

INDEX ON FOURTH PAGE COVER.

TWENTY-THIRD ANNUAL CATALOGUE

OF

Central Normal College and Commercial Institute, DANVILLE, IND.



ANNOUNCEMENTS.

CALENDAR FOR 1899-1900—

Fall Term, September 5, 1899.
First Winter Term, November 14, 1899.
Second Winter Term, January 23, 1900.
Spring Term, April 3, 1900.
Summer Term, June 12, 1900.
Fall Term of 1900 opens September 4.

PUBLIC OCCASIONS—

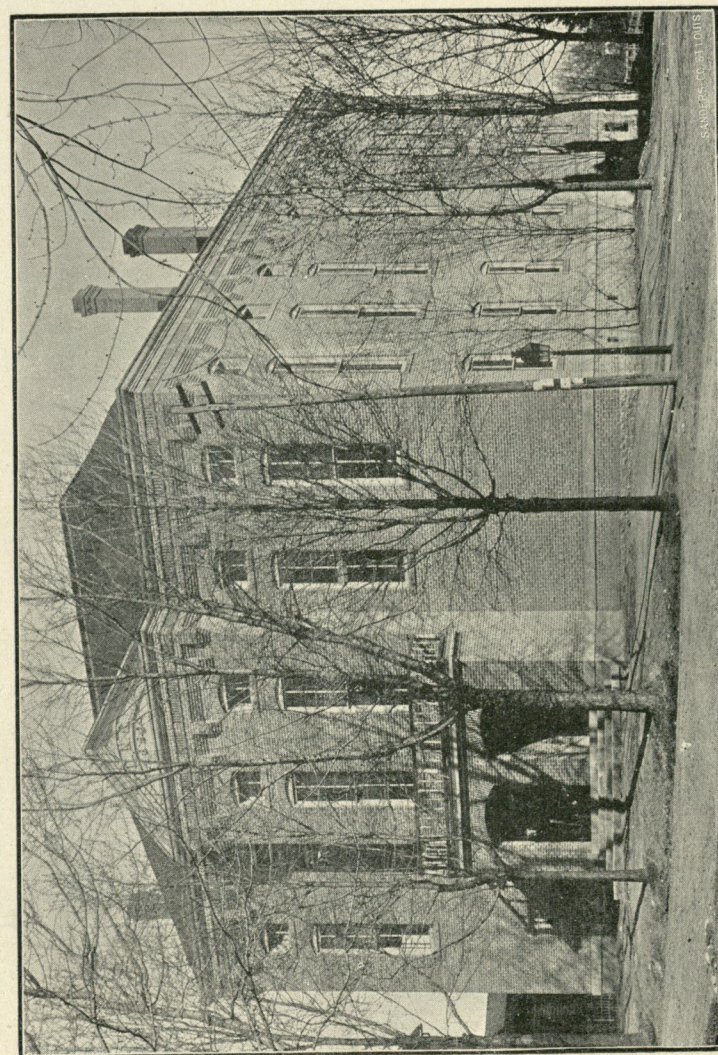
Baccalaureate Sermon, July 29, 1900.
Alumna Address, August 1, 1900.
Vacation Days, December 23-26, 1899.



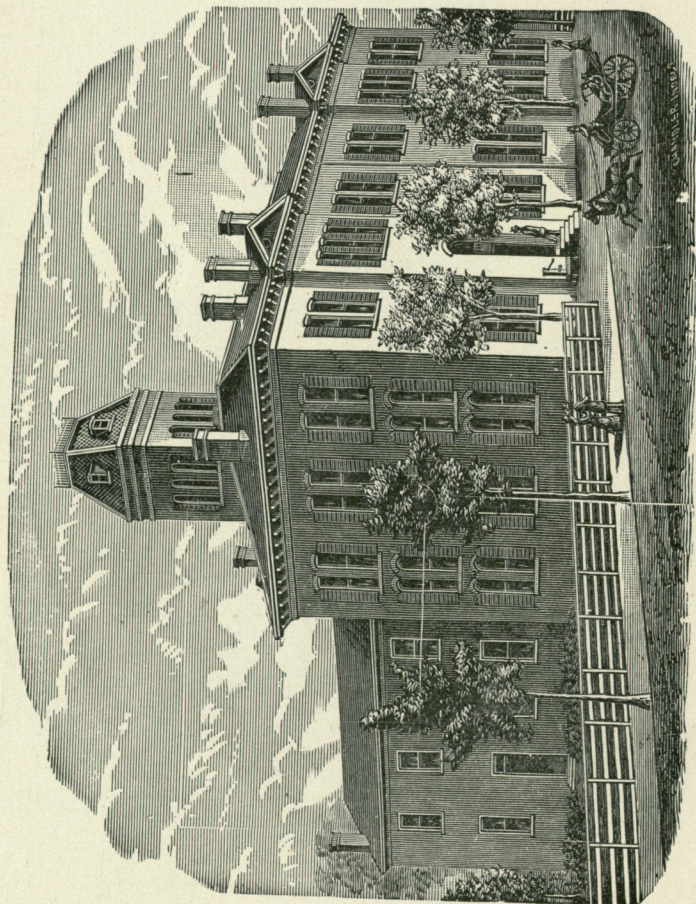
Address all communications to

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 President of the College.



WEST BUILDING.



EAST BUILDING.

CENTRAL NORMAL COLLEGE

AND

COMMERCIAL INSTITUTE.

1899-1900.

DANVILLE,
HENDRICKS COUNTY, INDIANA.

INDIANAPOLIS, IND.:
WM. B. BURFORD, PRINTER, LITHOGRAPHER AND BINDER.
1899.

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Alumna Address, August 1, 1900—G. W. Lackey, Orator.

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FACULTY.

J. A. JOSEPH, PRESIDENT,

Literature, History, Algebra, and in Charge of Scientific Course.

C. A. HARGRAVE,

Natural Science, Civil Government, Physiology, and in Charge of Laboratory and Museum.

JONATHAN RIGDON,

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

A. J. KINNAMAN,

Leave of Absence to Attend School.

G. L. SPILLMANN,

German, Latin, French and Geography.

ALONZO NORMAN,

Higher Mathematics, Pedagogy, Physical Geography, Parliamentary Law and Debating, and in Charge of Course in Pedagogy.

MRS. E. E. OLCOTT,

Primary and Model School Department, Rhetoric, Reading, and in Charge of Teachers' Course.

THAD. S. ADAMS,

Law, and in Charge of Law Department.

SOLOMON ENLOE,

Law.

N. S. BROWN,

Book-keeping, Shorthand and Law.

Central Normal College.

J. E. FREED,

Penmanship, Assistant in Book-keeping.

E. A. TUTTLE,

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

MRS. MARY WILHITE,

Piano, Organ (Cabinet and Pipe), Harmony, and in Charge of Course in Music.

GRACE HURON,

Voice Culture, and Assistant in Musical Department.

MARY HADLEY,

Drawing and Painting.

G. L. TREMAIN,

Librarian.

LAURA SHIELDS,

Private Secretary.

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 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 are 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 the town a desirable place in which to live or spend a few years. 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. 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 descriptions.

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.

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 can 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, Typewriting, Special Penmanship and Book-keeping. 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 studies. He may make any combination he desires. If he pays for a term of Shorthand, 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 the exceptions given above there is absolutely but one tuition to pay, and you have the whole college work to choose from.

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	42 00
Board, per week	1 50
Rooms	50
Instrumental Music, per term.....	8 00 to 10 00

Book-keeping is \$5.00 extra, no charges for diplomas, blank books, etc.

\$125.00 will pay for board, tuition and room rent for one year of 48 weeks.

\$14.00 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 the last week of a term.

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 into 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. We give the rates above that we guarantee. Many students really get board for from \$1.05 to \$1.25 per week, and room rent at 25 cents per week. One can secure good board and room for \$1.55 a week, and sometimes as low as \$1.30. There is no other school where expenses are so low. All prices are guaranteed.

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 in 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 surroundings, the miscellaneous exercises and personal influence of the teachers amount to far more than the regular studies of a course. It is a matter of fact that the incidental work here in Literature, Parliamentary Law and Debating makes our Scientific Course far more valuable than the same course in other similar institutions. Half the student's advancement depends on the interest his teachers take in him. What a fearful mistake is made in schools where there seems an impassable barrier between student and teacher! There is no unnatural reserve and dignity here. The direct influence of the teachers is all that could be desired.

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

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.

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, at the expense of the College, as to the condition of students who are in bad health. The experience of the school shows that Danville is a remarkably healthful 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 students. They are treated as ladies and gentlemen, and not driven to trickery and devilry 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. Hundreds of new and pleasant rooms have been furnished in all parts of town, and our students are warmly welcomed to these accommodations.

Parents of Pupils will readily discover the advantage afforded in point of morals by surrounding all the pupils with this home-like influence.

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

"It had never before been my pleasure to meet such a large number of young people whose interests seemed to be one, and my surprise can only be imagined, when I learned that the excellent order, the unity of purpose, and the good conduct that prevailed among the students, were not secured by 'strict' rules of 'stricter' professors, but were merely the result of a system of *self-government* by which each pupil is made to feel that nothing is at stake but his own manhood or womanhood. A very important factor in this self-government system is the affectionate attachment which the students form for each other. No words of mine would give the reader any idea of this attachment, so I will not attempt a description of it, but it is safe to say that no children, on leaving home for the first time, exhibit more devotion to their fathers and mothers 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.

A regular literary society continues during the school year. It has a hall in the College building, and does excellent work. Its meetings are held once per week. In addition to this 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 regular society, being incorporated under the laws of the State, charges 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. Through 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 speak for ourselves only, and say that it requires the most wide-awake dreaming to finish our work the student is capable of doing. 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 student's 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 program of music, recitations, dialogues, readings, etc., is given from the stage, this lasting about one-half an hour. After that the meeting becomes an informal one, the time being spent in conversation, in promenading, in quiet games, etc. The meeting is in charge of a member of the faculty, and the conduct throughout is of the highest order. The teachers become more intimately acquainted with those in their classes, and meet others whom they do not have an opportunity of meeting elsewhere. Students meet those from their own districts and those from distant States. Young persons learn many lessons in etiquette, and are soon comfortable in the most polite society. The influence of these meetings can not be estimated. They are indispensable in a school like ours. With their aid many persons are kept in school who would otherwise become discouraged. Many young people here first see what an advantage it is to be able to meet strangers with ease, and they begin to cultivate the art of conversation. The proceedings of the entire evening are in the line of general culture. Many persons of fine book education are of but little value to a community, because they

lack social qualities. They exert but little wholesome influence upon the young. The social qualities should be educated, and must be if the highest results would be attained. This education should begin at an early age. We, therefore, wish to throw the young people in our charge together, and lead them on to a development of the social nature that will make them an honor to the community in which they reside.

GENERAL EXERCISES.

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

The exercises are, indeed, "general." The program varies greatly. Each morning there is 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 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 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.

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 products 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 lamps 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 overzeal-

ous 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 of the College. Don't bring checks for money.

HISTORY OF THE COLLEGE.

Organized 1876 with forty-eight students.

• 1899, twenty-three years from organization, 1,500 students.

We begin the twenty-fourth 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. 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, Geometry, U. S. Histories, Rigdon's Grammar, McGuffey's Sixth Reader, Lind's Physiology, Hart'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 proved a great help in government, and in making new students feel at home. Though the school is not sectarian, yet the religious influences could not well be improved upon.

PRAYER MEETINGS.

For about twenty 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 Zoölogy study the animal kingdom largely from actual specimens. They also have free access to a large microscope. In Physiology we have the use of a manikin, several skeletons, dried and alcoholic specimens, charts and drawings. The pupils also dissect animals, and thus learn anatomy more thoroughly. The Chemistry and Philosophy classes are well supplied with apparatus, and are also taught to make use of the material they find around them.

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

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

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

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

There is no charge for the use of apparatus.

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 temporary embarrassment. The student may rest assured that his wants will not be slighted but every attention given them.

TESTIMONIALS.

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.

J. V. HADLEY,
Judge of Supreme Court of the State.

Central Normal College is under the able management of a competent corps of instructors, many of them being specialists in their respective fields, and well deserves its phenomenal success.

CHARLES L. JESSUP,
HANNAH PRATT JESSUP,
Pastors Friends' Church, Greencastle, Ind.

TEXT.—"By their fruits ye shall know them."

PRELUDE.—By this rule colleges may be judged.

I. I have a son and daughter in the C. N. C. They have gathered neither thorns of errors nor thistles of bad habits, but have gathered of the fruits of knowledge, and are growing thereby.

II. I aim to form the acquaintance of students as soon as they come to Danville. I am personally acquainted with hundreds now in attendance. Some of them I knew before they came to Danville. With pleasure I have observed the rapid development of all these students.

