Ind.	Hargrave, Kate	Hendricks, Ind.
Bartley, Ora	Hendricks, Ind.	Lawson, Mary	Hendricks, Ind.
Barr, Stanley B.		Ogden, Zella	Decatur, Ind.
Brocksmith, Tillie		Orr, W. T	Hancock, Ind.
Dooley, Jesse	Putnam, Ind.	Souder, Bertha	Washington, Ind.
Davidson, Pearl	Hendricks, Ind.	Simmons, H. S	Dubois, Ind.
Herman, Verona	Vanderburgh, Ind.		

PIPE ORGAN.

Carroll, Gertrude Boone, Ind.

HARMONY.

Coslet, Anna	Douglass, Ill.	Leak, Georgia	Hendricks, Ind.
Forry, Minerva	Randolph, Ind.	Meadows, Blanch	Douglass, Ill.
Halstead, Sam	Jasper, Ind.	Thomas, Carrie	Hendricks, Ind.

PIANO.

Adams, Effie	Hendricks, Ind.	Leak, Georgia	Hendricks, Ind.
Burcham, Lottie	Hendricks, Ind.	Lycan, Minnie	Edgar, Ill.
Beckley, Lottie	Hendricks, Ind.	Mallon, Ada	Pulaski, Ind.
Biddle, Maud	Hendricks, Ind.	Miller, Clara	Bullet, Ky.
Conn, Letha	Rush, Ind.	Meadows, Blanche	Douglass, Ill.
Coslet, Anna	Douglass, Ill.	McClain, Ethel	Hendricks, Ind.
Carr, Cora	Lawrence, Ill.	McCurdy, Jennie	Hendricks, Ind.
Cofer, Kate	Hendricks, Ind.	Moore, Lillian	Bartholomew, Ind.
Dickey, Nellie	Hendricks, Ind.	Masten, Martha	Mason, Ky.
Dickey, Lottie	Hendricks, Ind.	Orcutt, Lulu	Hendricks, Ind.
Dorman, Alma	Hendricks, Ind.	Prnett, Ella	Parke, Ind.
Dudenbostel, Louis E	Jackson, Ill.	Pounds, Ethel	Hendricks, Ind.
Dill, Leu	Hendricks, Ind.	Parker, Mary	Hendricks, Ind.
Eastes, Erie	Hendricks, Ind.	Phillips, L. C	Sullivan, Ind.
Estep, Daisy	Hendricks, Ind.	Relander, Pearl	Hendricks, Ind.
Forry, Miss Minerva	Newton, Ind.	Ross, Myrtle	Edgar, Ill.
Farquar, Gertrude	Randolph, Ind.	Roberts, Myra	Cook, Ill.
Farabee, Bernice	Hendricks, Ind.	Reed, Zenobia	Hendricks, Ind.
Farabee, Nell	Hendricks, Ind.	Smock, Lucretia	Hendricks, Ind.
Green, Ersie	Hendricks, Ind.	Sears, Grace	Hendricks, Ind.
Gwin, Mary	Randolph, Ind.	Sherrill, Gale	Hendricks, Ind.
Ginn, Louise	Henry, Ind.	Thompson, Bernice	Hendricks, Ind.
Howell, Daisy	Hendricks, Ind.	Thomas, Carrie	Hendricks, Ind.
Hayworth, Bertha	Pulaski, Ind.	Tharpe, Emma	Hendricks, Ind.
Harkey, J. W	Fayette, Ill.	Taylor, Alfa	Decatur, Ind.
Hadley, Ora	Hendricks, Ind.	Wishard, Alice	Hendricks, Ind.
Hill, Mary	Hendricks, Ind.	Wilson, Lottie	Clermont, Ohio.
Hadley, Pearl	Hendricks, Ind.	Waymire, Gussie	Tippecanoe, Ind.
Hendricks, Lina	Shelby, Ind.	White, Geraldine	Hendricks, Ind.
Hornaday, Mary	Hendricks, Ind.	Welshans, Grace	Hendricks, Ind.
Huron, Grace	Hendricks, Ind.		

VIOLIN.

Alexander, Melvin	Shelby, Ind.	Jones, J. A	Fulton, Ind.
Best, James V	Boone, Ind.	Rigdon, Walter	Grant, Ind.
Carr, H. L	Madison, Ind.	Reed, S. F	Hendricks, Ind.
Crum, Edwin	Macoupin, Ill.	Rudd, V. R	Hendricks, Ind.
Halstead, S. S	Jasper, Ind.	Smith, G. W	Charles Mix, S. D.
Hadley, Jewell	Hendricks, Ind.	Stoddard, C. H	Sullivan, Ind.
Huron Grace	Hendricks, Ind.	Wetzel, J. E	Spencer, Ind.

BANJO.

Dickon, W. A Edgar, Ill. |

CORNET.

Eby, Frank Wayne, Ind. | Halstead, S. S Jasper, Ind.

CLARINET.

Sample, Chas. S Harrison, Ind. |

VOICE CULTURE.

Halstead, S. S Jasper, Ind. | Dorsey, Arthur L. Lackawanna, Pa.

MISCELLANEOUS DEPARTMENT.

