

CNC Quarterly 1902 April Vol. 1 #3  
(16 pages)



CENTRAL NORMAL COLLEGE  
QUARTERLY

PUBLISHED BY THE CENTRAL NORMAL COLLEGE.

Admitted to the mails as second class  
matter at Danville, Indiana.

JONATHAN RIGDON  
EDITOR.

VOL. I.

APRIL, 1902.

NO. 3.

ALL students of education will be particularly interested in the February *Review of Reviews*. After its "The Progress of the World" are excellent articles on Wireless Telegraphy, President Butler of Columbia, and How the Anarchists Should be Treated.

Just as we are going to press, word comes that our good friend, Prof. E. E. Olcott has been chosen manager of "The Ohio Valley Teachers' Agency." We congratulate both Prof. Olcott and the agency. Those desiring to secure either a teacher or a position would do well to write Prof. Olcott at Louisville.

If you are a teacher, or are preparing to teach, the Central Normal College is the place for you to spend the Spring and Summer. The Spring Term opens April 1, and the Summer Term June 10. No school can do more in eighteen weeks for a teacher, or for a student of Law, Business, Literature or Science.

"Humanity is much the same all the world over: it tends to express itself when under the influence of emotion; it seldom develops enthusiasm for disapproval; it believes preeminently in itself and in its methods, and on the few occasions when it submits to criticism it does so in the hope of obtaining praise."  
—*Musical Record and Review*.

THE QUARTERLY is devoted to the interests of education in general and to the Central Normal College in particular. We shall be pleased to send a copy to any one desiring to attend college. Send us the names and addresses of five of your friends that wish now or in the near future to go away to school and we shall see that each gets a copy of the QUARTERLY. Or send these five together with five two-cent stamps for postage on QUARTERLY and book, and we will send you the QUARTERLY for one year and any one of the 25 books named below:

Joseph's *The Tempest*,  
Joseph's *King Henry the Eighth*,  
Joseph's *Outline of U. S. History*.

As article which will prove of the widest interest to all those engaged in teaching or who may be interested in education, is one in the January *Cosmopolitan* by Elisha Benjamin Andrews, ex-President of Brown University, who for the first time, in a leading magazine, has had the courage to show the great evils resulting from the private contract school-book system—educational officials corrupted, school-books often the poorest selected, and the prices paid by the children themselves of the highest—an annual tax going up into the millions which could be very easily avoided if the proper organization were brought into this effort.



## CLASSES

### From Which a Spring Term Student in the Central Normal College May Select a Program.

FIRST ARITHMETIC—For beginners. From first to Percentage.

SECOND ARITHMETIC—For more advanced students. From Percentage to end.

THIRD ARITHMETIC—For teachers desiring very solid work. From Percentage to end of Ray's Higher Arithmetic.

FOURTH ARITHMETIC—For students preparing to teach and desiring a review of the entire subject. From beginning to end of book. NOTE—The first, second and fourth use Cook-Cropsey as a text.

FIRST ALGEBRA—For beginners with a good knowledge of Arithmetic. From the first up to Simple Equations.

SECOND ALGEBRA—From Simple Equations to Quadratics.

THIRD ALGEBRA—Beginning with Quadratics and completing the subject.

GEOMETRY—For beginners having completed Algebra.

TRIGONOMETRY—For students having had one or more terms in Geometry.

ANALYTICS—For students having completed Trigonometry.

BEGINNING GRAMMAR—For students knowing nothing of the subject.

ADVANCED GRAMMAR—For advanced students, teachers, city and county superintendents.

FIRST RHETORIC—Affording easy mastery of the principles through abundant practice.

SECOND RHETORIC—Leading to the attainment of higher excellence in composition and a complete mastery of the principles of expression.

AMERICAN LITERATURE—The best writings and the best writers of America.

ENGLISH LITERATURE—A comprehensive view of England's contribution to Literature from Chaucer to the present time.

BEGINNING ORATORY—For those having had a term in Reading and desiring to become able to speak in public.

ADVANCED ORATORY—For men and women with more pretentious ambitions in the direction of public addresses and debates.

POLITICAL GEOGRAPHY—Covering the entire subject in one term.

PHYSICAL GEOGRAPHY—For students already familiar with Political Geography. Leading up to the study of Geology.

UNITED STATES HISTORY—Giving the leading facts and their connections in ten weeks.

ENGLISH HISTORY—Enabling the student to obtain a general knowledge of the subject in one term.

GENERAL HISTORY—Covering in a general way the leading facts in the history of the world in one term.

CIVIL GOVERNMENT—Developing the principles of government in general and showing their application in the United States Constitution.

PHYSIOLOGY—A very simple and yet scientific presentation for both beginners and advanced students.

BOTANY—For beginners and advanced students. Both class and field work.

ZOOLOGY—The general principles in one term.

READING—For those desiring to become better and more appreciative readers of good literature.

PENMANSHIP—For all desiring to acquire a plain, rapid, legible hand.

PHYSICAL CULTURE—For health, grace and strength.

FIRST VOCAL MUSIC—Giving those having no knowledge of the subject the ability to read and sing easy music.

SECOND VOCAL MUSIC—Affording more advanced students opportunity for chorus work.

FIRST LATIN—For beginners.

SECOND LATIN—For students having had one term or more.

SCIENTIFIC LATIN—CAESAR—For students having had three terms or more.