III. In my travels through this and adjoining States I have become acquainted with many old students of C. N. C., as they are engaged in their several callings. I have found them efficient, successful and honorable citizens.

IV. In these travels I have also formed the acquaintance of parents and teachers who have sent children and pupils to C. N. C. These parents and teachers always commend the work done in C. N. C.

CONCLUSION.—The fruit is good; the college equally good. Therefore I take great pleasure in commending the C. N. C.

A. W. CONNER,
Irvington, Ind.

The Central Normal College offers excellent opportunities to the student. The various courses of study are highly practical. Any one of them mastered will give for that particular line of work a splendid equipment. The teachers are competent and painstaking. Professor Joseph, the President, is a courteous, Christian gentleman, of fine scholarship and good business ability. The students are thrown upon their honor, but have every safeguard and help that the College management and the churches together can give. Of the thousand students and more present last term, I heard no complaint because of idleness or misconduct. The incentive to industry and manliness is first-class. In the matter of expense as to tuition, board, etc., I do not know of a less expensive school. The necessary outlay of money is unusually small. The school is doing an excellent work.

J. W. WALKER,
Pastor M. E. Church, South Bend, Ind.

To all who have been or expect to be patrons of the Central Normal College, I wish to bear testimony to the high character of this institution and to its favorable conditions. The town of Danville is beautiful, quiet,

TEACHERS' COURSE (Second Year.)

FIRST TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Arithmetic	Ray	Penmanship. Letter Writing.
Grammar	Rigdon	
Physiology	*Lind	

SECOND TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Algebra	Schuyler	Penmanship.
Rhetoric	Hart	
History—United States	Joseph	
American Literature	Painter	

THIRD TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Algebra	Schuyler	Reading. Debating.
Rhetoric	Hart	
Physical Geography	*Eclectic	
Civil Government	*Andrews	
English Literature	Painter	

FOURTH TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Psychology	Dewey	Debating. Teachers' Training.
Algebra	Schuyler	
Physics	Appleton	
Geometry	Phillips and Fisher	

FIFTH TERM—EIGHT WEEKS.

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

Diploma given on completion of above year's work.

† PEDAGOGY COURSE.

FIRST TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Geometry	Phillips and Fisher	Two Essays in Ancient History. Debates on Historical Themes. Term Orations.
Latin	Harkness' Easy Methods	
History, Ancient	Myers	
Theory and Principles of Education, McMurry and MacVicar		
Spencer. (Weekly.)		

* Preferred; any will answer.

† The Pedagogy and Scientific Courses are co-ordinate each one year, and each entered from the Teachers' Course or equivalent, and each prepares the student for the Classic Course. One may enter either of these courses after completing the common branches—Algebra, Rhetoric and Psychology. Students well matured, or who have had some Latin or Science or History, may take up the work without all of this preparation.

SECOND TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Trigonometry	Crockett	Two Essays on Mediæval History. Debates on Historical Themes. Term Orations.
Latin. Harkness.		
History, Mediæval	Myers	
History and Philosophy of Education	Painter	
Tompkins. (Weekly.)		

THIRD TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Trigonometry	Crockett	Two Essays on Modern History. Lectures on Educational and Ethical Themes by the Class. Term Orations.
Latin. Caesar.		
History, Modern	Myers	
History and Philosophy of Education	Rosenkrans	
Education in U. S. (Weekly.)		

FOURTH TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Latin. Caesar.		One Essay on History of Civilization and European Morals. Term Orations.
Botany	Bessey and Wood	
History of Civilization	Guizot	
Theory of Method— Common Branches.		
Educational Classics. (Weekly.)		

FIFTH TERM—EIGHT WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Physics	Appleton	Graduating Orations.
Zoölogy	Holder	
Theory of Method— Common Branches.		

* SCIENTIFIC COURSE.

FIRST TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Geometry	Phillips and Fisher	Two Essays on Ancient History. Debates on Historical Themes. Term Orations.
Geology	LeConte	
Latin	Harkness' Easy Method	
History, Ancient	Myers	

SECOND TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Trigonometry	Crockett	Two Essays on Mediæval History. Debates on Historical Themes. Term Orations.
Physics	Appleton	
Latin. Harkness.		
History, Mediæval	Myers	

* See remarks under Pedagogy Course.

Central Normal College.

THIRD TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Analytics	Wentworth	Two Essays on Modern History.
Chemistry	Clarke	Lectures on Historical and Ethical
Latin. Caesar.		Themes, by the Class.
History, Modern.		Term Orations.

FOURTH TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Analytics	Wentworth	One Essay on History of Civilization
Botany	Bessey and Wood	and European Morals.
Latin. Caesar.		Lectures on Historical and Ethical
History of Civilization	Guizot	Themes, by Class.
		Term Orations.

FIFTH TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Astronomy	Ray	Graduating Orations.
Zoölogy	Holder	

CLASSIC COURSE.

FIRST TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Psychology	Hoffding	Monday, Study of Bryant's Homer's
Latin. (Cicero.)		Iliad.
*German or Law.		Monthly Lectures on Homer, by
		Prof. Rigdon.
		Weekly Study of History of Ancient
		Philosophy:—
		Recitation and Lectures by Prof.
		Rigdon.
		Essays in Psychology. Term Ora-
		tions.

SECOND TERM—TEN WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Logic	Everett	Monday, Study of Cary's Dante's Di-
Latin. (Cicero.)		vine Comedy.
German or Law.		Monthly Lectures on Divine Com-
		edy, by Prof. Rigdon.
		Weekly Study of History of Ancient
		and Mediæval Philosophy:—
		Recitation and Lectures by Prof.
		Rigdon.
		Essays in Philosophy. Term Ora-
		tions.

*Law may be taken instead of German, but must be begun the Fall Term and con-
tinued all year.

Central Normal College.

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.
German or Law.		Monthly Lectures on Faust, by Prof.
Latin. (Virgil.)		Rigdon.
		Weekly Study of the History of Mod-
		ern Philosophy:—
		Recitations 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>
Introduction to Philosophy.	Paulsen	Monday, Study of Shakespeare.
Latin. (Virgil.)		Monthly Lectures on Shakespeare,
German or Law.		by Prof. Rigdon.
		Weekly Study of the Shakespearean
		Dramas.
		Essays in Æsthetics and Criticism,
		and on Shakespeare's Plays.

FIFTH TERM—EIGHT WEEKS.

<i>Studies.</i>	<i>Text-Book.</i>	<i>Drills.</i>
Ethics	Seth	Essays. Discussions. Lectures. Re-
German or Law.		views. Graduating Orations.

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 Teacher's 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 of the classes in the regular courses, several grades in German, the natural sciences, etc. From this large number of classes, from forty to seventy each term, the student is allowed perfect liberty in selecting his program. We recognize the fact that many more persons desire a few terms of rapid, practical work than will ever complete a regular course, hence we offer the above excellent advantage. *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.

(See Curriculum, page 17.)

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 a 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.

TEACHERS' COURSE.

(See Curriculum, page 18.)

This course includes careful and advanced study and drills in Arithmetic, Grammar, Descriptive and Physical Geography, United States History, Physiology, Algebra (3 terms), Rhetoric (2 terms), English and

American Literature, Natural Philosophy, Botany, Plane and Solid Geometry, Psychology, Reading, 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 36.)

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. Graduating fee, \$4.00.

PEDAGOGY COURSE.

(See Curriculum, page 18.)

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 presupposed 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. Considering the course aside from the preceding preparatory course and the succeeding classic course, it is the aim to do a *year's* pedagogy work in a *year*. The work is very heavy, and, we think, is exactly what is needed by the student at this stage of his development. When taken with the above mentioned courses the whole makes a course as substantial as can be had anywhere. In some subjects it requires more hours of work than do State Normal courses. At the same time the work is as thoroughly grounded in fundamental principles of education.

In addition to the very careful reading of Rosecranz DeGarmo's Essentials of Method, McMurry's General Method, MacVicar's Principles of Education, Tompkin's Philosophy of Teaching, Rousseau's Emile, and Pestalozzi's Leonard and Gertrude, the student will be referred frequently 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, White's Pedagogy, and other valuable works on the subject. Numerous essays will be written by the student on various phases of education history, and he will be required to deliver several addresses on topics of systematic pedagogy.

We recommend that those teachers and students contemplating the work of the course read as many of the above works as possible before entering. Such persons should note also that the course presupposes five months' work in psychology.

Especial effort is made to acquaint the student with the literature of each phase of education.

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 36.

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 44.)

The natural sciences are taught by Prof. C. A. Hargrave. (See Science, page 37.)

The course is intended for teachers and others having already a comparatively unished 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 instructions, or yet, again, "to go to seed" on academic instruction, as others have done, ignoring the value of methods and training. While the course is very valuable for its mental discipline and culturing influences, it is practical, preparing one not only to teach but to live.

To enter the course one must have "completed" the common branches and algebra, psychology and rhetoric, and must have read at least Compayre's, or some other valuable work on teaching, and one good work on psychology. This standard of entrance guarantees to us a class of strong men and women. Every student should consider the strength and character of classmates quite as much as that of his teachers in selecting a school. One is educated and inspired quite as much by his associates as by the professors.

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. Graduating fee, \$5.00.

SCIENTIFIC COURSE.

(See Curriculum, page 19.)

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 General History.

MATHEMATICS: 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 45.)

Geometry, Trigonometry and Analytics are studied.

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 37.)

LATIN: First Latin and Cæsar are read. (See Latin, page 45.)

GENERAL HISTORY: See Curriculum and General History Topic, pages 19 and 44.

Degree of B. S. is given on completion of this course. Graduating fee, \$5.00.

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 Westpoint graduates, than for the so-called self-made young men 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 everything 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 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 humdrum 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 Latin and German.

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 faultfinding, 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 classes, 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 longer 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. Jonathan Rigdon. Graduating fee, \$8.00.

THE COMMERCIAL COURSE.

We use the famous Ellis System of Book-keeping, the actual business from start to finish plan. By experience we have found it the most thorough and practical system in use, and have adopted it after trial and much study of other systems. The student learns by doing. There is no routine, dry theorizing, but everything is just as found out in the business world. All the work is done under the eye of the teacher, and students are thus not allowed to drift or copy their way through the work. A student can finish the course in from five to seven months. Some finish in a less time where they are apt and are well up in the common branches. Such students may finish in three months. Remember, the forward student is not held back for the backward one, but each is helped individually and is allowed to go just as fast as he can. When the work is finished, a diploma is given. The course may be taken up any time. Enough theory work is done every term to give the students the meaning and use of book-keeping principles.

EXPENSES—Board, \$1.50 per week. Room, 50 cents per week. Tuition, \$1.00 per week if paid in advance for the term. Let the student compare expenses. Most students will finish the work in twenty weeks. The expenses, then, are as follows:

Board	\$30 00
Room	10 00
Tuition, if paid in advance.....	19 00
Actual business fee, if paid in advance.....	5 00
Total	\$64 00
Many other schools—	
Board	\$75 00
Room	30 00
Tuition	60 00
Total	\$165 00

We can save the student at least \$100 on his course, and give him as good work as he will get any place in the country.

A deposit of \$5 is made when entering the work, which is to pay for material furnished the student, and to pay for his graduating fee, diploma, etc. One dollar is returned if the student can give a proper report on settling up, of the money and merchandise placed in his care, and he does not graduate. Books used will cost the student about \$5.00. The college furnishes free the most costly ones.

COURSE OF STUDY.

Book-keeping, three hours per day until finished.
 Grammar, one hour per day until finished.
 Arithmetic, one hour per day until finished.
 Commercial law, one hour per day for ten weeks.
 Penmanship, two hours per day until finished.
 Letter writing and spelling.

Grammar and arithmetic can usually be finished in ten weeks when the student is a graduate of the common schools. Students holding a one-year license or better may be excused from grammar.

POSITIONS.—Some schools *guarantee* positions. *We do not.* No school can honestly do so. We get as many positions for students as other schools do. We have as good opportunities to do so, and take every pains to locate our graduates, but we prefer to deal honestly with the student and tell him that getting and keeping positions depend more upon his own "hustling" than on the efforts of a school. *We guarantee* you can fill a position after having our work, and will help you all we can, always.

Several hundred dollars have been expended in fitting Commercial Hall with banks and offices. Two cities are represented. These are connected by telegraph 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, is organized; the student 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.

He enters a 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 actual business 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.

LAW COURSE.

Tuition, \$10 per Term.

[This Department Opens September 5 and Continues Throughout the Year—48 Weeks.]

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 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; 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 September or April.

GRADUATION: Diplomas will be given to those completing the course. Graduating fee, \$7.00.

CURRICULUM.

First Term—Kent.

Second Term—Tort and Contracts.

Third Term—Equity and Pleading.

Fourth Term—Criminal Law and Evidence.

Fifth Term—Corporation, Bills and Notes.

The 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 a university course and those desiring a shorter 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 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.

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 and Book-keeping.