Abplanalp, H. C	Ripley, Ind.	Bergert, M. S	Daviess, Ind.
Abernathy, C. C	Franklin, Ind.	Beighle, C. S	Ford, Ill.
Ackmire, J. A	Crawford, Ill.	Beighle, R. W	Ford, Ill.
Acton, Mary	Hendricks, Ind.	Beck, W. W	Brown, Ind.
Acord, Lucy	Warren, Ind.	Bentley, Henry	Champaign, Ill.
Ader, B. F	Hendricks, Ind.	Biddle, Maude	Hendricks, Ind.
Adams, Fannie	Vigo, Ind.	Bills, William H	Johnson, Ind.
Adams, Claude V	Hendricks, Ind.	Blackford, Leora	Clark, Ind.
Allen, Cora	Lawrence, Ind.	Blackburn, Eva	Franklin, Ind.
Albert, Dora	Knox, Ind.	Bledsoe, G. W	Fayette, Ill.
Allen, C. H	Lawrence, Ind.	Blessing, Garry	Bartholomew, Ind.
Albee, Clara	Sullivan, Ind.	Blake, A. M	Jefferson, Ind.
Alexander, Melvin	Shelby, Ind.	Bortner, Mary E	Randolph, Ind.
Alston, Isophen	Montgomery, Ind.	Boren, W. O	Gibson, Ind.
Alkire, Harry	Montgomery, Ind.	Bower, Daisy	Greene, Ind.
Albright, Henrietta	Parke, Ind.	Booher, Frederick	Shelby, Ind.
Alsbury, J. W	Sangamon, Ill.	Boyd, Ora	Champaign, Ill.
Allen, W. G	Hendricks, Ind.	Boyd, Lulu S	Champaign, Ill.
Allen, Victor	Hendricks, Ind.	Bowles, Cora A	Montgomery, Ill.
Anthony, G. W	Brown, Ind.	Bortner, H. W	Randolph, Ind.
Anderson, J. H	Adams, Ind.	Boal, J. L	Knox, Ind.
Anderson, C. C	Switzerland, Ind.	Bowman, C. E	Montgomery, Ill.
Anderson, D. W	Switzerland, Ind.	Bodenhamer, Homer A	Hendricks, Ind.
Anderson, R. E	Morgan, Ind.	Bowton, Reese C	Dearborn, Ind.
Appleton, Della	Tipton, Ind.	Brown, Ed	Christian, Ill.
Archer, William	Parke, Ind.	Branch, Arthur	Hendricks, Ind.
Arbuckle, Carrie	Decatur, Ind.	Brainard, S. A	Fayette, Ind.
Ardery, Cora	Bartholomew, Ind.	Brown, J. R	Wabash, Ill.
Arnold, D. A	Crawford, Ind.	Bramell, Benjamin	Hendricks, Ind.
Armstrong, Opal	Lawrence, Ind.	Bruce, G. W	Decatur, Ind.
Arnold, S. E	Piatt, Ill.	Brown, A. W	Jackson, Ind.
Asher, L. B	Clay, Ind.	Brown, Agnes A	Clay, Ind.
Askin, H. S	Decatur, Ind.	Brooks, Grace	Putnam, Ind.
Ashbury, Will	Sullivan, Ind.	Bragg, Charles	Randolph, Ind.
Ashbury, Lizzie	Sullivan, Ind.	Briley, Clay	Shelby, Ind.
Atkins, Elbert	Rush, Ind.	Brown, Artie	Greene, Ind.
Ault, Charles	Hamilton, Ind.	Brickley, Samuel	Huntington, Ind.
Ault, Stella	Madison, Ind.	Brickley, Philo	Huntington, Ind.
Ayers, Anna L	Boone, Ind.	Brooks, Charles	Washington, Ind.
Barnard, John	Carroll, Ind.	Brookshire, O. J	Boone, Ind.
Banta, Arthur	Johnson, Ind.	Britton, Julia	Parke, Ind.
Barker, W. H	Lawrence, Ill.	Bristow, Alma	Clinton, Ind.
Baxter, Will	Randolph, Ind.	Brickert, Cora	Johnson, Ind.
Bass, Lillie M	Shelby, Ind.	Brown, William D	Allen, Ind.
Barnett, Flora	Johnson, Ind.	Bryant, James C	Marion, Ind.
Badders, Lewti	Sullivan, Ind.	Bryant, Mrs. Jessie I	Marion, Ind.
Barker, Katheryne	Hendricks, Ind.	Briley, Clay	Shelby, Ind.
Barker, Tom	Hendricks, Ind.	Buis, E. L	Putnam, Ind.
Baker, C. E	Randolph, Ind.	Bunger, May	Greene, Ind.
Barnett, Ella J	Johnson, Ind.	Butcher, Anna	Monroe, Ind.
Ballard, S. W	McLean, Ill.	Burk, Sanford	Putnam, Ind.
Baker, B. B	Cass, Ind.	Butler, T. W	Todd, Ky.
Bennett, T. H	Clark, Ill.	Buchanan, Nina O	Lawrence, Ill.
Bennett, C. T	Daviess, Ind.	Buis, Lora	Putnam, Ind.
Bell, W. H	Wabash, Ill.	Buser, Anna	Crawford, Ill.
Beaver, Ida	Boone, Ind.	Burris, Bert	Boone, Ind.
Beasley, Joseph	Greene, Ind.	Butler, L. D	Edwards, Ill.
Beeson, Owen	Hamilton, Ind.	Burt, Irene	Lawrence, Ill.