CLASSIC LATIN—VIRGIL—For students ready for Virgil.

FIRST GERMAN—For beginners in German.

CLASSIC GERMAN—For students having had a year or more.

DRAWING—For beginners. Under the direction of an artist.

PSYCHOLOGY—A determination of the principles of mind development and their application to education.

PEDAGOGY—Professional work in the science of education.

TRAINING—This includes the Model School work under the direction of Mrs. Olcott. Invaluable to the young teacher.

READING CIRCLE WORK—Preparing teachers for examinations.

PHYSICS—Ten weeks in the laboratory under the direction of a specialist.

ECONOMICS—Covering the entire subject in a general way in one term.

FIRST SHORTHAND—For beginners. The principles in practice.

SECOND SHORTHAND—Preparing students for ordinary office dictation.

THIRD SHORTHAND—Fitting the student for rapid office work and court reporting.

FIRST BOOKKEEPING—Principles and practice in simple accounts.

SECOND BOOKKEEPING—Continuation of principles and abundant practice in the offices of the Actual Business Department.

THIRD BOOKKEEPING—Completing the Science of Accounts including constant practice in the Actual Business Department, acquainting the student with all forms of wholesale and retail transactions and of banking.

FIRST LAW—For beginners. Devoting first half of term to Blackstone and last half to Contracts.

JUNIOR LAW—First half of term on Code Pleading and last half on Evidence.

SENIOR LAW—First half of term on

Corporations and second half on Partnership.

NOTE—We shall gladly provide instruction in any branch not named above provided the number desiring it is sufficient for a class. We do not require a student to study what he already understands. You may enter at any time, select your own program and count your credits on a course. *No red tape.*

Spring and Summer Terms in the Central Normal College.

## DEPARTMENT OF EDUCATION.

The pedagogical department of the Central Normal College will offer its students, during the spring and summer terms, three well defined courses of study, for the professional training of teachers:

I. PSYCHOLOGY—Psychology is the basis of every *teaching act*, and the best avenue to all philosophic inquiry. All method of teaching is based upon "the law in the mind and the thought in the thing." Educational psychology discusses the mind's growth, in subjects of study, while a professional study of subjects resolves them into mental processes, adapted to the growing mind.

Mental life is studied from many viewpoints; (a) genetic; (b) physiological; (c) empirical; (d) rational; (e) comparative; (f) educational; (g) experimental.

Fifty or more experiments are given to lead the student into the laboratory method of mind investigation.

The teacher studies psychology not only for its cultural value—to *learn to think*, but also to assist the growing mind in *thinking to learn*.

II. TEACHERS' TRAINING CLASS—Two fundamental problems are discussed in this class: (a) The inner law of the school; (b) The inner law of the teaching process.

The school is first considered a psychological and sociological institution;



the objective school is derived from the subjective school. The real school comes into existence through *organization*. This leads to a discussion of (a) course of study; (b) correlation of studies; (c) the recitation; (d) the social life of the school and its application to pupil self-government; (e) the child-mind; (f) self-activity in education; (g) adolescence; (h) education through play; (i) the place of temperament; (j) attention, interest and fatigue; (k) sensory and motor training.

The managing process is explained by analysis of the teaching process. The teaching process consists of two factors: the learning mind and the thought and spirit of the world.

Method is the process by which the thinking mind identifies itself with the objective world. The daily problem is *how does the mind think and grow*, and what are the psychological processes by which the child learns to read, write, spell, compose and know his environment.

Special emphasis is placed upon *primary method* in each common branch. This is followed by advanced method in each subject. One week is given to a discussion of *Nature Study*.

#### I—Purpose:

1. Intellectual. 2. Aesthetic.
3. Ethical. 3. Expressive Work.
- (a) Language, (b) Reading,
- (c) Drawing.

#### II—Method and Material:

1. School gardens. 2. Animal and plant Life.

#### III. HISTORY AND PHILOSOPHY OF EDUCATION—

For those desiring advanced work in Pedagogy, a class will be organized in the History and Philosophy of Education. This course begins by a study of the educational doctrines of Plato, Spencer, Rousseau, Pestalozzi, Fröbel, Herbart and Hegel. The spirit of these

thinkers will be studied in relation to the present educational ideals.

The ultimate principle of education is developed by a study of the movement of thought as indicated in the History of Philosophy.

#### Science in the Central Normal College, Spring and Summer Terms.

RYLAND T. RATLIFF.

The department of science is now equipped sufficiently to offer for the Spring and Summer Terms exceptionally desirable opportunities in each of the various subjects.

Thoroughly up to date and practical text books are used throughout and the results of the most recent investigations in each subject are presented.

In each branch special care is taken to include the subject matter that will be of the greatest practical value to the student. It is the purpose to combine demonstrative and individual laboratory work in such a ratio and in such a manner as to give the greatest possible grasp of the subject, and at the same time put the student in possession of the most approved and modern methods to be employed should he wish to teach it.

**PHYSIOLOGY:**—Two sections of the class will be maintained during the Spring Term. The work is particularly adapted to the needs of those expecting to teach. The equipment of the chemical and physical laboratory, the compound microscopes and a large number of slides, showing the histology of the various tissues and slaughterhouse and other animal specimens are all employed to make the work more practically effective.