Only such students are graduated as have completed the Scientific Course or its equivalent. By writing, the student can learn what is meant by "equivalent." It is our purpose to graduate no one in this course without such a basis as will give him an opportunity to succeed. Counting vacations, etc., that law schools have, we get as much done in our solid year of 48 weeks as they do in their two years of 30 weeks each and long vacations which cut the time down to 48 or 50 weeks. Our plan saves the student time and money, and gives him as good work. It will require a longer time to complete the work if the student is not well prepared.

DEPARTMENT OF MUSIC.

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. Certificates, in pen-work, \$2.00. Graduating fee, \$5.00.

PIANO.

COURSE OF STUDY.

First Year.

Formation of the Hand and Fingers.

Properties of Touch, etc.

Selections from the following works:

Kohler, Op. 190.

Lemoine, Op. 37.

Duvernoy, Op. 120, Book I.

Heller, Op. 47, Book I.

Easy Sonatinas and pieces by Lichner, Gurlitt, Krug, Clementi and Pacher.

Second Year.

Continuation of Formation, Position, etc.

Selections from the following works:

Daily Technique (including the Scales, Arpeggios, etc.), executed in moderate tempo.

Czerny's Velocity Studies, Op. 299, Books I and II.

Beren's Op. 88.

Heller's Phrasing Studies, Op. 45, Book I.

Czerny's Octave Studies.

Bach's Two-Voice Inventions.

Kuhan Sonatinas.

Easier Sonatinas and Compositions of Haydn, Mozart, Grieg, Wollenhaupt and Mendelssohn. Songs without words.

Third Year.

Selections from the following works:

Daily Technique.

Czerny's Op. 299, Books III and IV.

Cramer's Etudes.

Czerny's Op. 740, Book I.

Jensen's Etudes, Op. 32, Books I and II.

Bach's Three-Voice Inventions.

Kullak's Seven Octave Studies.

Selections from Beethoven, Chopin, Raff, Schubert, Godard, Chamade and others.

Fourth Year.

Selections:

Daily Technique.
 Clementi, Gradus ad Parnassum.
 Moscheles' Op. 70.
 Kullah's Seven Octave Studies (continued).
 Mayer's Op. 119, Books I and III.
 Czerny's School of Virtuosity.
 Chopin, Op. 10 and Op. 25.
 Schumann's Novelletten.
 Bach's Well Tempered Clavichord.
 Sonatas and Concertos by Mendelssohn, Beethoven, Weber and Chopin.
 Concert Selections by Chopin, Schubert, Schumann, Rubenstein, Liszt and Moszkowski.

VOICE.

Grade 1. Proper Use of Vocal Organs, Formation of Tones, Correct Breathing, Knowledge of Vowels and Consonants. Abt's Singing Tutor.
 Grade 2. Voice Production: Easy Songs, Concone, Luetgen, etc.
 Grade 3. Voice Production: Songs and Arias. Vacca, Sieber, Concone, etc.
 Grade 4. Voice Production: Operatic and Oratorio Selections. Marchesi, Bordogni, etc.

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.



REPRESENTS NOT QUITE HALF THE STUDENTS FOR THE SCHOOL YEAR. BACK OF THE GROUP ARE THE COLLEGE BUILDINGS.

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 instruments 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 can not 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 in 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 can not 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 to \$10.00. Short term (15 lessons), \$7.00 to \$9.00.

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 sixty cents per lesson.

HARMONY.

Tuition, one in a class.....	\$10 00
Tuition, two or more in a class, each.....	6 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 per hour.

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 are 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.

PSYCHOLOGY.

From the first our Psychology has stood high in the estimation of other colleges and has received the unqualified praise of our students. We spend two terms on this subject, but the work is 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 subject have gone into 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 boulder 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, dynamos, 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 per year if call is sufficient. 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.

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's Eclectic System of Short-Hand, which has been pronounced by experts to be the 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.

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.

Students not taking the regular short-hand course will be charged \$2.00 per term extra for use of type-writer.

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 program, 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 acts 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 can not well be attached to this 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.

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

In every case much depends upon the teacher. It is folly for one who does not speak German to attempt to teach it. Prof. G. L. Spillmann, will continue in charge of this department. He was born in Switzerland, of German parents, and while a child was educated in the native language. He came to America when twelve years of age, and has received a classical English education. He formerly taught one class each term in English Grammar in this College, and 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.

GRAMMAR.

This important branch is taught in the Central Normal College by Professor Jonathan 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 on 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 principals of Grammar; that is, all the technical grammar that anyone 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 instructions 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 Cook-Cropsey Arithmetic 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 distinctions between methods and devices are clearly drawn. The devices that are 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 mechanical work. Yet the devices of no teacher are accepted, and no discussion is closed without the recognition of fundamental laws and universal principles of teaching.

Classes are formed in various branches for the purpose of illustrating the methods and the best devices of presenting certain subjects. 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 work 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 will be devoted to reading and discussing some author on methods of teaching.

A regular institute of five days' duration will be sustained on the Mondays of the summer term, in which numerous lectures will be delivered by the faculty and other talent on various educational questions.

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

PRIMARY AND MODEL SCHOOL DEPARTMENT.

This department is in charge of Mrs. E. E. Olcott, a recognized leader in the work. It is sufficient guarantee for the genuineness of the work that her name is placed as director. This with the Training Class gives the student good work in all the grades. The training in the primary grades includes all the grades to the fourth. From that grade on the Training Class will cover the ground.

GEOGRAPHY.

The work in Geography is very popular. The lessons are assigned by topic list, the student being allowed to use any text-book. Every incentive is given for extended reading in the library in preparation of each lesson. Particular attention is given at the beginning of each term to Astronomical Geography. The work is not confined to a study of rivers, towns,

lakes mountains, etc. The history, the government, the people, the great men, the industries of each country are discussed. Map drawing is taught in the most desirable manner. Those who take this study here make intelligent teachers of it.

PHYSICAL GEOGRAPHY.

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

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 in the study of civilization. The student at the end of such a course sees the world in its general development. The laws, religion, governments, education, art, 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.

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 plane with the highest. The reputation the College holds in its History work has been built up by ten 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 three 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 thirty 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-eight weeks of continuous, well-graded work for those who attend the entire year. There are classes in Geometry and Trigonometry every term.

Many students make a mistake 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 the first, fourth and fifth terms. The scientific and pedagogic classes begin this study in September and continue it from forty to forty-eight weeks, reading selections from Caesar, and do some work in composition and sight reading.

In the second year's work (Classic Course), selections from Cicero and Virgil 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.

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. 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 52 and 53. Diplomas, pen-work, \$2.00.

READING.

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 examinations 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 drills 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 they become a part of the reader's self. He then reads as if the thought were his own, and in a natural manner, as he should.

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 anyone 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.

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 of voice. Our aim is to give the student a love for singing, ability to lead a class or congregation, and a voice precise in pitches. Teachers come here to prepare themselves to introduce the subject in their own schools. Ample opportunity is given at chapel exercises for congregational singing, and at reunions and societies for solos, duets, quartets, etc.

PHYSIOLOGY.

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 criticised 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.

PAINTING.

Mrs. Hadley has won an enviable reputation as an artist. She is prepared to give students lessons in almost any line of art desired: Sketching, decorating, portrait work, etc. Students should write for terms and accommodations.

THE SUMMER TERM

WILL OPEN JUNE 12, 1900, TO CONTINUE EIGHT WEEKS.

Tuition, \$8.00; Tuition, Board and Room Rent, Not More Than \$23.00; Board and Room Rent Not Taken Up Will Be Refunded if the Student Must Leave School.

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. Twenty years' experience has taught us that this idea is false. We find that there is less sickness and fewer students are 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 own 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 50
Room rent	50

Tuition, board and room rent for the entire term on payment of not more than \$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 (3 grades), Physiology, United States History, Political Geography, Physical Geography, Reading, Psychology, Civil Government, General History, Algebra (3 grades), Rhetoric (2 grades), Geometry, Trigonometry, Astronomy, Latin (2 or 3 grades), German (2 grades), Moral Science, Natural Philosophy, Botany, Zoölogy, Book-keeping, Commercial Law, Actual Business, Civil Law (2 grades), Drawing, Penmanship, Vocal Music (2 grades), Phonography (2 or 3 grades), Typewriting, Voice Culture, Harmony, Instrumental Music (Piano, Organ, Cornet, Violin, Guitar, Clarinet, etc., etc.).

The regular tuition admits to all the above classes except instrumental music, book-keeping.

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 AND PRIMARY WORK.—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.

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.

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 his 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, Ind.

EDUCATE THE *Hand* AND TRAIN THE *Muscle*

Rapid, Simple, Sensible Penmanship.

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S T U V W X Y Z

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A large and beautiful Diploma, in penwork, given on completion of Course. Price of Diploma, \$2.00.



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ROLL OF STUDENTS FOR 1898-99.

CLASSIC.

Adams, Doris	Hendricks, Ind.	Powers, Geo. C.	Randolph, Ind.
Banta, A. M.	Johnson, Ind.	Payne, W. A.	Vigo, Ind.
Boots, Goldie	Montgomery, Ind.	Rupp, Caroline	Hendricks, Ind.
DeBusk, B. W.	Shelby, Ind.	Springer, S. F.	Howard, Ind.
Ewing, John W.	Perry, Ind.	Schildmeier, Laura.	Marion, Ind.
Grimes, Gordon.	Douglas, Ill.	Shaw, John W.	Decatur, Ind.
Hendricks, Grace	Hendricks, Ind.	Wharton, Jessie	Morgan, Ind.
Huron, Ralph.	Hendricks, Ind.	Welshans, Grace	Hendricks, Ind.
Johnson, Frances.	Gibson, Ind.	Wilkes, A. T.	Bastrop, Tex.

SCIENTIFIC.

Alter, J. H.	Rush, Ind.	Nash, P. H.	Hendricks, Ind.
Ader, B. F.	Linn, Kan.	Payne, W. A.	Vigo, Ind.
Bowton, R. C.	Dearborn, Ind.	Roberts, Frank S.	Caldwell, Tex.
Blind, Josie	Warren, Ind.	Snethen, Elmer	St. Joseph, Ind.
Brandon, Eva	Christian, Ill.	Seaney, Bonnie	Hendricks, Ind.
Evans, W. O.	Clark, Ill.	Stunkel, J. F.	Gibson, Ind.
Gaston, Carey	Adams, O.	Thacker, H. H.	Montgomery, Ill.
Hawkins, C. L.	Anderson, Ky.	Trittip, E. F.	Hamilton, Ind.
Heltsley, J. H.	Clark, Ill.	Tremain, G. L.	Decatur, Ind.
Jackson, Fred E.	Lawrence, Ind.	Winn, W. W.	Floyd, Ind.
Larabee, Frank	Hancock, Ind.	White, Edith	Union, Ind.
Moore, Geo. H.	Douglas, Ill.	Winn, A. M.	Clay, Ind.
Morgason, J. A.	Hendricks, Ind.	Waters, Lucy.	Crawford, Ill.
Minton, Anna	Pulaski, Ind.		

PEDAGOGY.

Aiken, Daniel	Bartholomew, Ind.	Waggoner, Eugene.	Champaign, Ill.
Evans, W. O.	Clark, Ill.	Winn, A. M.	Clay, Ind.
Hilliard, Mary	Warrick, Ind.		

TEACHERS'.

Adams, Kate	Harrison, Ind.	Medsker, Ora	Hendricks, Ind.
Burkhart, C. M.	Tipton, Ind.	Newkirk, Eliza.	Wabash, Ill.
Collingwood, Chas. L.	Hancock, Ind.	Rich, M. C.	Crawford, Ind.
Crabb, Lenna.	Parke, Ind.	Simmons, P. A.	Dubois, Ind.
Gilman, Chas. W.	Warren, Ind.	Sasser, J. C.	Decatur, Ind.
Hollman, Willis.	Lawrence, Ind.	Starkey, Ray	Clinton, Ind.
Holmes, H. B.	Howard, Ind.	Sanders, Anna	Warrick, Ind.
Handley, Grace.	Platt, Ill.	Sackett, L. W.	Hendricks, Ind.
Hobbs, L. W.	Tipton, Ind.	Sackett, S. A.	Hendricks, Ind.
Hawkins, W. J.	Crawford, Ind.	Tester, Mollie	Christian, Ill.
Jones, Ethel.	Clay, Ind.	Webster, R. B.	Martin, Ind.
Keathly, A.	Pike, Ky.	White, J. W.	Montgomery, Ill.

LAW—SENIOR.

Bailey, Walter	Morgan, Ind.	Goodwine, Allison S.	Montgomery, Ind.
Chase, Chas. G.	Jersey, Ill.	King, Chas. W.	Hendricks, Ind.
Ewing, John W.	Perry, Ind.	Lewis, Wm. F.	Jennings, Ind.
Frances, Joseph C.	Ripley, Ind.	Roach, Thos. J.	Parke, Ind.
Forbes, Wesley J.	Sullivan, Ind.	Wheeler, Peter T.	Elliott, Ky.