Busby, Dicey Christian, Ill.
 Busbey, J. M Coles, Ill.
 Byers, Edward O Grayson, Ky.
 Byers, Sue Grayson, Ky.
 Byrum, J. W Howard, Ind.
 Carmack, Bert Douglass, Ill.
 Carson, C. J. Edgar, Ill.
 Case, Scott Mason, Ky.
 Cass, J. H. Montgomery, Ill.
 Carroll, Gertrude Boone, Ind.
 Calton, Otho Whitley, Ind.
 Carrick, D. C. Clinton, Ind.
 Carr, Flossie Lawrence, Ill.
 Carr, Cora Lawrence, Ill.
 Caldwell, Anna E. Montgomery, Ind.
 Carmichael, L. M. Brown, Ind.
 Call, Kate Decatur, Ind.
 Cain, Ida Morgan, Ind.
 Caldwell, Robert Marion, Ind.
 Carr, Howard Henry, Ind.
 Carr, Webster Henry, Ind.
 Catherwood, Mary Douglass, Ill.
 Cauble, Thomas Washington, Ind.
 Caldwell, G. M Brown, Ohio.
 Casserly, Patrick Boone, Ind.
 Casserly, Nora Boone, Ind.
 Campbell, Sallie Johnson, Ind.
 Carter, S. E. Washington, Ind.
 Christman, Daniel Wabash, Ind.
 Chenoweth, Merl Randolph, Ind.
 Chatlin, Austin Martin, Ind.
 Chenoweth, T. N Randolph, Ind.
 Chambers, J. G Saline, Ill.
 Chowning, J. W Sullivan, Ind.
 Cisel, Levi D Wabash, Ill.
 Clark, Wm. A Delaware, Ind.
 Cleland, Bertha Jackson, Ill.
 Cleland, J. S Jackson, Ill.
 Clark, S. D Hendricks, Ind.
 Clark, Ira Decatur, Ind.
 Clark, Stella Parke, Ind.
 Couch, Mary Wabash, Ill.
 Cole, Blanche M Hendricks, Ind.
 Cole, Claud Hendricks, Ind.
 Conn, Walter Rush, Ind.
 Conn, Letha Rush, Ind.
 Combs, E. S Clark, Ill.
 Coslet, Anna Douglass, Ill.
 Cooper, W. A Putnam, Ind.
 Conover, Dolph Lawrence, Ill.
 Coudrey, Wm. Jefferson, Ind.
 Conover, Carl Lawrence, Ill.
 Cox, Albert Washington, Ind.
 Collins, James Delaware, Ind.
 Coons, Dora A Fulton, Ind.
 Coulter, Nona Crawford, Ill.
 Coudrey, W. J. Jefferson, Ind.
 Consolus, E. C Lawrence, Ind.
 Cox, Chlora Martin, Ind.
 Conn, E. B Rush, Ind.
 Cook, L. L Tipton, Ind.
 Cory, E. A Marion, Ind.
 Courtney, Belle Clay, Ind.
 Cofer, Kathryne Hendricks, Ind.
 Crum, Edwin Macoupin, Ill.
 Crabb, Lenna Parke, Ind.
 Creamer, Clara Jefferson, Ind.
 Crandel, Rufus A Huntington, Ind.
 Crum, Orrin Shelby, Ind.
 Crossfield, J. E. Mercer, Ky.
 Crider, O. E. Tippecanoe, Ind.
 Crim, Daisy Hendricks, Ind.
 Crider, E. C Tippecanoe, Ind.
 Crandle, Eugene Randolph, Ill.
 Cummins, H. M. Johnson, Ill.
 Curry, John A Sullivan, Ind.
 Cullipher, J. E. Madison, Ind.
 Culbertson, Ida Marion, Ind.
 Curry, W. L. Montgomery, Ill.
 Day, Lou Parke, Ind.
 Davidson, Pearl Hendricks, Ind.
 Day, G. W. Warren, Ind.
 Daugherty, F. K Benton, Ind.
 Daily, O. L Hendricks, Ind.
 Davison, John B Tippecanoe, Ind.
 Davidson, Lizzie Pike, Ind.
 Davis, C. B Jackson, Ind.
 Day, J. W Daviess, Ky.
 Detraz, Wm. H Switzerland, Ind.
 Denny, Sarah Jefferson, Ind.
 Dellinger, Emmett Tipton, Ind.
 Dimmick, Arleigh La Salle, Ill.
 Dickinson, Mattie Hendricks, Ind.
 Dicken, W. A Edgar, Ill.
 Dicks, Orphus T Putnam, Ind.
 Dillon, Nellie Hendricks, Ind.
 Dillon, Daisy Hendricks, Ind.
 Dixon, Otto Lawrence, Ind.
 Dobson, Arthur Madison, Ind.
 Dobson, Pearley Madison, Ind.
 Dorsey, Arthur L Lackawanna, Pa.
 Doyle, J. A Clay, Ind.
 Dooley, Jessie Putnam, Ind.
 Dorsett, J. G Putnam, Ind.
 Douglass, R. B Crawford, Ill.
 Downey, Hattie Rush, Ind.
 Downey, Alma Rush, Ind.
 Dobbins, Anna Shelby, Ind.
 Dorman, Alma Hendricks, Ind.
 Donnel, Thomas Clinton, Ind.
 Doan, Z. H Hendricks, Ind.
 Dry, Chas. L Crawford, Ill.
 Drake, W. A Mercer, O.
 Dry, Ed. A Crawford, Ill.
 Drybread, Binda Johnson, Ind.
 Ducommeen, Emma Crawford, Ill.
 Dungan, Edward Fayette, Ind.
 Dudley, Henry Greene, Ind.
 Dugger, M. E Sullivan, Ind.
 Duncan, Fred N Crawford, Ill.
 Dudenbostel, Louis E Jackson, Ill.
 Dugan, Wiley Shelby, Ind.
 Dyar, Frank Crawford, Ill.
 Dykeman, Ada Cass, Ind.
 East, Harlan Lawrence, Ind.
 Easley, George Montgomery, Ill.
 Eby, Frank Fayette, Ind.
 Ebersol, E. T La Salle, Ill.

Edwards, Mrs. F Hendricks, Ind.
 Edmonston, Mary Douglass, Ill.
 Eggleston, Ira Spencer, Ind.
 Eichling, J. A Spencer, Ind.
 Elliott, Bertha Casey, Ky.
 Ellis, Jennie Boyle, Ky.
 Elam, G. M Lawrence, Ky.
 Emmons, Purley Lawrence, Ill.
 England, H. C Lawrence, Ill.
 Ergenbright, John Tippecanoe, Ind.
 Estep, Daisy Hendricks, Ind.
 Euliss, Nettie Hendricks, Ind.
 Fahl, Fred Christian, Ill.
 Faucett, Nora Orange, Ind.
 Faughender, M. M Todd, Ky.
 Faughender, J. L Muhlenberg, Ky.
 Faughender, B. R Todd, Ky.
 Farmer, Dallas Monroe, Ind.
 Farlow, Flora Rush, Ind.
 Farquahar, Gertrude Randolph, Ind.
 Farmer, Della Huntington, Ind.
 Finkbine, Helen Butler, O.
 Fisher, W. L Clinton, Ind.
 Fisher, Ed. L Decatur, Ind.
 Flint, Alonzo Morgan, Ind.
 Flanigan, L. E Crawford, Ind.
 Flanigan, A. H Crawford, Ind.
 Forry, Ira D Newton, Ind.
 Forey, Minerva A Newton, Ind.
 Forsyth, Ernest E Johnson, Ind.
 Foster, Ocee Tipton, Ind.
 Foster, Anna Tipton, Ind.
 Freeland, P. C Greene, Ind.
 Freeman, H. C Greene, Ind.
 Franklin, W. F Hendricks, Ind.
 Francis, L. E Hamilton, Ind.
 Funk, Ida Crawford, Ill.
 Fuller, G. W Crawford, Ill.
 Fuller, Helen H Douglass, Ill.
 Fulwider, L. H Bartholomew, Ind.
 Funk, J. E Elkhart, Ind.
 Fullinwider, Nattie Crawford, Ind.
 Gambold, Orissa Hendricks, Ind.
 Gard, Harvey Clay, Ind.
 Gantz, Nellie B Clay, Ind.
 Garrison, Fred Lawrence, Ind.
 Geise, Edward Fayette, Ind.
 Gerston, L. F Lemlio, Idaho.
 Gephart, Roscoe Johnson, Ind.
 Gharst, E. S Ashland, O.
 Gillin, P. R Lawrence, Ill.
 Gifford, Otho W Tipton, Ind.
 Ginn, Mrs. Helen M Henry, Ind.
 Gilkison, W. L Martin, Ind.
 Gillaspie, J. W Hendricks, Ind.
 Ginn, C. Louise Henry, Ind.
 Gibson, Sam Putnam, Ind.
 Gladden, Mary Marion, Ind.
 Gladden, Albert L Hendricks, Ind.
 Gladden, Maggie B Scott, Ind.
 Gordon, George C Champaign, Ill.
 Godby, L. J Casey, Ky.
 Goehring, Emma Douglass, Ill.
 Goodwine, Harry Vermillion, Ill.