The progress of physiological knowledge has been so great the past few years that it is rapidly becoming the most extensive one of the "common branches," and while the subject is taught so as to give due appreciation of this fact, we carefully avoid going to ex-

trêmes in dealing with unimportant details of anatomy.

Experiments and demonstrations are given illustrating the most recent views and methods of modern physiology.

Beginning with the spring term the excellent work of Thornton (1900 edition) will be the regular text with Lind's college physiology as an auxiliary text and the several copies of Gray's Anatomy belonging to the library as references.

Sufficient instruction in **SCIENTIFIC TEMPERANCE** will be given from a *thoroughly scientific standpoint* to enable the teachers to meet all requirements in this department of the subject.

The course given in **PHYSICS, BOTANY, ZOÖLOGY** and **CHEMISTRY** will be particularly suited to the needs of Indiana, Illinois and other teachers who wish to pass examination in these subjects or teach them in the high school.

**PHYSICS**—This will be presented so as to serve either as a one or a two term course. During the spring term, mechanics and heat will be studied regularly and a brief elementary course will be given in electricity, sound and light. The summer term will be devoted to a more thorough and comprehensive consideration of electricity and light in which the new electrical and optical apparatus of the college will be used by the students in a carefully selected list of laboratory experiments.

**BOTANY**—Classes will be sustained both terms. So far as practicable, the work will begin with the objective study of typical plants, so selected as to illustrate the most important facts of vegetable morphology and physiology. The definitions are mostly acquired as they are applied to the specimen under study. The abundant flora of this region and the large collection of valuable slides furnish superior opportunities for the pursuance of this delightful study.

**ZOÖLOGY**—This will be taught both

terms. Specimens are used in sufficient number and variety to make vivid the conception of each of the great groups of the animal kingdom. A brief course of systematic laboratory work in which special attention will be given to a microscopic study of the Protozoa, will be offered in one or both terms. Informal lectures pointing out the significance of environment, heredity, development and other general problems of biology will be given as occasion indicates that such is desirable.

**PHYSICAL GEOGRAPHY**—Classes will be formed each term. Out of door observation, physical experiments and the specimens of the museum are three important factors used in gaining clear notions of the processes involved in the production of the various geographical phenomena.

**CHEMISTRY**—A class will be formed one or both terms. The college laboratory affords opportunity for each student to do laboratory work at various times during the term in addition to the observation and explanation of the daily class experiments, part of which are performed by the students and part by the professor.

#### Expenses for Eighteen Weeks in the Central Normal College.

**TUITION**—One tuition of \$10 per term of ten weeks paid in advance admits the student to any class in the general school. No school offers more for one tuition. No library fee. No incidentals. No matriculation charge. No extra charge for law, shorthand or book-keeping. In fact, no extra charge except for Moot Court, Band and Orchestra, and private lessons in Music, Oratory, and Painting.

**BOARD**—Good, plain, substantial table board is furnished at \$1.50 per week for each student.

**ROOM**—The room rent is 50c a week for each student, two in a room.



April 1902

# GRAMMAR IN RHYME.

Three little words you often see  
Are Articles—A, An and The.

A Noun is the name of anything,  
As School or Garden, Hoop or Swing.

Adjectives tell the kind of Noun,  
As Great or Small, Pretty, White or Brown.

Instead of Nouns, the Pronouns stand,  
Her Head, His face, Your arm, My hand.

Verbs tell of something being done—  
To Read, Count, Laugh, Sing, Jump or Run.

How things are done the Adverbs tell—  
As Slowly, Quickly, Ill or Well.

Conjunctions join the words together—  
As men And women, wind And weather.

The Preposition stands before  
A Noun, as In or Through a door.

The Interjection shows surprise,  
As Oh, how pretty! Ah, how wise!

The whole are called nine parts of speech,  
Which reading, writing, speaking teach.

—Beverly (Mass.) Times.

## MUSIC.

"Being musical is having music in the heart—deep and secure—saying less about it in words than in works, and feeling eternally thankful within that the power is there."—Musical Record and Review.

In music, the Central Normal College ranks among the leading American conservatories. As a pianist, Edward Ebert-Buchheim has few equals in America and as a piano teacher he has no superior. Miss Eugenia O'Connor, a graduate of the New England Conservatory of Music, is a beautiful singer and has had several years of successful experience as a teacher. Prof. Fred Kollmeyer has studied with the best teachers of Indianapolis and New York. He is a good violinist and as a teacher is unexcelled. One of his pupils that has studied in a Cincinnati school of music frankly says: "Prof. Kollmeyer is by far the finest instructor I have ever seen." His specialty is the violin, but he teaches equally well all band and orchestral instruments.

The College maintains a four years' course in each of these departments.

NOTE. — Any graduate student or teacher of piano desiring a post graduate course under Ebert-Buchheim, can have at slight expense the advantages of New York, Boston, Leipsic or Berlin.

## PIANO COURSE.

### FIRST YEAR.

Koehler, Practical Method.

Herz, Scales.

Schulz, Scales.

Czerny, Op. 139, 100 Progressive Studies.

Loeschhorn, Op. 65, 48 Studies for Beginners.

Heller, Op. 47, 25 Studies.

Album of Sonatinas by Clementi, Kuhlau, Dussek, etc.

Schumann, Album for the Young.

Mozart, Rhondo in C major.

Easy Pieces by Lichner, Gurlitt, Oesten, etc.