LAW—JUNIOR.

Bancroft, Lincoln	Cumberland, Ill.	Hurst, Raymond	Putnam, Ind.
Cart, J. L.	Hendricks, Ind.	Hoover, L. M. R.	Elkhart, Ind.
Duffey, L. W.	Morgan, Ind.	Mason, W. F.	Perry, Ind.
Easley, Frank C.	Montgomery, Ill.	Rynerson, Add. L.	Boone, Ind.
Eaves, H. T.	Jefferson, Mo.	Stewart, R. B.	Madison, Ky.
Fletcher, A. J.	Saline, Ill.	Winn, A. M.	Clay, Ind.

BOOKKEEPING.

Arthur, Oliver	Edgar, Ill.	Moore, Geo. H.	Daviess, Ind.
Aikin, B. F.	Bartholomew, Ind.	Mangers, Peter	Christian, Ill.
Bussell, Guy	Rush, Ind.	Moon, W. O.	Hendricks, Ind.
Bishop, A. K.	Crawford, Ill.	Moon, Alma.	Hendricks, Ind.
Bowen, J. M.	Sullivan, Ind.	Miner, A. O.	Shelby, Ill.
Bourne, R.	Hendricks, Ind.	Newson, A. T.	Hendricks, Ind.
Boyd, W. T.	Hendricks, Ind.	Ogle, Homer E.	Wells, Ind.
Buchanan, A. L.	Cass, Ind.	Payne, Geo. W.	Shelby, Ind.
Cooper, B. W.	Hendricks, Ind.	Parker, Herbert	Hendricks, Ind.
Conner, J. W.	Edgar, Ill.	Pearman, Thos.	Vermillion, Ind.
Canaday, O.	Clark, Ill.	Payne, W. A.	Vigo, Ind.
Cochran, M. E.	Clinton, Ind.	Robinson, Jesse	Grant, Ky.
Cornish, E. D.	Mercer, Ky.	Richardson, D. A.	Fountain, Ind.
Deck, Geo. W.	Montgomery, Ind.	Seiler, Allen	Wabash, Ill.
Fangmann, Josephine	Dearborn, Ind.	Savoie, A. E.	Iroquois, Ill.
Gilbert, O. M.	Edgar, Ill.	Sherlock, H. E.	Monroe, Ind.
Holley, W. V.	Edgar, Ill.	Stultz, F. B.	Monroe, Ind.
Herrmann, Verona.	Vanderburgh, Ind.	Swank, Walter	Edgar, Ill.
Hesler, J. E.	Hendricks, Ind.	Shaw, John W.	Decatur, Ind.
Hufford, Marion S.	Clinton, Ind.	Shute, F. C.	St. Landry, La.
Huff, J. H.	Henry, Ind.	Sims, Cora	Edgar, Ill.
Handley, K. V.	Henry, Ind.	Sasser, J. C.	Decatur, Ind.
Joyner, H. S.	Norfolk, Va.	Striegel, John	Dubois, Ind.
Johnson, J.	Crawford, Ill.	Spruill, Mayme.	Madison, Ind.
King, C. W.	Hendricks, Ind.	Thompson, Glen	Hendricks, Ind.
Kirley, Margaret	Athens, O.	Winchester, R. H.	Bartholomew, Ind.
Leuttrell, Herbert	Clark, Ill.	West, R. E.	Estill, Ky.
Leedy, C. B.	Platt, Ill.	Westover, Florence N.	Grant, Ky.
Long, Lawrence	Montgomery, Ind.	Wheeler, Peter T.	Elliott, Ky.
Leishardt, Adolph	Hardin, Ky.	Wood, Sadie	Douglas, Ill.
Moore, D. E.	Ripley, Ind.	Wright, Geo. M.	Warrick, Ind.
Morton, G. E.	Edgar, Ill.		

SPECIAL PENMANSHIP.

Allen, Urban.	Floyd, Ky.	Bunten, Tullie.	Anderson, Ky.
Burkhart, J. W.	Tipton, Ind.	Beckley, Lottie.	Hendricks, Ind.
Buchanan, A. L.	Cass, Ind.	Chase, Chas.	Jersey, Ill.
Brown, Irving.	Edgar, Ill.	Casserly, Thos. J.	Boone, Ind.
Byfield, Claud.	Boone, Ind.	Crane, Bert.	Montgomery, Ind.

SPECIAL PENMANSHIP—Continued.

Clancey, Mary.....Champaign, Ill.
 Dalzell, J. W.....Nicholas, Ky.
 Dozier, J. W.....Christian, Ill.
 Edgington, John.....Crawford, Ill.
 Evans, J. W.....Clark, Ill.
 Flora, O. S.....Howard, Ind.
 Freed, J. A.....Washington, Ind.
 Gwinn, Alta.....Hamilton, Ind.
 Gentry, Conard.....Morgan, Ind.
 Hilligoss, Mrs. Nellie C...Marion, Ind.
 Herrmann, Verona...Vanderburgh, Ind.
 Hobbs, L. W.....Tipton, Ind.
 Hesler, J. E.....Hendricks, Ind.
 Holley, W. V.....Edgar, Ill.
 Joyner, H. S.....Norfolk, Va.
 Keathley, A. J.....Pike, Ky.
 King, C. W.....Hendricks, Ind.
 Mather, L. B.....Washington, Ind.
 Mosbey, H. S.....Perry, Ind.
 Martin, Scott.....Parke, Ind.
 McCaslin, Carl.....Hendricks, Ind.
 Mitchell, Geo.....Sullivan, Ind.
 Moore, Geo. H.....Davies, Ind.
 Maddox, W. F.....Ohio, Ky.

Nicholson, W. E.....Washington, Ind.
 Newcomer, W. A.....Stark, O.
 Perisho, Kate.....Edgar, Ill.
 Pearman, Thos.....Vermillion, Ind.
 Preston, A. H.....Putnam, Ind.
 Robinson, Jesse.....Grant, Ky.
 Rhule, Mayme.....Bartholomew, Ind.
 Reeves, Perry.....Casey, Ky.
 Simmons, P. A.....Dubois, Ind.
 Sweeney, J. S.....Perry, Ind.
 Smith, J. C.....Boone, Ind.
 Simmons, M. A.....Dubois, Ind.
 Sims, Cora.....Edgar, Ill.
 Smith, Le Roy.....Boone, Ind.
 Snethen, Elmer.....St. Joseph, Ind.
 Shute, F. S.....St. Landry, La.
 Tilson, Merrel.....Johnson, Ind.
 Thomas, Bert.....Putnam, Ind.
 Timmons, G. M.....Putnam, Ind.
 Trittipo, E. F.....Hamilton, Ind.
 Weller, A. E.....Putnam, Ind.
 West, R. E.....Estill, Ky.
 Wright, Geo. M.....Warrick, Ind.
 Whitman, Prentice.....Pike, Ind.

SHORTHAND.

Allen, Frank.....Floyd, Ky.
 Bishop, A. K.....Crawford, Ill.
 Bancroft, L.....Cumberland, Ill.
 Bussell, Guy.....Rush, Ind.
 Burnsides, L. A.....Clark, Ill.
 Cooper, B. W.....Parke, Ind.
 Davidson, Mark.....Edgar, Ill.
 Enyart, O. R.....Fulton, Ind.
 Fangmann, Josephine...Dearborn, Ind.
 Farabee, Nell.....Hendricks, Ind.
 Gilbert, Ina.....McLean, Ill.
 Heavin, Etta.....Putnam, Ind.
 Hermann, Verona...Vanderburgh, Ind.
 Holley, W. V.....Edgar, Ill.
 Hufford, M. S.....Clinton, Ind.
 Leedy, Clarence B.....Piatt, Ill.
 Lee, I.....Clark, Ill.
 Lollis, W. P.....Parke, Ind.
 Morton, G. E.....Edgar, Ill.
 Moon, Alma.....Hendricks, Ind.

Moon, Oscar.....Hendricks, Ind.
 Miles, R. F.....Lawrence, Ind.
 Moore, Geo.....Davies, Ind.
 McBride, Carrie.....Coles, Ill.
 Miner, A. O.....Shelby, Ill.
 Pearman, Thos.....Vermillion, Ind.
 Roach, T. J.....Parke, Ind.
 Robinson, J. N.....Grant, Ind.
 Rouch, J. E.....Fulton, Ind.
 Sturgill, John.....Knott, Ky.
 Sims, Cora.....Edgar, Ill.
 Shawler, L. A.....Clark, Ill.
 Shute, F. C.....St. Landry, La.
 Shields, Laura.....Douglas, Ill.
 Thomas, Frank V.....Hendricks, Ind.
 Wagner, Edgar.....Hancock, Ind.
 Wright, G. M.....Warrick, Ind.
 Westover, Florence N.....Grant, Ky.
 Wheeler, P. T.....Elliott, Ky.

TYPEWRITER.

Allen, Frank.....Floyd, Ky.
 Bishop, A. K.....Crawford, Ill.
 Bancroft, L.....Cumberland, Ill.
 Bussell, Guy.....Rush, Ind.
 Burnsides, L. A.....Clark, Ill.
 Cooper, B. W.....Parke, Ind.
 Canaday, O.....Clark, Ill.

Duffey, Luke W.....Morgan, Ind.
 Davidson, Mark.....Edgar, Ill.
 Enyart, O. R.....Fulton, Ind.
 Fangmann, Josephine...Dearborn, Ind.
 Farabee, Nell.....Hendricks, Ind.
 Gilbert, Ina.....McLean, Ill.
 Handley, K. V.....Crawford, Ill.

TYPEWRITER—Continued.

Heavin, Etta.....Putnam, Ind.
 Herrmann, Verona...Vanderburgh, Ind.
 Holley, W. V.....Edgar, Ill.
 Hufford, M. S.....Clinton, Ind.
 Hurt, Elmer.....Morgan, Ind.
 Ludy, Clarence B.....Piatt, Ill.
 Lee, I.....Clark, Ill.
 Leedy, Clarence B.....Piatt, Ill.
 Loy, Chas. E.....Bartholomew, Ind.
 Morton, G. E.....Edgar, Ill.
 Moon, Alma.....Hendricks, Ind.
 Moon, Oscar.....Hendricks, Ind.
 Miles, R. F.....Lawrence, Ind.
 Moore, Geo.....Davies, Ind.
 Miner, A. O.....Shelby, Ill.
 McBride, Carrie.....Coles, Ill.
 Maddox, W. F.....Ohio, Ky.
 Nelson, Ray E.....Parke, Ind.

Pearman, Thos.....Vermillion, Ind.
 Roach, T. J.....Parke, Ind.
 Robinson, J. N.....Grant, Ky.
 Rouch, J. E.....Fulton, Ind.
 Seiler, A.....Wabash, Ill.
 Sturgill, John.....Knott, Ky.
 Sims, Cora.....Edgar, Ill.
 Shawler, L. A.....Clark, Ill.
 Shute, F. C.....St. Landry, La.
 Shields, Laura.....Douglas, Ill.
 Thomas, Frank.....Hendricks, Ind.
 Wright, G. M.....Warrick, Ind.
 Westover, Florence N.....Grant, Ky.
 Wagner, Edgar.....Hancock, Ind.
 Wheeler, P. T.....Elliott, Ky.
 Whitaker, E. G.....Morgan, Ind.
 Whaley, Alma.....Monroe, Ind.

TELEGRAPHY.

Aikin, Frank.....Bartholomew, Ind.
 Brown, C. L.....Crawford, Ind.
 Bowen, J. M.....Sullivan, Ind.
 Davidson, Mark.....Edgar, Ill.
 Enyart, O. R.....Fulton, Ind.
 Fisher, F. E.....Parke, Ind.
 Files, Forest.....Macon, Ill.
 Flandt, L. E.....LaGrange, Ill.
 Francis, J. A.....Ripley, Ind.
 Lollis, W. P.....Parke, Ind.
 Leutroll, H.....Clark, Ind.
 Miles, R. F.....Lawrence, Ill.
 Maddox, W. F.....Ohio, Ky.

McCaslin, Carl.....Hendricks, Ind.
 Mills, Edgar.....Gallatin, Ill.
 Newson, Amos T.....Hendricks, Ind.
 Rouch, J. E.....Fulton, Ind.
 Richardson, David.....Fountain, Ill.
 Shute, F. C.....St. Landry, La.
 Stewart, Albert.....Decatur, Ind.
 Staltz, Fred.....Monroe, Ind.
 Sherlock, Ed.....Monroe, Ind.
 Wagner, A.....Shelby, Ind.
 Webster, Geo. A.....Clinton, Ind.
 Winchester, R. H.....Bartholomew, Ind.

PIANO.