Good, Minnie Boone, Ind.
 Goff, Bertha Montgomery, Ind.
 Gobel, J. F Crawford, Ind.
 Goslee, W. A Newton, Ind.
 Gossard, Artie Tipton, Ind.
 Goodwin, N. G Tipton, Ind.
 Goar, Walter Lawrence, Ind.
 Griese, F. W Vanderburgh, Ind.
 Greathouse, W. C Edwards, Ill.
 Greathouse, Lawson Edwards, Ill.
 Greene, Jewell Jackson, Ind.
 Greene, Eva Morgan, Ind.
 Greenhow, A. H Knox, Ind.
 Gray, Opha Warrick, Ind.
 Grishaw, Anna Tipton, Ind.
 Gray, O. P Randolph, Ind.
 Gresley, Belle Allen, Ind.
 Grave, Mary Hendricks, Ind.
 Gregory, Chas. N Clay, Ind.
 Gwin, Mary Randolph, Ind.
 Gwaltney, C. N Gibson, Ind.
 Gwaltney, John H Gibson, Ind.
 Hadley, Walter L Clinton, Ind.
 Hanna, Geo. W Mason, W. Va.
 Hack, Chas Shelby, Ind.
 Harlan, Wilbur Hendricks, Ind.
 Hadley, Mrs. Cash Hendricks, Ind.
 Hale, R. B Magoffin, Ky.
 Hall, W. P Jefferson, Ky.
 Hall, B. F Livingston, Ill.
 Harkey, J. W Fayette, Ill.
 Harper, J. E Christian, Ill.
 Hayes, J. E Edmonson, Ky.
 Hawn, Clarence Washington, Ind.
 Hack, Fred Shelby, Ind.
 Hall, Harley Hendricks, Ind.
 Hall, G. W Hendricks, Ind.
 Hack, O. S Shelby, Ind.
 Harshman, C. F Delaware, Ind.
 Hartle, Mahlon Delaware, Ind.
 Halstead, San Jasper, Ind.
 Hayworth, Bertha Pulaski, Ind.
 Harper, Victor M Fayette, Ohio.
 Harcourt, Ira Rush, Ind.
 Harris, Della Monroe, Ind.
 Hadley, Chester Tipton, Ind.
 Haworth, Elwin Hamilton, Ind.
 Haddon, J. E Sullivan, Ind.
 Hartsock, W. B Knox, Ind.
 Hardwick, Glen Hendricks, Ind.
 Hardwick, Emma Hendricks, Ind.
 Hardwick, Everet Hendricks, Ind.
 Hartley, Frank Hamilton, Ind.
 Hartley, Morton Hamilton, Ind.
 Hazelton, George Wabash, Ill.
 Harrison, Mary Jasper, Ind.
 Hart, W. W Boone, Ind.
 Hardwick, Silas Hendricks, Ind.
 Hadley, Fred Morgan, Ind.
 Hadley, Osie Hendricks, Ind.
 Harrold, E. O Blackford, Ind.
 Haskell, L. B Newton, Ind.
 Herman, Verona Vanderburgh, Ind.
 Hendricks, John Boone, Ind.

Herr, Joe P Perry, Ind.
 Hendricks, Lora Hendricks, Ind.
 Hendricks, Grace Hendricks, Ind.
 Hesser, Louis Jay, Ind.
 Hendricks, Melvin Parke, Ind.
 Hendricks, Lina Shelby, Ind.
 Hert, John K. Lawrence, Ind.
 Hendricks, Effie M Jefferson, Ind.
 Hemming, P. B. Carroll, Ind.
 Hemming, F. J. Carroll, Ind.
 Hindsley, Eva Randolph, Ind.
 Hightower, Anna Webster, Miss.
 Hightower, Julia Webster, Miss.
 Hightower, P. J. Webster, Miss.
 Hill, Wheatly Brown, O.
 Hildreth, John Edgar, Ill.
 Hinshaw, Arlie Randolph, Ind.
 Highsmith, Ada Lawrence, Ill.
 Hippensteel, Orren Huntington, Ind.
 Himsel, John J. Dubois, Ind.
 Hitt, A. P. Hardin, Tenn.
 Hindsley, A. C. Randolph, Ind.
 Hindsley, O. L. Randolph, Ind.
 Hinshaw, Belle C McLain, Ill.
 Hicks, Minnie Cass, Ind.
 Hoadley, Ada Carroll, Ind.
 Holland, T. A. Lawrence, Ind.
 Hornaday, James Hamilton, O.
 Holcomb, John W Decatur, Ind.
 Hoff, A. G. Dearborn, Ind.
 Hobbs, Nettie Tipton, Ind.
 Holiman, Willis Lawrence, Ind.
 Houk, Anna Bartholomew, Ind.
 Houk, J. Homer Bartholomew, Ind.
 Hopkins, Etta Perry, Ind.
 Holmes, J. W. Brown, Ind.
 Holmes, D. O. Brown, Ind.
 Hornaday, Depauw Daviess, Ind.
 Hoadley, W. Hendricks, Ind.
 Holland, Mary Clay, Ind.
 Howell, Daisy Hendricks, Ind.
 Hutcheson, Walter Putnam, Ind.
 Hubbard, Paul Fountain, Ind.
 Hurst, Walter Decatur, Ind.
 Huber, Florence Fayette, Ind.
 Humston, Minta Hendricks, Ind.
 Hutchison, Thomas Morgan, Ind.
 Hume, John Hendricks, Ind.
 Hunt, Lenora Wayne, Ind.
 Huston, Maude Randolph, Ind.
 Hutchison, George Randolph, Ind.
 Hutcheson, P. B. Putnam, Ind.
 Hull, Nannie Shelby, Ind.
 Hutcheson, H. A. Putnam, Ind.
 Hughes, Davis Lawrence, Ill.
 Hutchison, Allie Brown, O.
 Hurst, J. W. Hendricks, Ind.
 Huffman, H. J. Martin, Ind.
 Hustid, Ella Marion, Ind.
 Hyten, Bertha Montgomery, Ind.
 Ireland, Anna Jasper, Ill.
 Irwin, Susan R. Hendricks, Ind.
 Irvin, Frank L Randolph, Ind.
 Jackson, Luther Grant, Ind.