### SECOND YEAR.

Plaidy, Technical Studies.

Czerny, School of Velocity, Op. 299.

Heller, Studies Op. 45 and 46.

Bach, Two Voice Inventions.

Easy Sonatas by Mozart, Haydn, Beethoven.

Field, Nocturnes.

Mendelssohn, Songs Without Words.

### THIRD YEAR.

Czerny, Forty Daily Exercises, Op. 337.

Czerny, School of Legato and Staccato, Op. 335.

Cramer, Studies (Buelow Edition).

Bach, Three Voice Inventions.

Beethoven, Sonatas.

Weber, Invitation to Dance; Polacca Brillante.

Schubert, Impromptus Op. 90, 142; Moments Musicaux.

Gade, Aquarelles.

Chopin, Nocturnes, Valses, Mazurkes, Berceuse, Impromptus.

Schumann, Op. 15, 12, 82, 99, 124, 28, 6, 4, 2, 23, 21.

Grieg, Op. 1, 3, 6, 12, 19, 28.

Pieces by Chaminade, Godard, etc.

### FOURTH YEAR.

Tausig, Daily Studies.

Clementi, Gradus ad Parnassum.

Moscheles, Studies Op. 70.

Kullak, Octave Studies.

Studies by Chopin, Henselt, Liszt, Rubinstein.

Bach, Well Tempered Clavichord.

April 1902

Beethoven, Sonatas, Op. 81, 31 No. 2, 90, 78, 54, 53, 57, 101, 109, 110, 111, 106; Variations 35 and 76.

Schubert, Sonata and Wander Fantasie.

Schumann, Sonata Op. 22, 11, 14; Carneval Op. 9; Phantasie Op. 17.

Chopin, Barcarolle, Tarantelle, Bolero, Polonaise, Ballades, Sonatas, Fantasie Op. 49.

Liszt, Hungarian Rhapsodies (1-14), Spanish Rhapsodie, Sonata B Minor, Legendes, Valse de Bravoura, Galop Chromatic.

Rubinstein, Sonatas, etc.

Pupils will play, in each grade, four hand pieces, pieces for two pianos, and pieces with the assistance of another instrument; also concertos for orchestra with the accompaniment of a second piano or small string orchestra, especially the concertos by Beethoven, Mozart, Hummel, Mendelssohn, Weber, Chopin, and Schumann.

In a series of lecture-recitals, by verbal sketches and by playing the masterpieces of the great composers, Mr. Ebert-Buchheim will set forth for his pupils the development of piano music from Bach and Handel to our own time.

He will play in the first series, the music of the classic composers, Bach, Handel, Haydn, Mozart, and Beethoven; in the second the music of the romantic composers, Schubert, Weber, Chopin, and Schumann; in the last, the music of the modern composers, Liszt, Wagner, Rubinstein, Brahms, Henselt and others. Also, he will give at least one evening to the American composers.

EXPENSE FOR PRIVATE INSTRUCTION IN ANY DEPARTMENT OF MUSIC, ORATORY OR ART.—Ten dollars for a term of twenty half-hour lessons. Pianos for practice can be rented at the College.

NOTE.—Our regular tuition, \$10 per term, entitles the student to daily class instruction in Oratory, Physical Culture and Vocal Music, together with as many other regular studies as he may be able to carry.

ELIMINATE the personality of the teacher and the largest lesson is lost. This is a universal principle of education, but is particularly applicable to music. The teacher that can give the pupil only the verbal directions for playing a piece is worth but little more than a book; while one that is permitted to hear and see the piece he is learning played by a great artist is peculiarly fortunate.

In his "Memoirs of a Musical Life," recently published, Dr. William Mason relates that when he played to Liszt for the first time the great pianist pushed him from the chair with the words: "Don't play it that way; play it like this"; and he sat down and gave the same phrases with an accentuated, elastic movement that let in a flood of light. "That single lesson," Dr. Mason continues, "eradicated much that was mechanical, stilted, and unmusical in my playing and developed an elasticity of touch which has lasted all my life, and which I have always tried to impart to my pupils."

Don't "take lessons". Study music under a master that can "play it like this."

## Manners in the Street.

It is a mark of provincialism and lack of good form for people to walk arm in arm, says the March Delineator, or for a man to walk between two ladies; his place is at the outside of the walk. If a lady is very old or infirm and requires assistance, he may offer his arm; otherwise, it is unnecessary and is not the custom even after dark. A lady bows first to a man, as it is her privilege to take the initiative in such matters. If people meet several times during the day in walking or driving it is not necessary to bow each time; once is sufficient.

We intend to make it worth your while to spend the Spring and Summer Terms with us.



April 1902

# PERSONALS

A. H. Flanrigan is teaching at Dale, Indiana.

Paul Hubbard is teaching near Boswell, Indiana.

R. M. Webster will return to complete the Teachers' course.

Claude Evans has just returned to complete the Teachers' course.

Myrtle Hornaday is teaching in Kramer, Ind. She expects to return to college soon.

Myrtle Davis has a position in a store at Clinton, Indiana. She recommends the C. N. C. to her friends.

E. C. Rice, of English, Ky., has rented property in Danville and moved here to take a regular course in the college.

J. R. McCollough, of Reelsville, Ind., sends a fine list of names of prospective students. We highly appreciate the favor.