Adams, Effie.....Hendricks, Ind.
 Angell, Cora.....Hendricks, Ind.
 Beckley, Lottie.....Hendricks, Ind.
 Bell, Iris.....Hendricks, Ind.
 Brewer, Ruth.....Hendricks, Ind.
 Blair, Mary.....Hendricks, Ind.
 Clark, Mary.....Hendricks, Ind.
 Carter, Mabel.....Hendricks, Ind.
 Cox, Eva.....Hendricks, Ind.
 Downard, Fannie.....Hendricks, Ind.
 Depew, Mrs. Eva.....Hendricks, Ind.
 Eastes, Erie.....Hendricks, Ind.
 Gentry, Edna.....Hendricks, Ind.
 Gibson, Grace.....Montgomery, Ill.
 Gilmore, Mrs.....Hendricks, Ind.
 Hostetter, Merle.....Hendricks, Ind.
 Hadley, Eva M.....Hendricks, Ind.
 Hargrave, Kate.....Hendricks, Ind.
 Hogate, Mary.....Hendricks, Ind.
 Highsmith, Minnie.....Crawford, Ill.
 Hancock, Lottie.....Tipton, Ind.

Hadley, Ethel.....Hendricks, Ind.
 King, Anna.....Hendricks, Ind.
 Kinnaman, Mrs. A. J...Hendricks, Ind.
 Kelsey, A. J.....Pulaski, Ind.
 Leachman, Effie.....Hendricks, Ind.
 Little, Pearl.....Hendricks, Ind.
 Lawson, Mary.....Hendricks, Ind.
 Morgan, Jesse.....Monroe, Ind.
 Moore, Lora.....Parke, Ind.
 McPhetridge, Ruth.....Hendricks, Ind.
 Morgan, Blanche D.....Monroe, Ind.
 McCormick, Miss.....Hendricks, Ind.
 Munday, Pearl.....Putnam, Ind.
 Pruitt, Erie.....Hendricks, Ind.
 Perisho, Kate.....Edgar, Ill.
 Parker, Edna.....Hendricks, Ind.
 Parker, Dessie.....Hendricks, Ind.
 Paulsel, Floy.....Hamilton, Ind.
 Phares, S. A.....Rush, Ind.
 Plummer, Lydia.....Hendricks, Ind.
 Peterson, Nellie.....Hendricks, Ind.

PIANO—Continued.

Robbins, Olive W.....Sullivan, Ind.	Sallust, Edgar, Mrs.....Hendricks, Ind.
Relander, Pearl.....Hendricks, Ind.	Sherrill, Gail.....Hendricks, Ind.
Sanders, Mabel.....Hendricks, Ind.	Stuart, Ola.....Hendricks, Ind.
Sellars, Mabel.....Hendricks, Ind.	Sherer, Helen.....Hendricks, Ind.
Sellars, Belle.....Hendricks, Ind.	Thorpe, Emma.....Hendricks, Ind.
Swindler, Glen.....Hendricks, Ind.	Tarleton, Helen.....Hendricks, Ind.
Straughan, Georgia...Montgomery, Ind.	Underwood, Floy.....Hendricks, Ind.
Spencer, Otis.....Hendricks, Ind.	Wilson, Hattie.....Hancock, Ind.
Smith, Mabel.....Hendricks, Ind.	White, Geraldine.....Hendricks, Ind.
Steele, Jestina.....Hendricks, Ind.	

PIANO—GRADUATES.

Adams, EffieHendricks, Ind.	White, GeraldineHendricks, Ind.
Thorpe, EmmaHendricks, Ind.	

HARMONY.

Adams, Effie.....Hendricks, Ind.	Phares, S. A.....Rush, Ind.
Beckley, Lottie.....Hendricks, Ind.	Thorpe, Emma.....Hendricks, Ind.
Spencer, Otis.....Hendricks, Ind.	White, Geraldine.....Hendricks, Ind.
Straughan, Georgia...Montgomery, Ind.	

VOICE CULTURE.

Gilmore, Mrs.....Hendricks, Ind.	Miller, Magnolia.....Johnson, Ind.
Grimes, Gordon.....Douglas, Ill.	Norman, J. V.....Hendricks, Ind.
Hancock, J. H.....Madison, Ind.	Nichols, Rose.....Hendricks, Ind.
Highsmith, Minnie.....Crawford, Ill.	Rider, Lily.....Hendricks, Ind.
Hancock, Lottie.....Tipton, Ind.	Simpson, Fannie.....Hendricks, Ind.
King, Anna.....Hendricks, Ind.	Taylor, Fannie.....Hendricks, Ind.
King, Maude.....Hendricks, Ind.	

ORGAN.

Hancock, J. H.....Madison, Ind.	Miles, R. F.....Lawrence, Ill.
Hubbard, Mary.....Pulaski, Ind.	Sackett, May.....Hendricks, Ind.

VIOLIN—DOUBLE BASS.

Berry, G. B.....Monroe, Ind.	Huron, Ralph.....Hendricks, Ind.
Branch, Frank.....Hendricks, Ind.	

VIOLIN.

Bell, Beulah.....Hendricks, Ind.	Johannemann, J. G.....Dubois, Ind.
Buchanan, A. L.....Cass, Ind.	Jarrett, Bertha.....Warrick, Ind.
Bussell, Guy.....Rush, Ind.	Monnet, H. M.....Putnam, Ind.
Doff, W. C.....Montgomery, Ind.	Spencer, Otis.....Hendricks, Ind.
Duffin, Chas.....Crawford, Ind.	Soper, Will.....Hendricks, Ind.
Gordon, Chas.....Randolph, Ind.	Taylor, F. F.....Bartholomew, Ind.
Grimes, Leslie.....Montgomery, Ind.	Thompson, Dora.....Randolph, Ind.
Hicks, Fred.....Perry, Ind.	Wehr, Grace.....Hendricks, Ind.

GUITAR.

Bowman, Ella.....Crawford, Ind.	Highsmith, Minnie.....Crawford, Ind.
Flora, O. S.....Howard, Ind.	Nelson, Eldora.....Hendricks, Ind.
Gilman, C. W.....Warren, Ind.	Proctor, J. E.....Putnam, Ind.
Hostetter, Morris.....Hendricks, Ind.	Souders, Pearl.....Washington, Ind.
Hancock, Lottie.....Tipton, Ind.	

BANJO.

Hadley, Arthur.....Hendricks, Ind.	Perisho, Kate.....Edgar, Ill.
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CLARINET.

Herrmann, John.....Vanderburgh, Ind.

TROMBONE.

Bunten, Omar.....Hendricks, Ind.

MANDOLIN.

Hostetter, Harlan.....Hendricks, Ind.	McFarland, Mr.....Hendricks, Ind.
Hanna, Maynard.....Putnam, Ind.	Shute, F. C.....St. Landry, La.
Martin, Scott.....Parke, Ind.	

MISCELLANEOUS.

Adams, Ruth.....Hendricks, Ind.	Arnot, Chas.....Dodge, Neb.
Adams, Doris.....Hendricks, Ind.	Arnold, Elisha.....Platt, Ill.
Ader, B. F.....Linn, Kans.	Arnold, L. A.....Cook, Ill.
Adams, Elizabeth.....Marion, Ind.	Atcheson, Ethel.....Parke, Ind.
Adam, Kate.....Harrison, Ind.	Aughey, Carrie.....Clinton, Ind.
Adams, Madison.....Macon, Ill.	Avery, Noblet.....Johnson, Ind.
Adams, Effie.....Hendricks, Ind.	Bailey, Walter.....Morgan, Ind.
Adle, H. W.....Randolph, Ind.	Banta, Arthur.....Johnson, Ind.
Aikin, Daniel.....Bartholomew, Ind.	Bailey, Eva.....Hendricks, Ind.
Aikin, Virgia.....Bartholomew, Ind.	Bancroft, Lincoln.....Cumberland, Ill.
Aikin, Frank B.....Bartholomew, Ind.	Ball, Otto.....Shelby, Ind.
Ake, Howard.....Ohio, Ind.	Badger, C. L.....Jackson, Ind.
Alter, J. H.....Rush, Ind.	Bassett, Clancy.....Shelby, Ind.
Allen, Stephen L.....Morgan, Ind.	Bailey, Lorena.....Jennings, Ind.
Allen, Frank.....Floyd, Ky.	Banan, Arthur.....Monroe, Ind.
Allen, Urban.....Floyd, Ky.	Baker, Dora.....Martin, Ind.
Allstott, Otto.....Crawford, Ind.	Barkley, Sadie.....Dearborn, Ind.
Altmeier, Sopha.....Jackson, Ind.	Bass, Orville.....Shelby, Ind.
Allison, Daisy.....Brown, Ind.	Bess, E. J.....Calhoun, Ill.
Allen, Maude.....Marion, Ind.	Berry, John.....Parke, Ind.
Alexander, Alva.....Hamilton, Ind.	Berry, G. B.....Monroe, Ind.
Amick, Bert.....Jennings, Ind.	Bell, Iris.....Hendricks, Ind.
Anderson, Edith.....Hendricks, Ind.	Bereman, Rilla.....Hendricks, Ind.
Anthony, J. W.....Brown, Ind.	Beckley, Lottie E.....Hendricks, Ind.
Anderson, Walter.....Bartholomew, Ind.	Beatson, David.....Madison, Ind.
Andrews, Elmer.....Hancock, Ind.	Bender, E. L.....Monroe, Ind.
Arthur, O. H.....Edgar, Ill.	Bennett, A. M.....Jefferson, Ind.
Armstrong, Josie.....Hamilton, Ind.	Betts, Clarence.....Moultrie, Ill.
Armiger, Clara.....Hancock, Ind.	Bechele, Lizzie.....Vanderburgh, Ind.
Armfield, Mayme.....Hendricks, Ind.	Benz, Geo.....Crawford, Ind.

MISCELLANEOUS—Continued.

Beckner, Edith S.	Hamilton, Ind.	Calvert, Bertha E.	Morgan, Ind.
Behner, Carrie	Edgar, Ill.	Caldwell, Ida	Putnam, Ind.
Bishop, J. W.	Clinton, Ind.	Case, Blanche	Bartholomew, Ind.
Bill, Ethel	Platt, Ill.	Cart, J. L.	Hendricks, Ind.
Binford, Martha	Rush, Ind.	Casserly, Thos. J.	Boone, Ind.
Binford, J. M.	Rush, Ind.	Case, Cora D.	Decatur, Ind.
Bishop, A. K.	Crawford, Ill.	Caldwell, Elissee	Putnam, Ind.
Blind, Josie	Warren, Ind.	Cannaday, Obadiah	Clark, Ill.
Blunk, H. A.	Morgan, Ind.	Carnes, Lillian	Orange, Ind.
Blair, Mary	Hendricks, Ind.	Carnahan, Grace	Benton, Ind.
Boyd, W. T.	Hendricks, Ind.	Chriswell, Chloe	Allen, Ind.
Bolander, Sallie	Hancock, Ind.	Churchill, E. F.	Dearborn, Ind.
Borough, Grace	Hamilton, Ind.	Chilton, Carrie	Lawrence, Ind.
Bowers, G. P.	Monroe, Ind.	Chiddix, Minnie	Crawford, Ill.
Bourne, Ralph	Hendricks, Ind.	Chase, Chas. G.	Jersey, Ill.
Bowan, Ella	Crawford, Ind.	Chandler, W. E.	Ohio, Ind.
Bower, H. A.	Wayne, Ind.	Clemans, Ella	Decatur, Ind.
Bowton, Alma	Dearborn, Ind.	Clashman, H. L.	Jefferson, Ind.
Bowen, Jas.	Sullivan, Ind.	Clover, Edith	Vermillion, Ind.
Bowton, R. C.	Dearborn, Ind.	Clover, Ora	Vermillion, Ind.
Boots, Goldie	Montgomery, Ind.	Cline, F. E.	Marion, Ind.
Boots, Pearl	Montgomery, Ind.	Clancy, Mary	Champaign, Ohio
Brown, Reuby	Morgan, Ind.	Clark, Alexander	Bartholomew, Ind.
Brandon, Eva	Christian, Ill.	Clarke, Cora	Macon, Ill.
Brown, Chas. L.	Crawford, Ind.	Clarke, Mary	Hendricks, Ind.
Bryant, Walter	Hendricks, Ind.	Cochran, M. E.	Clinton, Ind.
Brookshire, Effie	Boone, Ind.	Courtney, Wm.	Boone, Ind.
Branch, Frank	Hendricks, Ind.	Cornell, Lola	White, Ind.
Brown, Irvin J.	Edgar, Ill.	Collingwood, Nellie	Hancock, Ind.
Breeze, Geo.	Carroll, Ind.	Collingwood, Chas.	Hancock, Ind.
Brook Bank, Blanche	Carroll, Ind.	Cook, Natalie	Boone, Ind.
Brandom, I. M.	Hamilton, Ind.	Cook, Clarence	Parke, Ind.
Brackemyre, J. H.	Jackson, Ind.	Cook, Bert	Parke, Ind.
Brown, Frank	Jennings, Ind.	Cooper, Benj.	Hendricks, Ind.
Brown, C. S.	Elkhart, Ind.	Cook, Mignonette	Hendricks, Ind.
Brown, Willie	Brown, Ind.	Conner, John	Edgar, Ill.
Brown, Walter	Brown, Ind.	Cooper, Edmond	Shelby, Ind.
Brown, Maggie	Jackson, Ind.	Cook, Chas. E.	Hancock, Ind.
Bryan, Mamie	Morgan, Ind.	Corbett, Alice	Newton, Ind.
Bryant, Chas.	Hendricks, Ind.	Cook, Presley P.	Dearborn, Ind.
Brockus, C. A.	Tipton, Ind.	Conway, Jacob	Shelby, Ind.
Bryant, Mrs. Anna	Hendricks, Ind.	Cooper, W. R.	Hancock, Ind.
Burnside, L. A.	Clark, Ill.	Coyle, Frank	Coles, Ill.
Buchanan, Bertha	Jefferson, Ind.	Conn, Fred L.	Putnam, Ind.
Burkhart, J. W.	Tipton, Ind.	Cox, Kizzie	Rush, Ind.
Buchanan, A. L.	Cass, Ind.	Cox, Leon J.	Bartholomew, Ind.
Burkhart, C. M.	Tipton, Ind.	Cornish, E. D.	Mercer, Ky.
Bussell, Mrs. Kate	Hancock, Ind.	Collier, John	Hancock, Ind.
Buntin, Omer	Hendricks, Ind.	Copeland, Ella	Vanderburgh, Ind.
Buntin, Tullie	Anderson, Ky.	Craver, Ray L.	Montgomery, Ind.
Bussell, Guy	Rush, Ind.	Crandall, Eugene	Randolph, Ill.
Byfield, Claud	Boone, Ind.	Crosby, Ida	Harrison, Ind.
Byers, Mrs. Sue	Greyson, Ky.	Crabb, Lenna	Parke, Ind.
Caldwell, J. C.	Greyson, Ky.	Crane, Bert	Montgomery, Ind.
Carter, O. E.	Parke, Ind.	Cunningham, Tad	Montgomery, Ind.
Calvin, Nettie	Brown, Ind.	Cunningham, Merle	Hendricks, Ind.
Carter, A. M.	Bartholomew, Ind.	Cunningham, Rana	Morgan, Ind.
Cartwright, Gertie	Jay, Ind.	Cunningham, Ida	Morgan, Ind.
Cartwright, Julia	Jay, Ind.	Cummins, U. B.	Perry, Ind.