Jackson, A. D Tronsdale, Tenn.
 Jackson, Frank C Hendricks, Ind.
 Jack, C. W. Washington, Ind.
 Jack, Lettie F Washington, Ind.
 Jackson, Arthur Morgan, Ind.
 Jakeway, Fannie Champaign, Ill.
 Jackson, Lizzie Parke, Ind.
 Jenkins, Nannie B. Ripley, Ind.
 Jewell, J. W. Fayette, Ind.
 Jones, Gilbert Lawrence, Ill.
 Jones, W. A. Madison, Ind.
 Joseph, D. D Brown, O.
 Jones, Nora E. Hendricks, Ind.
 Joseph, Mrs. J. A Hendricks, Ind.
 Jones, Don A. Edgar, Ill.
 Jones, Orville L Crawford, Ill.
 Johnson, Melvine Miami, Ind.
 Johns, S. M Putnam, Ind.
 Jones, J. A. Fulton, Ind.
 Jones, Elsie Boone, Ind.
 Jones, Ross Lawrence, Ill.
 Jones, Rilus E. Morgan, Ind.
 Johnson, Alvin Hamilton, Ind.
 Johnson, Perry Hamilton, Ind.
 Jones, Stewart Brown, O.
 Kent, S. P. Montgomery, Ind.
 Kennard, Edgar B. Montgomery, Ill.
 Keeney, Julia Hendricks, Ind.
 Kennon, Frank M. Marion, Ind.
 Kennedy, C. M Carroll, Ind.
 Kenworthy, L. S Macon, Ill.
 Kelley, Earl Putnam, Ind.
 Keyes, Dora Miami, Ind.
 Kevekordes, Theo Vanderburgh, Ind.
 Kenton, Maggie Jasper, Ind.
 Keesling, Jackson Henry, Ind.
 Keith, J. N. Scott, Ind.
 Kerr, Minnie B Johnson, Ind.
 Kimberlin, Effie Hamilton, Ind.
 Kirkpatrick, Clarence Champaign, Ill.
 King, J. D. Fulton, Ind.
 Kincaid, S. W. Crawford, Ill.
 Kirtley, Eva Tipton, Ind.
 Kimble, J. A Boone, Ind.
 Kinder, Webster Jennings, Ind.
 Klemme, E. J Montgomery, Ill.
 Kleckner, Albert Carroll, Ind.
 Klinefelter, M. L. Christian, Ill.
 Klemme, Mina Montgomery, Ill.
 Krahburg, James W. Delaware, Ind.
 Krohn, James W Delaware, Ind.
 Kreig, S. M. Pike, Ind.
 Kuhns, Charles H. Clinton, Ind.
 Kuhn, O. W. Hancock, Ind.
 Kuhn, E. E. Hancock, Ind.
 Knauer, Jacob Putnam, Ind.
 Larkins, Leona Putnam, Ind.
 Lambert, Daisy Hendricks, Ind.
 Lawson, Mellie Hendricks, Ind.
 Large, F. O. Christian, Ill.
 Land, James H. Marion, Ill.
 Lackey, Charles Hendricks, Ind.
 Lane, Charles Hendricks, Ind.
 Lane, Rella Dubois, Ind.

Lauer, H. E. Huntington, Ind.
 Lawson, P. E. Clay, Ind.
 Lawson, Carrie Hendricks, Ind.
 Ladd, Clay Sullivan, Ind.
 Lawrence, Hattie Hendricks, Ind.
 Leathers, T. H. Macoupin, Ill.
 Lewis, J. M. Jackson, Ind.
 Lee, Nolia Morgan, Ala.
 Leak, Georgia Hendricks, Ind.
 Leach, C. F. Macoupin, Ill.
 Lease, Henry Champaign, Ill.
 Leach, Tillie Hendricks, Ind.
 Leggo, Helen Marion, Ind.
 Leley, Charles Tippecanoe, Ind.
 Lewis, Laura Boone, Ind.
 Litsey, Lizzie Washington, Ky.
 Litsey, Willie Washington, Ky.
 Lindley, E. H. Howard, Ind.
 Lindley, B. R. Morgan, Ind.
 Linville, Tillie Shelby, Ind.
 Lindville, Frank Shelby, Ind.
 Little, Rose Hendricks, Ind.
 Lindsey, U. S. Spencer, Ind.
 Lowe, Grace Hendricks, Ind.
 Lockhart, W. S. Clay, Ind.
 Long, L. H. Clay, Ind.
 Lockridge, Geneva Grant, Ind.
 Lockman, Nora Brown, Ind.
 Lovett, Nina Putnam, Ind.
 Lott, B. H. Hancock, Ky.
 Lucas, A. M. Boone, Ind.
 Lydick, Anna Hendricks, Ind.
 Lyon, Maggie Clinton, Ind.
 Lycan, Minnie Edgar, Ill.
 Matlock, Geo. A. Wells, Ind.
 Masterson, C. S Piatt, Ill.
 Maddox, A. C Campbell, Ky.
 Mallon, Ada Pulaski, Ind.
 Martin, C. J. Hendricks, Ind.
 Mahan, B. A. Fayette, Ind.
 Maston, Martha Mason, Ky.
 Marsh, Victoria Hendricks, Ind.
 Mark, Lulu Montgomery, Ky.
 Mallory, J. R. Todd, Ky.
 Maris, Anna Parke, Ind.
 Mann, Lucile Delaware, Ind.
 Marts, Arthur Sullivan, Ind.
 Marlow, W. B. Sullivan, Ind.
 Maze, H. L. Marion, Ind.
 Martin, Colfax Decatur, Ind.
 Martin, Jennie Decatur, Ind.
 Marshall, Perry Tipton, Ind.
 Margason, Walter Hendricks, Ind.
 Mahin, Lillas Tippecanoe, Ind.
 Martin, W. P. Delaware, Ind.
 Mason, Omer Howard, Ind.
 Mavity, W. P. Taswell, Ill.
 Meadows, Curtis Douglass, Ill.
 Merriman, Curtis Wells, Ind.
 Means, Chas Shelby, Ind.
 Means, John C Shelby, Ind.
 Means, Josie L Jennings, Ind.
 Mercer, O. P Putnam, Ind.
 Meadows, Blanche Douglass, Ill.