John Shipman is teaching at New Augusta, Ind. He has a class in German and is teaching the members to sing German songs.

Effie C. Titlow, Scientific graduate, is teaching in the Jefferson school at Bethlehem, Pa. She is looking forward to another year in the C. N. C.

C. P. Hoke is teaching at Buffalo Hart, Illinois. He teaches vocal music in the school and uses the little collection of songs we use at General Exercises.

Myrtle Troyer spent several terms with us last year. After returning home she passed the county examination, making a grade of ninety-four. That was excellent for a first trial. Who says the work of the C. N. C. does not give ample preparation?

Charles H. Stirling will return for the spring and summer terms. He hopes to complete the Scientific course in that time. He is now teaching at Acton, Indiana.

Edward Eikman is considering the advisability of taking the Classic course next year. He should decide at once to do so. Our Classic course is the best one being offered anywhere.

W. W. Winn will return to college for the spring and summer terms and will remain for the Classic course next year. This announcement will give delight to his many friends in Danville.

Charles E. Gosch, his sister and some others will be here for the spring term. They come from Edinburg, Johnson county, Ind., which is one of the very best counties for the C. N. C.

Charlie Gilman will return for the spring and summer. He says he knows of three or four others who will accompany him. We already have a good attendance from Warren county.

Libbie Wood, is teaching in Putnam county, Indiana. She teaches map drawing, using the outline maps that are used by Prof. Spillmann in the college. Many of his students are having great success with map drawing.

W. H. Williamson, formerly of our faculty, will complete his medical course in St. Louis this year. He thinks he has a fine location in view, but did not name the city. He practices some in St. Louis, having a place with a surgeon who has a large practice. This gives a most valuable experience. He will surely meet with great success in his chosen profession. He sends regards to all C. N. C. friends.

April 1902

Melvin Chandler, of Patoka, Illinois, made us a visit recently, and while here rented a house. Before this paper reaches the reader he will be a resident of Danville. He will enter college before long. He and his wife are both former students.

Omer C. King has composed a song entitled "Our Departed Hero." He favored us with a copy. We find it a very pretty song and we congratulate Mr. King and thank him. He was in college the most of last year and his home is at Chrisman, Ill.

M. L. Hinderliter, Teachers' graduate of '96, is principal of the high school at Bone Gap, Ill. The class of this year has unanimously selected President Rigdon as the class lecturer. The lecture will be given in the church at the above place in March, the exact date not yet having been fixed.

S. S. Waters, grammar school teacher at Pittsboro, Ind., has ordered four dozen of the Outline Map of Indiana, recently published for use in Prof. Spillmann's class, and will give it a fair trial. He succeeds in all he undertakes and we would like to see the maps his pupils will make. Home geography is not given sufficient attention. This map should be used in every Indiana school. It can be obtained from our College Book Store.

Henry O. Smith, a former student, now an attorney of Palestine, Ill., contemplates entering for the Classic course next year. His plan is to save some time in a University course by so doing, and at the same time have advantage of the practical methods and the superior skill of the faculty of the C. N. C. His plan is a good one and should be adopted by many others. Work done at the C. N. C. does not have to be done over elsewhere.

J. P. Wright, formerly of Centerville, Ind., now of Victor, Colorado, a

special science graduate of the early eighties, has reported the loss of his diploma, which was destroyed in a recent fire. He says the document has been of great value to him in the west and he desires to have a new copy. He is a teacher by profession and has continuously held good positions. The writer of this article remembers him well and was glad to hear from him. We wish all the other old friends would report occasionally.

Zulieka and Armada Rudolph, of Lovelaceville, Ky., will be remembered by students of several years ago. Miss Zulieka recently wrote for a copy of the song book used at General Exercises. She had worn out the one she bought when here. She says she likes to sing the old songs. They revive pleasant memories of school days. She further says she recommends the C. N. C. to her friends, since it is the best college she ever attended. Miss Armada is married. We are much pleased to hear from these good friends.

J. Y. Lott, Scientific of 1901, is now a traveling salesman in Florida. He makes the cities and larger towns. He writes most interestingly of his experiences. Since graduation he has traveled in every state south of the Ohio and east of the Mississippi rivers. From a recent letter we take the following: "My small store of knowledge gained at the C. N. C. has been the source of much pleasure to me in my travels. Especially is this true of my geological knowledge. Not only geology but history also lends its charms. I had a feeling of great admiration when I stood in the old city of St. Augustine. I have been in the Seminole Reservation and have talked with some of our red brothers. They are very interesting to me. I have also seen the Everglades, but had no time to make a tour through them."

For Grammar come to the Central Normal College.



A pril 1902

## COLLEGE NOTES

Prof. Douglass conducts a Browning club each term.

Prof. Gaston is the teacher of letter writing. There is no more important subject.

Paper folding and calisthenics are two of the subjects Mrs. Olcott presents in the Training class for primary methods.

The Art Studio is the most attractive room about the college. Mrs. Hadley has there a charming collection of her work.

The C. N. C. offers opportunities for reviewing that are unexcelled. There will be classes for reviewing everything from geography to Virgil.

The law students hold a moot court each week. They derive much entertainment and much profit from the work. Prof. Gulley acts as judge of the court.

Miss Rogers, in addition to her class work in Oratory, gives private lessons. She has several students now and will take more next term. Her work pleases.