MISCELLANEOUS—Continued.

Day, Lottie	Lawrence, Ind.	Ewing, Emma	Perry, Ind.
Davidson, Mark	Edgar, Ill.	Ewing, John W.	Perry, Ind.
Daily, Daisy	Bartholomew, Ind.	Faris, C. E.	Lawrence, Ind.
Daniels, Catherine	Jackson, Ind.	Fangmann, Josephine	Dearborn, Ind.
Dalzell, J. W.	Nicholas, Ky.	Farabee, Nellie	Hendricks, Ind.
Davis, S. M.	Fountain, Ind.	Faughender, Lilly M.	Warrick, Ind.
Davis, Geo. E.	Parke, Ind.	Ferguson, Anna	Marion, Ind.
Dallens, Claude	Martin, Ind.	Fellows, Walter	Jennings, Ind.
Davis, Ed.	Orange, Ind.	Fewell, Chas.	Jefferson, Ind.
Davis, Lewis	Wells, Ind.	Files, Forrest	Macon, Ill.
Dallahan, Clyde	Crawford, Ill.	Fishback, Elvin	Clay, Ind.
Deaver, Wm.	Bartholomew, Ind.	Fisher, F. E.	Parke, Ind.
De Busk, B. W.	Shelby, Ind.	Flandt, L. E.	LaGrange, Ind.
Deck, Geo. W.	Montgomery, Ind.	Fishback, Wm.	Clark, Ill.
Demaree, Hattie E.	Decatur, Ind.	Fitch, G. F.	Clark, Ill.
Deona, Paul	Perry, Ind.	Fields, Addison	Shelby, Ind.
Dewitt, Walter	Putnam, Ind.	Fink, W. T.	Montgomery, Ind.
Deckman, J. W.	Pulaski, Ind.	Fletcher, A. J.	Saline, Ill.
D'Camp, G. C.	Hancock, Ind.	Flint, A. T.	Morgan, Ind.
Dixon, Cora	Hamilton, Ind.	Flood, J. W.	Union, Ill.
Dillon, Marguerite	Hendricks, Ind.	Fleming, D. W.	Clinton, Ind.
Diddle, J. Horace	McLean, Ill.	Flanigan, D. W.	Crawford, Ind.
Dixon, Homer	Parke, Ind.	Flora, O. S.	Howard, Ind.
Dobson, Claude M.	Martin, Ind.	Forbes, Wesley J.	Sullivan, Ind.
Downard, Fannie	Hendricks, Ind.	Foster, Lucy	Benton, Ind.
Dorsett, Ennis E.	Hendricks, Ind.	Fowler, Mrs. Fanny	Hendricks, Ind.
Doyle, Katie	Bartholomew, Ind.	Foster, Mary	Benton, Ind.
Downey, E. J.	Brown, Ind.	Foster, Ocee	Tipton, Ind.
Dozier, J. W.	Christian, Ill.	Foster, Belle	Benton, Ind.
Drybread, J. F.	Johnson, Ind.	Ford, Maggie	Benton, Ind.
Drybread, Binda	Bartholomew, Ind.	French, Howard	Lawrence, Ind.
Duncan, Arthur	Crawford, Ill.	Freed, J. A.	Washington, Ind.
Duncan, Lowe	Crawford, Ill.	Freeland, Della	Jasper, Ill.
Duffin, Chas. E.	Crawford, Ind.	Frances, J. C.	Ripley, Ind.
Duffey, Luke W.	Morgan, Ind.	Frances, J. A.	Ripley, Ind.
Duckworth, John	Morgan, Ind.	Freeman, C. W.	Fayette, Ind.
Easley, Frank C.	Montgomery, Ill.	Fuller, B. O.	Tipton, Ind.
Eaves, N. C.	Jefferson, Mo.	Funk, S. W.	Madison, Ind.
Eaves, H. T.	Jefferson, Mo.	Garshwiler, Alice	Hendricks, Ind.
Eastes, Erie	Hendricks, Ind.	Gaston, Carey	Adams, Ohio
Edgington, John	Crawford, Ill.	Gaynor, Joseph	Dearborn, Ind.
Eggleston, Ira E.	Hendricks, Ind.	Gans, Florence	Jefferson, Ind.
Eikman, E. C.	Hancock, Ind.	Gesell, Chas.	Franklin, Ind.
Eller, Geo.	Monroe, Ind.	Gentry, Conrad	Morgan, Ind.
Eller, Maude	Monroe, Ind.	Gilkey, J. N.	Montgomery, Ind.
Elliot, Sarah	Washington, Ind.	Gilmore, Otto	Bartholomew, Ind.
Enyart, O. R.	Fulton, Ind.	Gilman, C. W.	Warren, Ind.
Enneking, John	Franklin, Ind.	Gilbert, Oscar	Edgar, Ill.
Erdel, Nettie	Clinton, Ind.	Gibson, Blanche	Montgomery, Ill.
Ernest, Archie	Douglas, Ill.	Gibson, Grace	Montgomery, Ill.
Essex, Esta	Bartholomew, Ind.	Gilbert, Ines	McLean, Ill.
Essex, Elsie	Bartholomew, Ind.	Gilmore, Mrs.	Hendricks, Ind.
Estep, Maude	Hendricks, Ind.	Gilligan, Maggie	Jefferson, Ind.
Evans, W. O.	Clark, Ill.	Gilligan, Grace	Jefferson, Ind.
Evans, Garfield	Morgan, Ind.	Glass, J. C.	Decatur, Ind.
Evans, J. W.	Clark, Ill.	Glidwell, Edward	Decatur, Ind.
Everhart, V. C.	Coshocton, Ohio	Glasser, Edmond M.	Franklin, Ind.
Evans, Vesta M.	Hamilton, Ind.	Goff, W. C.	Montgomery, Ind.
Evans, Will H.	Warren, Ind.	Goodwin, Carrie	Crawford, Ill.

MISCELLANEOUS—Continued.

Goad, M. T. Crawford, Ind.
 Goad, W. L. Crawford, Ind.
 Gordon, Chas. Randolph, Ind.
 Goff, Bertha. Montgomery, Ind.
 Goodwin, A. S. Vermillion, Ind.
 Gordon, Jas. S. Greene, Ind.
 Gott, Grace. Crawford, Ind.
 Greenwood, Daisy. Morgan, Ind.
 Grant, Grace. White, Ind.
 Grubb, A. A. Clark, Ill.
 Grubb, May. Parke, Ind.
 Grubb, Marion. Parke, Ind.
 Green, Anna C. Hendricks, Ind.
 Grimes, Leslie. Montgomery, Ind.
 Grimes, Gordon. Douglas, Ill.
 Grisby, Rufus. Pike, Ind.
 Griffin, Mayme. Jefferson, Ind.
 Guyer, Chas. B. Marion, Ind.
 Gum, C. F. Clinton, Ind.
 Gum, G. N. Clinton, Ind.
 Gwinn, Alta. Hamilton, Ind.
 Handley, Grace. Platt, Ill.
 Harper, Frank. Randolph, Ind.
 Hawkins, W. J. Crawford, Ind.
 Hawkins, C. L. Anderson, Ky.
 Hartley, Frank. Hamilton, Ind.
 Harris, Anna. Sullivan, Ind.
 Harding, Everett E. Perry, Ind.
 Harding, Walter. Perry, Ind.
 Hancock, Lottie. Tipton, Ind.
 Hanna, Raymond. Putnam, Ind.
 Harger, Walter. Hamilton, Ind.
 Hanna, Maynard. Putnam, Ind.
 Harrington, L. Gallatin, Ill.
 Hadley, Eva M. Hendricks, Ind.
 Haworth, C. C. Orange, Ind.
 Hancock, J. H. Madison, Ind.
 Hanover, John. Crawford, Ill.
 Harper, Mack. Clinton, Ind.
 Haga, L. D. Martin, Ind.
 Handley, R. V. Henry, Ind.
 Hadley, Edgar S. Hendricks, Ind.
 Hadley, Beulah. Hendricks, Ind.
 Hawkins, G. M. Marion, Ind.
 Heltsley, J. H. Clark, Ill.
 Hendricks, Stella. Boone, Ind.
 Herrmann, Verona. Vanderburgh, Ind.
 Herrmann, John. Vanderburgh, Ind.
 Hedge, Chas. Hendricks, Ind.
 Hendricks, Grace. Hendricks, Ind.
 Hesler, J. E. Hendricks, Ind.
 Hemm, Frank. Edgar, Ill.
 Henshaw, Nellie. Lawrence, Ind.
 Heavin, Etta. Putnam, Ind.
 Henson, Lee. Martin, Ind.
 Headlee, W. O. Rush, Ind.
 Heilman, Herman. Warrick, Ind.
 Hiatt, Anna. Hamilton, Ind.
 Hicks, D. E. Perry, Ind.
 Hicks, Fred K. Perry, Ind.
 Hill, Norman. Orange, Ind.
 Hiatt, Hattie. Bartholomew, Ind.
 Higgins, Obe. Hendricks, Ind.
 Highsmith, Minnie. Crawford, Ill.
 Hill, Stella. Jefferson, Ind.
 Hicks, Jas. Clay, Ind.
 Hillery, O. W. Edgar, Ill.
 Hickey, Nicholas. Moultrie, Ill.
 Hilliard, Mary. Warrick, Ind.
 Hildreth, Alice. Edgar, Ill.
 Hildreth, H. C. Edgar, Ill.
 Hillery, L. M. Edgar, Ill.
 Hilligoss, Mrs. Nellie. Madison, Ind.
 Hill, Curtis. Decatur, Ind.
 Hoover, L. M. R. Pike, Ind.
 Holly, W. V. Edgar, Ill.
 Hobbs, L. W. Tipton, Ind.
 Hornocker, J. W. Lawrence, Ind.
 Hollimann, Willis. Lawrence, Ind.
 Holmes, H. B. Howard, Ind.
 Hoard, A. G. Jefferson, Ind.
 Hostetter, Will E. Crawford, Ind.
 Hoover, Eva. Warren, Ind.
 Hoop, Philip. Shelby, Ind.
 Hopkins, Maude. Marion, Ind.
 Hoover, D. M. Elkhart, Ind.
 Hooker, Wm. Vanderburgh, Ind.
 Hutchings, W. A. Jennings, Ind.
 Hull, Ernest. Madison, Ind.
 Hunt, Alson. Hendricks, Ind.
 Hunt, Lela. Livingston, Ill.
 Hurt, Elmer. Morgan, Ind.
 Hurst, Arthur. Putnam, Ind.
 Hudson, Chas. Monroe, Ind.
 Huron, Ralph. Hendricks, Ind.
 Huff, Jos. F. Henry, Ill.
 Hughes, Lizzie. Montgomery, Ind.
 Huston, Inez. Madison, Ind.
 Hughes, Lizzie. Vermillion, Ind.
 Humphrey, Ines. Macoupin, Ill.
 Hufford, M. S. Clinton, Ind.
 Huebner, Augusta. Martin, Ind.
 Hughes, Maude. Hendricks, Ind.
 Hubbard, Mary. Pulaski, Ind.
 Hubbel, Perry. Owen, Ind.
 Ice, Alice. Wells, Ind.
 Ice, Shrida. Wells, Ind.
 Isaacs, Willard. Jackson, Ind.
 Jamison, Joseph. Wells, Ind.
 Jackson, Eva. Hamilton, Ind.
 Jackson, Carrie. Hancock, Ind.
 Jarrett, Bertha. Warrick, Ind.
 Jarrett, Florence. Warrick, Ind.
 Jackson, Fred E. Lawrence, Ind.
 Jacobs, Lizzie. Lawrence, Ind.
 Jarrett, Lawrence. Warren, Ind.
 Jackson, Wm. Martin, Ind.
 Joyce, Wilber. Montgomery, Ind.