McNeal, W. E. Howard, Ind.
 McGrath, Jessie Marion, Ind.
 McGilvery, L. E. Edgar, Ill.
 McDowell, David Randolph, Ind.
 McConathy, M Montgomery, Ill.
 McMillen, Ida Clay, Ind.
 McMurry, Elizabeth Richland, Ill.
 McClellan, Geo Hendricks, Ind.
 McClellan, Wm Hendricks, Ind.
 McDaniel, Mattie Casey, Ky.
 McKnight, Bert E. Washington, Ind.
 McCann, Thomas E Dearborn, Ind.
 McElhaney, E. H. Huntington, Ind.
 McGregor, Donald Boone, Ind.
 McDavid, Emmet Montgomery, Ill.
 McKahn, Louis Morgan, Ind.
 McKeand, Mae Jefferson, Ind.
 McElroy, Lottie Putnam, Ind.
 McKinley, Retta Perry, Ind.
 McMullen, Fred Jay, Ind.
 McKamey, Chas Crawford, Ill.
 McClain, Chas Scott, Ind.
 McFarland, E Martin, Ind.
 McClure, Mrs. Mae Morgan, Ind.
 McIntyre, Della Clinton, Ind.
 McGraw, Wm Tipton, Ind.
 McCaslin, Della Hendricks, Ind.
 McCarty, Carrie Crawford, Ill.
 Meister, Lizzie Ripley, Ind.
 Melton, Maggie Jefferson, Ind.
 Medd, Albert Dearborn, Ind.
 Miles, Pearl Hendricks, Ind.
 Mitchell, Bert Edgar, Ill.
 Mitchell, Paul Piatt, Ill.
 Miller, E. J Fayette, Ill.
 Miller, Clara Büllet, Ky.
 Miller, Frank W Morgan, Ind.
 Miles, E. A. Jefferson, Ind.
 Mills, Mrs. Laura Hendricks, Ind.
 Miller, Frank W Morgan, Ind.
 Miller, Ollie Warrick, Ind.
 Minton, Anna Pulaski, Ind.
 Midgett, A Crawford, Ill.
 Miller, Laura Marion, Ind.
 Morgason, J. A Hendricks, Ind.
 Mobley, Mrs. Marta Madison, Ind.
 Mooney, John Clay, Ind.
 Moore, Marguerite Fayette, Ind.
 Moore, George Champaign, Ill.
 Monroe, Wm Switzerland, Ind.
 Morrison, L. F Putnam, Ind.
 Morrison, Frank Shelby, Ind.
 Morris, Thomas Tipton, Ind.
 Moss, Kate R Jefferson, Ind.
 Mouser, Mary Crawford, Ind.
 Moore, L. E. Decatur, Ind.
 Morris, Chas. R Washington, Ind.
 Moore, Lily Bartholomew, Ind.
 Murray, C. F Randolph, Ind.
 Murgrave, W. P Morgan, Ind.
 Myers, Bertha Huntington, Ind.
 Myers, Edward Jackson, Ind.
 Nash, Thomas Dubois, Ind.
 Nash, P. H. Dubois, Ind.

Nance, H. C. Webster, Ky.
 Nave, C. C. Hendricks, Ind.
 Nash, Marvel Sullivan, Ind.
 Nance, D. W. Clay, Ind.
 Nash, M. W. Sullivan, Ind.
 Newman, Oscar. Daviess, Ky.
 Neff, C. D. Wells, Ind.
 Newlin, D. H. Crawford, Ill.
 Neet, J. M. Parke, Ind.
 Newbury, Lida. Decatur, Ind.
 Neese, Ruby. Boone, Ind.
 Nichols, Ida Spencer, Ind.
 Nichols, Viola Owen, Ind.
 Nicholas, Ella B. Parke, Ind.
 Noggle, Chas. H. Huntington, Ind.
 Noel, Frank Pulaski, Ind.
 Noel, Elizabeth Pulaski, Ind.
 O'Bryan, Mina Champaign, Ill.
 O'Bryan, Grace Champaign, Ill.
 Ogden, Maud Decatur, Ind.
 Ogden, Azella Decatur, Ind.
 O'Harrow, Omer Morgan, Ind.
 O'Haver, Nellie Parke, Ind.
 Oldham, Effie E. Shelby, Ind.
 Oliver, O. H. Brown, Ind.
 Orcutt, Lulu. Hendricks, Ind.
 Orr, Walter F. Hancock, Ind.
 Osborne, Ruth Hendricks, Ind.
 Osborne, L. M. Hendricks, Ind.
 Osborne, E. B. Hopkins, Ky.
 Osborne, Jessie. Putnam, Ind.
 Owens, Myrtle Benton, Ind.
 Owens, Roy. Benton, Ind.
 Parker, William Bartholomew, Ind.
 Parker, Maggie Hendricks, Ind.
 Pattie, J. O. Spencer, Ind.
 Patterson, Kile Vermillion, Ill.
 Pattison, Mrs. G. T. Hendricks, Ind.
 Pawley, Stephen H. Coles, Ill.
 Palmer, Wilson Daviess, Ind.
 Parsley, U. S. G. Wayne, W. Va.
 Parks, Poly Galatin, Ill.
 Parr, J. H. Washington, Ind.
 Parker, Nettie Spencer, Ind.
 Petty, Maggie G. Jefferson, Ky.
 Petty, F. T. Jackson, Ala.
 Penn, E. L. Carroll, Ind.
 Purdue, Calvia Huntington, Ind.
 Pell, C. H. Clay, Ind.
 Pennington, Roscoe Boone, Ind.
 Peyton, John E. Sullivan, Ind.
 Peter, Ada Tippecanoe, Ind.
 Peden, Carson Washington, Ind.
 Pearson, Pearl Hendricks, Ind.
 Phares, D. S. Tipton, Ind.
 Phares, S. A. Rush, Ind.
 Phillips, Chas. M. Jennings, Ind.
 Phillips, Oscar Gibson, Ind.
 Phillips, L. C. Sullivan, Ind.
 Pierson, Blanch M. Hendricks, Ind.
 Pierson, Cora Hendricks, Ind.
 Piel, Bertha Lawrence, Ill.
 Pierson, Edwin B. Hendricks, Ind.
 Pittinger, L. A. Delaware, Ind.
 Pierson, E. L. Blackford, Ind.
 Pigg, W. H. Greene, Ind.
 Plummer, Horace Hendricks, Ind.
 Plummer, M. F. Morgan, Ind.
 Plew, Claude Sullivan, Ind.
 Poer, Robt. Shelby, Ind.
 Powers, J. P. Kenton, Ky.
 Pruett, Sarah Parke, Ind.
 Pruett, Ella Parke, Ind.
 Pritchard, Edwin H. Shelby, Ind.
 Pritchard, Edward Johnson, Ind.
 Priest, C. A. Putnam, Ind.
 Pumphrey, N. C. Jasper, Ind.
 Rains, Lee. Grayson, Ky.
 Radcliff, J. E. Hancock, Ind.
 Rawlins, L. M. Monroe, Ind.
 Relander, Lottie Hendricks, Ind.
 Reddick, H. G. Henry, Ind.
 Read, Frank E. La Salle, Ill.
 Relander, Pearl Hendricks, Ind.
 Reeves, Will C. Monroe, Ind.
 Reeves, W. S. Hancock, Ind.
 Reynolds, W. A. Clay, Ind.
 Reece, David Jay, Ind.
 Rheinlander, V. Vanderburgh, Ind.
 Richert, M. Kate Jefferson, Ind.
 Richardson, F. B. Bartholomew, Ind.
 Rice, C. B. Lawrence, Ky.
 Rice, W. O. Howard, Ind.
 Roark, Jesse. Boone, Ind.
 Roark, Burchard. Boone, Ind.
 Robinette, A. F. Johnson, Ill.
 Rowland Emily. McLean, Ill.
 Rogers, E. H. Jackson, Ill.
 Roberts, Myra. Cook, Ill.
 Rogers, Ada Jackson, Ill.
 Ross, Alta. Hendricks, Ind.
 Rogers, James B. Jackson, Ill.
 Roll, Isaac Clinton, Ind.
 Ross, Myrtle Edgar, Ill.
 Roberts, Claude Jefferson, Ind.
 Routh, Chas. Boone, Ind.
 Roby, Flora White, Ill.
 Rogers, Ullan Hendricks, Ind.
 Rollins, R. R. Monroe, Ind.
 Robertson, Mattie. Daviess, Ind.
 Ross, Mellie Champaign, Ill.
 Rudd, Virley R. Hendricks, Ind.
 Rutherford, Albert. Christian, Ill.
 Rudolph, Zuleika Ballard, Ky.
 Rudolph, Armada. Ballard, Ky.
 Rudicil, Claude Jefferson, Ind.
 Ruble, E. M. Huntington, Ind.
 Sale, Adolphus Wells, Ind.
 Saxton, John G. Hendricks, Ind.
 Sappenfield, John V. Greene, Ind.
 Sayre, John G. Marion, W. Va.
 Sappenfield, J. V. Greene, Ind.
 Sample, Chas. S. Harrison, Ind.
 Schaffer, Lee Sullivan, Ind.
 Scearce, Grace Hendricks, Ind.
 Scott, Chas. L. White, Ill.
 Scott, Dora Boone, Ind.
 Schmadal, A. E. Vanderburgh, Ind.