The class in physical culture meets at 6:30 a. m. this term. That is a fine hour for exercise when the thermometer stands at zero. The class is large and enthusiastic.

Miss O'Connor has two vocal music classes this term. A change of song books was made at the beginning of the term. The new songs add interest to the recitations.

The new catalogue and index of the College Library are nearing completion and will be ready for use the spring term. The making of the index was a great task. It contains 12,000 titles and these have been arranged alphabetically to the second letter.

There are now two pianos in the chapel. The Knabe grand is reserved for accompaniments and solos. The other is used for physical culture, for the orchestra, etc.

The Reading Circle classes are taught by Professors Spillmann, Ratliff and Fleshman. Prof. Spillmann has the class in history and the other two unite their powers on Sanitation and Decoration.

The boarding houses for students in Danville are all in private homes. Our students do not board in hotels or public restaurants. There will be ample accommodations for all, during the spring term.

Prof. O. Q. Martin has moved his family to Danville and now lives at home, two blocks north of the college. Mrs. Martin and the two children are welcome additions to the college community.

Prof. James L. Clark is in charge of the Junior Law class the first half of the present term. He was the head of the School of Law from its organization until a few years ago. It seems like old times to see him about the college again.

Few colleges have enrolled as many teachers as the C. N. C. As a rule these teachers have been successful in the school room. Every class here is a training class for teachers. Teachers who have been well taught will teach well.

Prof. Kollmeyer is a first violin player in the Symphony Orchestra of Indianapolis. He goes once each week for rehearsal. He is a most skillful performer. His students make rapid progress. He gives lessons on any band or orchestral instrument.

A complete catalogue of the graduate of the C. N. C. will soon be made. It will give the name of each graduate, the course he completed and the year of his graduation. The college has issued over 2,000 diplomas. This catalogue will not be for publication but for use in the college office.

Students desiring to pass the county examination in Danville can have their manuscripts sent to their home superintendent or to the state superintendent. The secretary of the college personally identifies each applicant to Superintendent Hostetter, so that there is no opportunity for fraud. Under such circumstances there is no reason why any superintendent should refuse to receive manuscripts.

The attendance the spring and summer terms will surely be large. Since Christmas the college mail has indicated an unusual interest on the part of the teachers of Indiana, Illinois, Kentucky and Ohio in spring and summer work. The college will be ready for all who come. Very few teachers will want work that cannot be provided. One thousand can be accommodated. We invite each reader of this paper to come and bring his friends.

The lecture course offers an unusually attractive number to the spring term students. This is a lecture on Liquid Air and Wireless Telegraphy. It will be worth a term's tuition to see the experiments with liquid air. Few have had an opportunity of seeing this wonderful liquid, and to all of us it seems an impossibility to make liquid this invisible and almost insensible matter we call air. A student who has not yet decided what college to attend, might well decide in favor of the C. N. C. on this account. This would justify an additional outlay for traveling expenses, should that be necessary to bring you to Danville.

Mrs. Olcott's class for the training of teachers in primary methods is one of the greatest successes of the college. She presents ways that experience has shown are practical. Her students at once put them into practice in their schools. One who has been in this class will be at no loss for means to keep the little folks busy and hence to keep them interested in the school. Many consider this one class worth all the time and expense of a term. Her plans are fully developed by using a class of small children. The teacher who sees Mrs. Olcott teach children will know exactly how to proceed.

### Dr. Hale on the Revolution.

Dr. Edward Everett Hale's "Memories of a Hundred Years" naturally contain things he heard as well as things that he saw. The serial publication of these articles in THE OUTLOOK is attracting general attention. They have a wealth of anecdote about old days. Dr. Hale believes that he saw Lafayette, has had Nathan Hale's cap on his head, and has talked with several men who had personal knowledge of Washington and could tell of Revolutionary incidents. The third installment of the Memories, which has just appeared, is largely devoted to semi-historic, semi-traditional matter of this kind, and has many unusual portraits and reproductions of old prints. The editor of the QUARTERLY counts it a rare pleasure to have heard Edward Everett Hale preach several times, and once to have heard him read, before the faculty and students of Boston University, his entire book, "My Double, and How He Undid Me."

OUR graduates are in demand. We do not promise positions; yet we are all the time receiving calls for teachers, book-keepers and stenographers that we are unable to supply.

April  
1902 (11)



April 1902

### THE GREAT FUTURE.

The sweetest song has not been sung,  
Nor has the loudest bell been rung;  
The brightest jewel still lies deep,  
The fairest rose is yet asleep;  
The greatest ship has never sailed,  
The highest mountains are unscaled;  
The largest house of brick and beam  
Is but the vision of a dream.  
The swiftest locomotive, too,  
Has yet to show what it can do.  
The richest mine is still unknown,  
The airship's but a monstrous drone;  
The telegraph is still afraid  
To span the wide world without aid.  
Point out the man who'll say to you  
All the electric mind will do.  
The greatest city still shall rise—  
Ah, who shall solve the mystic skies?  
Niagara's falls remain unchained,  
The Arctic's spheres have not been gained;  
The steamer, submergely plied,  
Is anchored fast in fancy's tide.  
The world's great plans have not been  
heard;—  
And Peace, today, is but a word.  
Think, then, ye men of little worth,  
Who say there's naught to do on earth.  
—M. A. KAY in Success.