MISCELLANEOUS—Continued.

Johnston, Clarons. Monroe, Ind.
 Johannamann, Jos. G. Dubois, Ind.
 Johnson, Frances. Gibson, Ind.
 Joyner, H. S. Norfolk, Va.
 Johnson, Joseph. Crawford, Ill.
 Johnson, Minnie. Crawford, Ill.
 Johnson, Stella. Boone, Ind.
 Jones, Earl. Crawford, Ill.
 Johnson, Tessie. Warren, Ind.
 Johnson, Minnie. Johnson, Ind.
 Jones, Ethel. Clay, Ind.
 Johnson, Jennie. Vermillion, Ind.
 Jones, Walter. Shelby, Ind.
 Jones, Ella. Crawford, Ill.
 Jones, Ida. Hamilton, Ind.
 Kallam, J. R. McLean, Ill.
 Kappes, Mike. Dearborn, Ind.
 Kelsey, A. J. Pulaski, Ind.
 Keeney, Murat. Hendricks, Ind.
 Keathley, A. Pike, Ky.
 Kelley, Handley. Crawford, Ill.
 Keller, I. G. Bartholomew, Ind.
 Keeney, Geo. Hendricks, Ind.
 Kent, John. Fulton, Ind.
 Kegley, Grace. Johnson, Ind.
 Kestle, Vernon. Pulaski, Ind.
 Kegley, Vinnie. Johnson, Ind.
 Kent, Samuel. Fulton, Ind.
 King, Maude. Hendricks, Ind.
 King, C. W. Hendricks, Ind.
 King, Anna. Hendricks, Ind.
 Kimberlin, Frank. Hamilton, Ind.
 Kimberlin, R. O. Hamilton, Ind.
 Kinnett, Sam. Marion, Ky.
 Kerley, Margaret. Athens, Ohio.
 King, Leonard. Hendricks, Ind.
 Knoop, Willie. Hancock, Ind.
 Konold, Arthur. Perry, Ind.
 Kuhn, O. W. Hancock, Ind.
 Kuhn, Richard. Shelby, Ind.
 Landess, Mrs. Mary. Clinton, Ind.
 Layne, Nannie. Parke, Ind.
 Laverty, Wallace. Parke, Ind.
 Lacey, Bert. Cumberland, Ill.
 Lacey, Ola. Brown, Ind.
 Lacey, Lena. Clinton, Ind.
 Lasley, Lula. Boone, Ind.
 Larabee, Nellie. Hancock, Ind.
 Larabee, Frank. Hancock, Ind.
 Layton, Enoch. Jennings, Ind.
 Lee, W. A. Clark, Ill.
 Linton, Calvin. Clay, Ind.
 Lewis, Frank. Jennings, Ind.
 Leedy, Clarence B. Piatt, Ill.
 Lewis, Bicknell. Jackson, Ind.
 Lee, I. Clark, Ill.
 Leishhardt, Adolph. Hardin, Ky.
 Lewark, Frank. Hancock, Ind.
 Leach, Tillie. Hendricks, Ind.
 Lee, Ida M. Jefferson, Ind.
 Lesh, Herman. Wells, Ind.
 Long, Lawrence. Montgomery, Ind.
 Lollis, Walter P. Parke, Ind.
 Lott, J. Y. Hancock, Ky.
 Lott, J. G. Hancock, Ky.
 Loy, Chas. Bartholomew, Ind.
 Lowe, Tyner. Hamilton, Ind.
 Lottick, Clyde R. Harrison, Ind.
 Lowe, Chas. E. Warren, Ind.
 Lucas, Elmer. Spencer, Ind.
 Luttrell, Herbert. Clark, Ill.
 Lynch, Annallee. Hopkins, Ky.
 Lycan, Willard. Wayne, W. Va.
 Lynch, Stella. Breathitt, Ky.
 Martin, Ottis. Marion, Ind.
 Mason, W. F. Perry, Ind.
 Maloy, J. H. Shelby, Ind.
 Mason, Shinkle. Perry, Ind.
 Maddox, W. T. Ohio, Ky.
 Mangers, Peter E. Christian, Ill.
 Matlock, Jesse. Hendricks, Ind.
 Maurer, A. C. Dekalb, Ind.
 Martin, Scott. Parke, Ind.
 Martindale, W. T. Hancock, Ind.
 Maynard, Mrs. Lou. Vermillion, Ind.
 Mattix, Wilson. White, Ind.
 Martin, Edgar. Marion, Ind.
 Martin, Daisy. Hendricks, Ind.
 Markley, S. J. Wells, Ind.
 Maish, M. H. Clinton, Ind.
 Macelden, John. Jersey, Ill.
 Mather, L. B. Washington, Ind.
 McClure, Jennie. Clark, Ill.
 McCash, Donald. Cumberland, Ill.
 McKinsey, Arnetta. Hamilton, Ind.
 McComb, T. A. Crawford, Ill.
 McKnight, Ethel. Lawrence, Ind.
 McGeath, T. F. Blackford, Ind.
 McKinney, I. R. Clinton, Ind.
 McClaron, Chas. Hancock, Ind.
 McKinstray, H. Hamilton, Ind.
 McClurkin, Lutie. Gibson, Ind.
 McClain, J. W. Cass, Ind.
 McClain, Minnie. Clark, Ind.
 McCaslin, Carl. Clark, Ind.
 McShane, Nora. Hamilton, Ind.
 McNabb, Wilda. Whitley, Ind.
 McClure, Shirley E. Dearborn, Ind.
 McMahan, Cora. Bartholomew, Ind.
 McBride, Carrie. Coles, Ill.
 McClurken, Margaret. Gibson, Ind.
 McGraw, M. W. Tipton, Ind.
 Meek, F. J. Rush, Ind.
 Medsker, Ora. Hendricks, Ind.
 Meltzer, Geo. F. Shelby, Ind.
 Means, Wiley. Shelby, Ind.
 Miller, Magnolia. Johnson, Ind.
 Minton, Pearl. Pulaski, Ind.

MISCELLANEOUS—Continued.

Miller, Frank R.	Vermillion, Ill.	Odle, H. W.	Randolph, Ind.
Miller, Lloyd	Pulaski, Ind.	Ogles, Ora D.	Morgan, Ind.
Millison, Loyd	Fulton, Ind.	Ogles, Homer	Wells, Ind.
Mills, Ethel	Randolph, Ind.	Otterbacker, Mary	Clay, Ind.
Milton, Walter	Orange, Ind.	Owens, Lee	Boone, Ind.
Miles, Vesta	Morgan, Ind.	Pagett, Margaret	Benton, Ind.
Mills, Chas.	Hamilton, Ind.	Paulsel, Floy	Hamilton, Ind.
Mills, Edgar	Gallatin, Ill.	Payne, W. A.	Vigo, Ind.
Minton, Anna	Pulaski, Ind.	Parker, Herb	Hendricks, Ind.
Miles, R. F.	Lawrence, Ill.	Paden, F. A.	Clark, Ill.
Mitchell, G. W.	Sullivan, Ind.	Payton, G. A.	Floyd, Ind.
Minnick, O. L.	Montgomery, Ind.	Payne, G. W.	Shelby, Ind.
Miner, A. O.	Shelby, Ill.	Patterson, Oliver	Brown, Ind.
Mitchell, Marion	Parke, Ind.	Peacock, Howard	Jackson, Ind.
Moon, Oscar	Hendricks, Ind.	Petty, Maude	Grant, Ind.
Moore, Lora	Hendricks, Ind.	Peterson, Nellie C.	Hendricks, Ind.
Moore, Zelma	Parke, Ind.	Pennington, Scott	Boone, Ind.
Moon, Alma	Hendricks, Ind.	Pearman, Thos.	Vermillion, Ind.
Morgan D. Blanche	Monroe, Ind.	Perisho, Kate	Edgar, Ill.
Morgan, Jessie	Monroe, Ind.	Pegg, Arthur	Randolph, Ind.
Moore, Dolph E.	Ripley, Ind.	Pfrimmer, Katherine	Floyd, Ind.
Morgason, Jas. A.	Hendricks, Ind.	Phares, S. A.	Rush, Ind.
Moore, Geo.	Douglas, Ill.	Phebus, Oscar	Fountain, Ind.
Morton, Gerald	Edgar, Ill.	Phares, Chas.	Shelby, Ind.
Moore, Geo. H.	Daviess, Ind.	Phillips, Maita	Jay, Ind.
Mohr, Nora	Bartholomew, Ind.	Phillips, C. H.	Bartholomew, Ind.
Mohr, Lillie	Bartholomew, Ind.	Phelps, Arthur	Bartholomew, Ind.
Montgomery, Mamie	Tippecanoe, Ind.	Phillips, Emma E.	Hendricks, Ind.
Moran, Ella	Lawrence, Ind.	Ping, Wesley	Brown, Ind.
Moser, Elsworth	Monroe, Ind.	Pierce, Daniel	Shelby, Ind.
Money, Chas. H.	Randolph, Ind.	Pope, Mary	Montgomery, Ill.
Moss, Maude	Montgomery, Ind.	Pope, Clara	Montgomery, Ill.
Morgason, Thad	Hendricks, Ind.	Pope, Jennie	Hancock, Ind.
Montgomery, C. E.	Orange, Ind.	Plummer, Lydia	Hendricks, Ind.
Mosby, Harmon S.	Perry, Ind.	Plunkett, Lula	Putnam, Ind.
Morrison, C. C.	Bartholomew, Ind.	Price, Anna	Sullivan, Ind.
Moore, Estella	Hamilton, Ind.	Preston, A. H.	Clinton, Ind.
Murphy, Clara	Vanderburgh, Ind.	Proctor, Jasper	Putnam, Ind.
Mundell, Alice	Hamilton, Ind.	Proctor, Verna	Putnam, Ind.
Mullen, Lee	Perry, Ind.	Pritchard, Jas. G.	Edgar, Ill.
Nash, Heber	Crawford, Ind.	Reed, S. F.	Fountain, Ind.
Nash, P. H.	Hendricks, Ind.	Pruitt, Erie	Hendricks, Ind.
Newkirk, Eliza	Wabash, Ill.	Pratt, Willie	Boone, Ind.
Newson, Amos T.	Hendricks, Ind.	Pratt, Orville	Boone, Ind.
Nelson, Ray	Parke, Ind.	Pratt, Jas.	Boone, Ind.
Newcomer, W. A.	Stark, Ohio.	Quinley, Fred	Montgomery, Ind.
Nelson, A. J.	Jackson, Ind.	Ragsdale, Carrie	Boone, Ind.
Nees, Will	Clinton, Ind.	Ray, Chas. M.	Boone, Ind.
Nelson, Eldora	Hendricks, Ind.	Ralphy, Clifford	Brown, Ind.
Nicholson, T. E.	Washington, Ind.	Randall, Claude	Hamilton, Ind.
Nicholson, W. E.	Washington, Ind.	Ralston, Mattie E.	Jennings, Ind.
Nichols, Rose	Hendricks, Ind.	Ralston, O. M.	Jennings, Ind.
Nichols, R. H.	Hendricks, Ind.	Ray, Mattie	Shelby, Ind.
Noble, Daisy	Hamilton, Ind.	Reed, Millie	Jefferson, Ind.
Norton, C. E.	Crawford, Ill.	Reilly, Thos.	Dearborn, Ind.
Nutter, Lewis	Randolph, Ind.	Reeves, Perry	Parke, Ind.
Nutter, Levi	Randolph, Ind.	Reid, Attie	Casey, Ky.
Nugent, T. H.	Putnam, Ind.	Reed, S. F.	Fountain, Ind.
O'Brien, Bert	Putnam, Ind.	Reed, Floyd W.	Vermillion, Ill.