Scott, Mary Knox, Ind.
 Seybold, Charlie Parke, Ind.
 Sears, Virgil Hendricks, Ind.
 Sedgwick, L. J. Monroe, Ind.
 Semple, Mamie Greene, Ind.
 Shields, Chas. E. Hendricks, Ind.
 Short, Oscar D. Washington, Ind.
 Shortridge, W. P. Hendricks, Ind.
 Shoffner, Minnie Hendricks, Ind.
 Shrout, J. J. Montgomery, Ky.
 Shepple, Lizzie Shelby, Ind.
 Shirley, A. D. Boone, Ind.
 Showalter, J. W. Shelby, Ind.
 Shanks, Robert R. Morgan, Ind.
 Shannon, May Montgomery, Ind.
 Sharp, Pauline Putnam, Ind.
 Short, Harvey H. Washington, Ind.
 Shofstall, John P. Sullivan, Ind.
 Shirley, R. M. Hendricks, Ind.
 Shepherd, Flossie Greene, Ind.
 Shuck, O. J. Johnson, Ind.
 Shufflebarger, Otis Johnson, Ind.
 Sidenstricker, Anna Douglass, Ill.
 Simmons, Nelson Dubois, Ind.
 Simmons, H. S. Dubois, Ind.
 Sipe, Chas. O. Randolph, Ind.
 Singleton, Isiah Spencer, Ind.
 Sipe, R. L. Randolph, Ind.
 Sinclair, R. R. Putnam, Ind.
 Simmons, Rosa Decatur, Ind.
 Sigler, J. R. Newton, Ind.
 Sloan, W. W. Crawford, Ind.
 Smith, Arthur Douglass, Ill.
 Smith, G. W. Newton, Ind.
 Smith, J. T. Hendricks, Ind.
 Smith, Grace Hendricks, Ind.
 Smith, C. E. Logan, Ill.
 Smith, Emma Greene, Ind.
 Smock, Cora Clay, Ind.
 Smith, E. D. Washington, Ind.
 Smock, Nick Boone, Ind.
 Smith, J. T. Hancock, Ind.
 Small, C. E. Randolph, Ind.
 Smith, Harvey Z. Boone, Ind.
 Smith, Benj. B. Crawford, Ind.
 Smethers, C. M. Madison, Ind.
 Smith, Chas. E. Hendricks, Ind.
 Smith, Tilden Jackson, Ind.
 Small, Emma Delaware, Ind.
 Smock, E. R. Carroll, Ind.
 Smith, Bert Columbia, Ark.
 Smith, Mattie Lawrence, Ill.
 Smiley, A. E. Rush, Ind.
 Smith, J. D. Union, Ind.
 Smith, C. Belva Moultrie, Ill.
 Small, Melicent. Marion, Ind.
 Suelson, Millie. Douglass, Ill.
 Somerville, M. R. Howard, Ind.
 Somerville, E. R. Howard, Ind.
 Solomon, A. C. Macoupin, Ill.
 Somerville, Mamie. Howard, Ind.
 Souder, Laura Morgan, Ind.
 Souder, Arthur Henry, Ind.
 Souders, C. R. Hendricks, Ind.
 South, Clarence. Pulaski, Ind.
 Spencer, O. T. Hendricks, Ind.
 Sturman, Perry. Gallatine, Ill.
 Stewart, Frank. Crawford, Ill.
 Starr, John M. Cook, Ill.
 Stout, Calvin Hendricks, Ind.
 Stephenson, Della Hendricks, Ind.
 Steele, J. F. Clay, Ind.
 Steele, L. Franklin Tazewell, Ill.
 Stewart, H. A. Bartholomew, Ind.
 Stewart, Carrie. Decatur, Ind.
 Staley, O. Hancock, Ind.
 Stansel, Laura. Boone, Ind.
 Staley, Cora Tippecanoe, Ind.
 Stowers, Samuel Boone, Ind.
 Stroud, B. E. McLean, Ky.
 Stanley, John Washington, Ind.
 Staley, J. C. Tippecanoe, Ind.
 Stoddard, C. H. Sullivan, Ind.
 Stout, Clarence R. Bartholomew, Ind.
 Stout, Carrie E. Bartholomew, Ind.
 Strassel, J. W. Spencer, Ind.
 Strassel, Mrs. Edith. Spencer, Ind.
 Stafford, C. L. Clinton, Ind.
 Stevens, E. S. Christian, Ill.
 Sutton, H. E. Putnam, Ind.
 Sutherland, Ida. Lawrence, Ind.
 Swails, L. E. Marion, Ind.
 Swails, O. O. Marion, Ind.
 Swails, J. A. Marion, Ind.
 Synnot, J. H. Webster, Miss.
 Symons, C. N. Hendricks, Ind.
 Taylor, John. Douglass, Ill.
 Taylor, Elmer Floyd, Ind.
 Taylor, John W. Floyd, Ind.
 Taylor, Alice Bartholomew, Ind.
 Taylor, Alpha Decatur, Ind.
 Tester, J. A. Christian, Ill.
 Teaney, George Greene, Ill.
 Terman, Lewis. Johnson, Ind.
 Tevis, Irene E. Jefferson, Ind.
 Thayer, E. Q. Hamilton, Ind.
 Thompson, Mavia Hendricks, Ind.
 Thomas, Earl D. Putnam, Ind.
 Thomas, Carrie Hendricks, Ind.
 Thomas, Edward Putnam, Ind.
 Thomas, Alice E. Henry, Ind.
 Thorps, Emma. Hendricks, Ind.
 Tharp, Inez Hendricks, Ind.
 Thompson, Gilbert. Sullivan, Ind.
 Thomas, Harvey C. Hendricks, Ind.
 Thompson, Mary T. Jefferson, Ind.
 Tipton, Arthur Vigo, Ind.
 Tinder, Pearl I. Hendricks, Ind.
 Titterington, L. C. Fayette, Ind.
 Tilford, Nannie. Casey, Ky.
 Tignor, Hercules Hendricks, Ind.
 Todd, Freddie Hendricks, Ind.
 Towns, Sylvester Shelby, Ind.
 Tout, Mollie. Hendricks, Ind.
 Trembley, W. M. Bartholomew, Ind.
 Truax, F. J. Bartholomew, Ind.
 Trisler, E. E. Marion, Ind.
 Troyer, Daniel J. Elkhart, Ind.