### THE PRIMARY TEACHER.

BY MRS. E. E. OLCOTT.

Some one has said that ideals are more powerful than ideas. One aim in the primary work presented at C. N. C. is to awaken or to increase appreciation of high ideals in teaching. "The common schools are the hope of our country" and "the teacher is the soul of the school;" some schools have great souls and others have souls so small with outlooks so narrow that they afford little room for the country's hope. The college seeks to widen the teacher's horizon, to enable him and her to rise above the common place, to feel that a teacher's certificate is akin to a soldier's commission—that it is a commission to serve one's country in the great army of Peace.

"Is thy straight horizon dreary?  
Is thy feeble fancy chill?  
Change the feet that have grown weary  
For the wings that never will."

The driest lesson in spelling may become a lesson in psychology—a study of the soul, to the teacher who sees the ideal in the common place.

But as thoughts to be effective must be crystalized in deeds, so ideals should be followed by definite, practical ideas. Ideas make the school room a fortress, a castle, not a prison from which pupil and teacher gladly escape.

"We are the heirs of all the ages" and we come into our inheritance by possessing ourselves of the knowledge gained, the discoveries made by the great teachers of the past. In the primary work the Central Normal College seeks to make the student acquainted with the great underlying principles, the methods, the devices used by the leading educators of the present day. Every subject studied in the primary grades receives attention. In reading, the various methods, as the word, the sentence, the phonic, interpretive, and the rational are discussed and illustrated. In number work, language, and geography similar plans are pursued. Seatwork receives special attention. Lessons in the various subjects are presented, discussed and illustrated by means of model classes of little children.

Indeed every thing is done to make the student familiar with the new education, that in which the three R's—the readin', 'ritin' and 'rithmetic—of yestern time has given place to the three H's—the head, the hand and the heart teaching of today.

### Central Normal College Graduates.

Our graduates are our pride, and their work and their influence are our only endowment. We pride ourselves upon being a self-supporting institution, and attribute chiefly to this fact our success in instilling into our students those qualities necessary to make them independent. To the psychologist it is not a mystery that the man that lives his college

April 1902

life in an atmosphere of charity and state aid should look to these and learn to lean upon something not himself. Certain it is, and equally natural, that the young man or woman educated in a self-supporting institution will himself be self-supporting. That school is the best school that best gives to young men and women the ability to wrest success from this hard old world. If a majority of the graduates of an institution are successful in all honorable callings,—then that institution needs no further evidence of its merit. This is the standard according to which we beg to be judged. Our graduates number more than a thousand. They are found in every state in the Union, and in almost every country in the world. Nine out of every ten are leaders in any work that requires vim, energy and ability. It has become almost proverbial that a C. N. C. graduate can do creditably whatever he undertakes.

Our diplomas are just as valuable and as eagerly sought as those conferred by other institutions at a much greater cost to the student of time and money. By continuing in session almost the entire year we enable the student that finds it necessary to economize to complete his course at a great saving of both time and money, and not at the expense of thoroughness. You will find our graduate as college president, city superintendent, high school principal; as lawyer, doctor preacher; as honored and influential members of both state and national legislatures; as leader in banking and business; in fact, in all honorable vocations our graduates will be found side by side with those of heavily endowed sectarian and state institutions. We are distinctively the school for the masses. Our peculiar field of labor is with the poor, hard-working boy or girl that desires a college education at a minimum expenditure of time and money. As a rule, our graduates go from us hard-working,

moral men and women, able and anxious to influence the world for higher and better life. This, our excuse for being, is the explanation of our success.

### A Drink of Good Water.

This is not a temperance plea and you need not skip it.

Two thousand years ago the City of Rome built an aqueduct many miles in length to supply the city with good water. Greater New York is expending many millions of dollars in constructing the great Croton Dam to collect surface water for that thriving community of three millions of people. Chicago, at an expense of millions, cut the drainage canal to prevent the pollution of Lake Michigan, the city's source of water supply. Health boards everywhere give more attention to this subject than to any other.

Danville is the only college town, of which we know, with a faultless water-supply, from flowing artesian wells. Some towns and cities have a partial supply from wells, but in time of fires and long droughts turn in river or creek water. There is no such provision in Danville. The wells supply much more than can be used. The water is as nearly perfect as water coming from the earth can be. It does not come in contact with the air until drawn from the faucet, and there is no possibility of surface contamination. In the college hallway and in nearly every house in the town this precious beverage can be secured at all times, free of cost. Typhoid fever and kindred disorders are impossible when the water is good. Come and drink with us.

Look over our long list of classes for the Spring and Summer Terms and make out your program.

ALL our Browning students will be interested in the article, "Browning in Venice," in the February *Century*.



April 1902

# THE NOGOOD CROWD AND THEIR TOWN.

[Although it is easy to criticise the following verses it must be admitted that they are suggestive.]

My friend, have you heard of the town of Nogood.

On the banks of the River Slow,  
Where blooms the Waitawhile flower fair,  
And the Sometimeorother scents the air,  
And the soft Goeasys grow?

It lies in the valley of Whatstheuse.

In the province of Letherslide,  
That tired feeling is native there,  
Its the home of the reckless Idontcare,  
Where the Giveitups abide.

It stands at the bottom of Lazyhill,

And is easy to reach, I declare,  
You've only to fold up your hands and glide  
Down the slope of Weakwill's toboggan slide  
To be landed quickly there.