MISCELLANEOUS—Continued.

Redfern, E. M.	Moultrie, Ill.	Shute, F. S.	St. Landry, La.
Reed, Henry J.	White, Ind.	Shuler, Nannie	Morgan, Ind.
Reddish, Clarence	Jersey, Ill.	Shehan, Chas. T.	Christian, Ill.
Reitzel, V. E.	Morgan, Ind.	Sherry, Fannie	Hancock, Ind.
Rhine, Docia	Jay, Ind.	Shannon, Laura	Marion, Ind.
Rhodes, C. H.	Bartholomew, Ind.	Sherlock, Edward	Monroe, Ind.
Rhule, Mamie	Bartholomew, Ind.	Showers, Henry	Ripley, Ind.
Ridgeway, Ora	Sullivan, Ind.	Sherer, Helen	Hendricks, Ind.
Riddle, Chas. T.	Crawford, Ind.	Shields, Laura	Douglas, Ill.
Richards, G. W.	Harrison, Ind.	Shaffer, Lottie	Allen, Ind.
Richmond, R. M.	Ohio, Ind.	Shuler, Bertha	Dearborn, Ind.
Rich, M. C.	Crawford, Ill.	Shaw, Walter U.	Decatur, Ind.
Richardson, David	Fountain, Ind.	Shirley, W. G.	Boone, Ind.
Rich, Homer	Lawrence, Ill.	Shaw, John W.	Decatur, Ind.
Richardson, Maggie	Vermillion, Ind.	Shufflebarger, Sallie	Morgan, Ind.
Rouch, J. E.	Fulton, Ind.	Sims, Cora	Edgar, Ill.
Roland, Pet.	Hancock, Ind.	Simpson, Fannie	Hendricks, Ind.
Roach, Margaret	Parke, Ind.	Simmons, P. A.	Dubois, Ind.
Roth, Chas. W.	Warrick, Ind.	Simmons, M. S.	Dubois, Ind.
Robinson, Ivor	Warrick, Ind.	Silvey, Oscar	Hamilton, Ind.
Rose, Fred E.	Douglas, Ill.	Silvers, Chas.	Martin, Ind.
Roll, E. J.	Dearborn, Ind.	Sims, Ida	Hamilton, Ind.
Robbins, Olive W.	Sullivan, Ind.	Sidewell, J. S.	Edwards, Ill.
Robinson, Jesse M.	Grant, Ky.	Slater, L. A.	Coles, Ill.
Roberts, Frank S.	Caldwell, Tex.	Slagle, Della	Boone, Ind.
Roach, T. J.	Parke, Ind.	Slagle, Lou	Boone, Ind.
Royal, Minnie M.	Benton, Ind.	Smith, J. C.	Boone, Ind.
Rupp, Caroline	Hendricks, Ind.	Smith, LeRoy	Boone, Ind.
Runnells, D. M.	Hendricks, Ind.	Smith, Roy C.	Boone, Ind.
Russell, Otis	Jackson, Ind.	Smith, Ed.	Coles, Ill.
Rybolt, H. C.	Grant, Ind.	Smith, Wm.	Boone, Ind.
Rynerson, Add. L.	Boone, Ind.	Smith, Herman	Howard, Ind.
Sasser, J. C.	Decatur, Ind.	Smith, Jessie W.	Hancock, Ind.
Savoie, Archie E.	Iroquois, Ill.	Smith, Mary J.	Montgomery, Ind.
Sackett, L. W.	Hendricks, Ind.	Snyder, Otha	Vermillion, Ill.
Sackett, S. A.	Hendricks, Ind.	Snyder, Dora	Allen, Ind.
Saalmom, J. R.	Perry, Ind.	Snyder F. Alta	Bartholomew, Ind.
Sanders, Pearl	Washington, Ind.	Snyder, Della F.	Carroll, Ind.
Sageser, Fred	Orange, Ind.	Snethen, Elmer	St. Joseph, Ind.
Sackett, May	Hendricks, Ind.	Sommerville, Beatrice	Edgar, Ill.
Sanders, Anna	Warrick, Ind.	Solsman, Laura	Green, Ind.
Scott, Grace	Howard, Ind.	Sommerville, Rob't.	Edgar, Ill.
Schepman, Fred	Sandusky, O.	Southwood, Ora	Perry, Ind.
Schilmeier, Laura	Marion, Ind.	Spillmann, Albert	Perry, Ind.
Scott, Anna	Morgan, Ind.	Springer, S. F.	Howard, Ind.
Scott, Martha	Hamilton, Ind.	Spruill, Mayme	Madison, Ind.
Schock, Allen M.	Elkhart, Ind.	Spears, W. H.	Fayette, Ind.
Scott, Ella	Hamilton, Ind.	Spears, John	Crawford, Ind.
Seaney, Bonnie	Hendricks, Ind.	Stewart, F. M.	Jefferson, Ind.
Sellers, Belle	Hendricks, Ind.	Stewart, Claude	Crawford, Ind.
Seller, Allen	Wabash, Ill.	Stephans, Addie	Jefferson, Ind.
Setser, C. M.	Bartholomew, Ind.	Stone, Clint	Fayette, Ind.
Shepherd, Rosa	Sullivan, Ind.	Staley, Minnie	Hancock, Ind.
Shigley, N. W.	Howard, Ind.	Stunkel, J. F.	Gibson, Ind.
Shanklin, Leslie	Greene, Ind.	Stuart, Ollie E.	Hendricks, Ind.
Shake, C. F.	Sullivan, Ind.	Sturgill, John	Knott, Ky.
Shields, Salla	Rush, Ind.	Stewart, R. Lee	Knott, Ky.
Shawler, L. A.	Clark, Ill.	Straughan, Georgia	Montgomery, Ind.
Shuler, Nellie	Morgan, Ind.	Stine, M. O.	Green, O.

MISCELLANEOUS—Continued.

Starkey, Ray	Clinton, Ind.	Turney, G. J.	Vermillion, Ill.
Stierwalt, Alva	Morgan, Ind.	Turney, J. E.	Vermillion, Ill.
Staats, Lucy	Vermillion, Ind.	Tucker, Bates	Jasper, Ind.
Stockdale, Walter	Fountain, Ind.	Underwood, Floy	Hendricks, Ind.
Starwald, Ray	Morgan, Ind.	Underwood, Chas.	Hendricks, Ind.
Stick, Sallie	Randolph, Ind.	VanBlaricum, Clint.	Bartholomew, Ind.
Stipp, Geo. M.	Lawrence, Ind.	VanHorn, G. H.	Pulaski, Ind.
Striegall, John	Dubois, Ind.	VanHorn, Myrtle	Benton, Ind.
Starwalt, Hattie	Boone, Ind.	VanTalge, Tillie	Johnson, Ind.
Stierwalt, Albert	Decatur, Ind.	Waldrup, Florence	Benton, Ind.
Stewart, R. B.	Madison, Ky.	Warner, Robert	Montgomery, Ind.
Staltz, Fred	Monroe, Ind.	Wagner, Edgar	Hancock, Ind.
Stout, H. S.	Hendricks, Ind.	Waggoner, E. B.	Martin, Ind.
Stull, Andrew	Bartholomew, Ind.	Wade, W. E.	Edgar, Ill.
Stone, Claude	Orange, Ind.	Walts, Frances P.	Crawford, Ind.
Stucker, Chas. B.	Johnson, Ind.	Wade, Esther	Hendricks, Ind.
Sutton, Mattie	Hendricks, Ind.	Waggner, Eugene	Champaign, Ill.
Summers, A. T.	Orange, Ind.	Waters, Lucy	Crawford, Ill.
Summers, Renel	Spencer, Ind.	Waters, Mary	Crawford, Ill.
Suter, Edgar	Warren, Ind.	Wagner, Argus	Shelby, Ind.
Summers, J. J.	Noble, Ind.	Wallace, Retta	Spencer, Ind.
Sullivan, John	Boone, Ind.	Webster, Geo. A.	Clinton, Ind.
Sutherland, Wm.	Putnam, Ind.	Westover, Florence	Grant, Ky.
Sweeney, Jas. A.	Perry, Ind.	West, Abijah	Estill, Ky.
Swank, Walter	Edgar, Ill.	Webb, Carl E.	Rush, Ind.
Swank, Ralph	Bartholomew, Ind.	Wehr, Grace	Hendricks, Ind.
Swinford, L. L.	Coles, Ill.	Wehr, Lillian	Hendricks, Ind.
Tarleton, Helen	Hendricks, Ind.	Weller, A. E.	Putnam, Ind.
Taylor, Frank F.	Bartholomew, Ind.	Webster, R. B.	Martin, Ind.
Tester, Mollie	Christian, Ill.	Wenslow, Lonnie	Washington, Ind.
Tevis, Maude	Jefferson, Ind.	Welshans, Grace	Hendricks, Ind.
Thacker, H. H.	Montgomery, Ill.	West, Robert E.	Estill, Ky.
Thomas, Mamie	Hendricks, Ind.	West, Hortense	Hendricks, Ind.
Thompson, Glen	Hendricks, Ind.	Wheeler, Ella N.	Hamilton, Ind.
Thompson, Ray	Hendricks, Ind.	White, E. A.	Union, Ind.
Thomas, G. M.	Iroquois, Ill.	White, Anna Belle	Harrison, Ind.
Thorpe, Emma	Hendricks, Ind.	Whistler, H. M.	Howard, Ind.
Thompson, Louis	Washington, Ind.	Whitehorn, N. S.	Brown, Ind.
Thurston, Bert C.	Shelby, Ind.	Whaley, Alma	Monroe, Ind.
Thurston, Ola O.	Shelby, Ind.	Whitaker, E. G.	Morgan, Ind.
Thompson, Dora	Randolph, Ind.	Wharton, Jessie	Morgan, Ind.
Thomas, Bert	Putnam, Ind.	Wheatley, Minnie	Johnson, Ind.
Thomas, J. Hardin	Spencer, Ind.	Whaley, Noah W.	Dubois, Ind.
Thompson, Maria	Hendricks, Ind.	Whilton, E. A.	Morgan, Ind.
Thompson, Effie	Hendricks, Ind.	Whitman, Prentice	Pike, Ind.
Thomas, Alice E.	Santa Clara, Cal.	White, Edith	Union, Ind.
Thomas, Frank V.	Hendricks, Ind.	Wheeler, P. T.	Elliot, Ky.
Tinder, Ruth	Hendricks, Ind.	White, D. W.	Jackson, Ind.
Tilson, S. M.	Johnson, Ind.	White, J. W.	Montgomery, Ill.
Tilton, Geo.	Shelby, Ind.	Wiggs, J. W.	Carroll, Ind.
Titlow, Effie	Northampton, Pa.	Winchester, Wm.	Bartholomew, Ind.
Timmons, Garney M.	Putnam, Ind.	Winn, A. M.	Clay, Ind.
Tolbert, Edmond B.	Jefferson, Ind.	Wilkes, A. T.	Bastrop, Tex.
Treemain, G. L.	Decatur, Ind.	Winn, W. W.	Floyd, Ind.
Trittip, E. Fletcher	Hamilton, Ind.	Williamson, Geo. W.	Crawford, Ind.
Troup, Chas.	Edgar, Ill.	Wieseham, Wm. H.	Dearborn, Ind.
Treemain, Emma	Decatur, Ind.	Wilson, Hattie	Hancock, Ind.
Trees, Paul E.	Hancock, Ind.	Winchester, R. H.	Bartholomew, Ind.
Trittip, Mildred	Hancock, Ind.	Wilson, Laura	Marion, Ind.

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Widup, Bernard	Pulaski, Ind.	Wood, Edgar	Shelby, Ind.
Williams, Minnie	Hamilton, Ind.	Wright, Geo. M.	Warrick, Ind.
Wilber, W. G.	Crawford, Ill.	Wysong, S. D.	Warren, Ind.
Wiley, Bernie	Hendricks, Ind.	Wycoff, Ruth	Ripley, Ind.
Woodburn, G. A.	Cumberland, Ill.	Yant, Bessie	Vermillion, Ind.
Woolman, Dora	Jennings, Ind.	York, Conard	Hendricks, Ind.
Woodfill, Clyde	Jefferson, Ind.	Zeiss, Odessa	Hamilton, Ind.
Worley, W. S.	Boone, Ind.	Zwickel, Henry	Spencer, Ind.
Wood, Sadie	Douglas, Ill.		

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