Trueblood, Elma . . .	Hendricks, Ind.	Wharton, I. E. . . .	Monroe, Ind.
Tunks, A. H. . . .	Anderson, Ky.	Whalen, Chas. E. . . .	Knox, Ind.
Turvey, C. H. . . .	Montgomery, Ind.	White, I. D.	Parke, Ind.
Tucker, Daniel . . .	Edgar, Ill.	White, Edith	Union, Ind.
Tucker Henry	Edgar, Ill.	Whistler, H. M. . . .	Howard, Ind.
Tucker, Allen	Howard, Ind.	Williams, Walter . . .	Lawrence, Ind.
Tucker A. P.	Sullivan, Ind.	Wiseheart, Wilbert . .	Hendricks, Ind.
Uselman, Nellie . . .	Parke, Ind.	Wishard, Alice. . . .	Hendricks, Ind.
Vannmeter, Joseph . .	Knox, Ind.	Williams, Laban	Martin, Ind.
Vaughn, B. F.	Putnam, Ind.	Williams, Nella	Lawrence, Ind.
Vaughn, J. W.	Jefferson, Ky.	Wilson, John H.	Clark, Ill.
Vanarsdal, E.	Decatur, Ind.	Williams, Maggie . . .	McLean, Ky.
Vestal, Wm	Madison, Ind.	Winkley, Lyman	Dearborn, Ind.
Voyles, E. E.	Washington, Ind.	Williamson, Frank . . .	Douglass, Ill.
Wagner, G. R.	Bartholomew, Ind.	Wilson, J. E.	Clay, Ind.
Watts, Geo	Christian, Ill.	Williams, Ed	Bartholomew, Ind.
Waters, Raymond . . .	Hancock, Ind.	Williamson, Chas. . . .	Montgomery, Ill.
Walker, Irena	Hendricks, Ind.	Williams, Claud	Knox, Ind.
Wales, Alvin	Hancock, Ind.	Wiley, Frank	Montgomery, Ill.
Wallen, W. W.	Knott, Ky.	Wilcox, Ora	Jasper, Ind.
Wash, A. M.	Anderson, Ky.	Winn, A. J.	Clay, Ind.
Watson, Nettie	Douglass, Ill.	Winn, Laura M.	Clay, Ind.
Walker, Curtis	Hendricks, Ind.	Winn, A. M.	Clay, Ind.
Wagoner, H. D.	Brown, Ind.	Winn, L. W.	Clay, Ind.
Walker, G. B.	Crawford, Ill.	Willinghoff, Ella . . .	Hendricks, Ind.
Ward, Alice	Marion, Ind.	Winn, Walter	Hendricks, Ind.
Walters, Chas. F. . . .	Clinton, Ind.	Wise, George	Randolph, Ind.
Walker, J. P.	Hancock, Ind.	Wischart, James	Henry, Ind.
Waters, Sherman	Hendricks, Ind.	Wilson, James C.	Henry, Ind.
Waymire, Gussie	Tippecanoe, Ind.	Wills, Nora	Hendricks, Ind.
Walter, Vallie	Clinton, Ind.	Williams, Elmer A. . . .	Washington, Ind.
Waskey, Maggie	Grant, Ind.	Wilber, W. G.	Lawrence, Ill.
Walker, J. W.	Adams, Ind.	Williams, Flora A. . . .	Johnson, Ind.
Watt, J. W.	Clinton, Ind.	Williamson, J. P.	Douglass, Ill.
Ward, Theresa	Marion, Ind.	Wilson, Lottie	Clermont, O.
Weller, Alvora	Putnam, Ind.	Wissinger, Ava	Bond, Ill.
Weger, Carl	Crawford, Ill.	Williams, Arlie	Randolph, Ind.
Weitzel, B. J.	Hamilton, Ohio.	Williams, Lillian M. . .	Taswell, Ill.
Webb, Guy	Rush, Ind.	Wolfert, Henry M.	Ripley, Ind.
Weger, Carl	Crawford, Ill.	Worley, W. S.	Boone, Ind.
Welsh, Michael	Johnson, Ind.	Wood, Merritt	Hancock, Ind.
West, Leonard	Estill, Ky.	Wolfe, C. T.	Fayette, Ind.
Weaver, C. A.	Decatur, Ind.	Wood, Mervle B.	Tipton, Ind.
Weitzel, B. J.	Hamilton, Ohio.	Woodruff, Rula	Vigo, Ind.
Weger, J. O.	Crawford, Ill.	Wright, L. G.	Hendricks, Ind.
Welsh, M. D.	Johnson, Ind.	Wright, E. E.	Huntington, Ind.
Webb, Ida	Marion, Ind.	Wright, Cora	Putnam, Ind.
Wells, Lillie	Knox, Ind.	Wright, Ida	Putnam, Ind.
Wetzel, J. G.	Spencer, Ind.	Yates, Anna	Kenton, Ky.
Webber, Sarah H.	Dearborn, Ind.	Young, Elmer E.	Rush, Ind.
Whitkamper, Mary . . .	Madison, Ind.	Young, Mollie	Carroll, Ind.
White, E. H.	Bond, Ill.	Young, George	Ripley, Ind.
Whyte, Leon.	Hendricks, Ind.	Zaring, Musa	Putnam, Ind.
Whitinger, Rena	Rush, Ind.	Zimmer, Joseph F. . . .	Dearborn, Ind.
Wheeler, Cicero	Perry, Ind.		