The town is as old as the human race,

And it grows with the flight of years,  
It is wrapped in the fog of idlers' dreams;  
Its streets are paved with discarded schemes  
And sprinkled with useless tears.

The Collegebredfool and the Richman's heir  
Are plentiful there, no doubt.

The rest of its crowd are a motley crew  
With every class except one in view—  
The Foolkiller is barred out.

## FACTS TO NOTE

In selecting a school:—

1. The Central Normal College has an enviable history. No normal school in the country stands higher with the educational public.

2. The Central Normal College maintains an able and efficient faculty of men and women of national reputation—authorities on the subject they teach.

3. The Central Normal College sustains both beginning and advanced classes in almost every common school, high school or college branch, and divides a class when it is too large for students to receive individual attention.

4. The Central Normal College provides, without extra cost to the student, ample apparatus and an excellent reference library.

6. The Central Normal College admits the student to more departments on the

payment of one tuition than any other school in the world. No extra charge except for band, orchestra, moot court, and private lessons; and no incidentals.

6. The Central Normal College stands well at home. Its local patronage proves its merit. Indiana is its best State, Hendricks its best county, and Danville its best town.

7. The Central Normal College guarantees its students good board, commodious rooms and able instructors—at a minimum of expense.

8. The Central Normal College makes no discriminations in favor of wealth or position. It counts nothing for a student but merit, nothing against him but failure.

9. The Central Normal College stands on its merits. Its students are its staunch supporters; their influence is its splendid endowment.

10. Our students are from many states and sometimes from foreign countries.

11. Our students come from good families and good homes. They are earnest and upright, industrious and self-supporting; they know the value of time and money, and appreciate a school whose basic principle is economy.

12. Our students room in private families under the refining influence of the home. They can thus be healthier and happier, learn more and live longer, than when promiscuously packed in dingy dormitories.

13. Our students can enter at any time, select their own studies, and count their credits on a course. They are not compelled, merely for the sake of routine, to take over studies in which they are already proficient.

14. Our students all maintain pleasant relations with both faculty and citizens as well as with one another. If one gets sick, which rarely occurs in this locality, he is carefully provided for.

15. Our students, mostly self-support-

April 1902

ing, come with a definite purpose and work toward a definite end. They thus accomplish from a third to a half more than those that are sent to school.

16. Danville, forty minutes west of Indianapolis, on the Big Four, is easily accessible from all points.

17. Danville is known all over the United States as "that beautiful little city without a saloon."

18. Danville is the place where farmers can send their boys and girls and know that they are safe.

19. Danville has six churches. The Masons, Odd Fellows, Knights of Pythias and Modern Woodmen all have strong and growing organizations. No town in the United States has a better moral and religious atmosphere.

## Danville and How to Reach It.

Danville, the county seat of Hendricks county, is in every respect a model college town. There is not a more healthful locality on the globe. One may visit a hundred health resorts without finding water equal in medicinal qualities to the city water from the Danville overflowing wells. In summer, Danville's beautiful streets and luxurious shade present a picture to be proud of. Danville is known everywhere as "that beautiful little city without a saloon." Its morality, hospitality and intelligence make it peculiarly fitted for a college town. Parents that send their sons and daughters here may know that there is no place where they could be freer from temptations and distracting influences.

Danville is on the Big Four railroad, only twenty miles west of Indianapolis. The Big Four goes almost everywhere. Go to the nearest Big Four station and buy a ticket direct for Danville.

COME over for our Spring and Summer Terms, April 1 to August 1. If we don't have what you want we'll get it for you.

## College Days and College Ways at C. N. C.

LOTTIE GARNER SOUTH.

"I love to look out o'er the earth and the sky,  
For nature is kind and seems lonely as I."

Come with me, dear old college friends, and let us steal a while away from the busy world and spend a quiet hour in recalling "college days and college ways at C. N. C."

Fondest memory always lingers about the most pleasant scenes of life; thus it is that we love to recall the pleasant days at C. N. C.; we love to ponder over its teachings and principles, and resolve to be more and more guided by them in the future.

But, perhaps some one will ask, why are they so important? To many the first responsibilities of life rested upon them at C. N. C.; as well as the first time to be away from friends and home and entirely among strangers.

But how long were we strangers at Danville? Only a very short time; we were met by the president and other teachers with kindly smiles and words of welcome; the town people opened wide their homes and bid us dwell with them; the ministers came, asking us to their places of worship; the societies desired our presence with them; old and new students were equally anxious to form our acquaintance; daily we added to our list of friends, until as we entered class rooms or sat in our own rooms we beheld smiling faces and were greeted with a glad good morning. Work goes on at C. N. C. as in one loving family.

And what do we accomplish? From each daily lesson we gain many new truths and good thoughts that aid us in our journey of life. From General Ex. we received many encouraging words that often caused hope to take the place of fear and discouragement. At reunion we were much pleased, listening to excellent programs, meeting new and old



April  
1902

friends and enjoying a few pleasant hours together.

All these influences as well as many others of C. N. C. have caused many tears to be wiped away, many of the fallen to be raised, and many who came to scoff to remain and pray; each word and each act left marks.

From the roll of C. N. C. students are many names which deck the pages of fame in all professions of life. It is true that some will never be heard of by the world, but be like the little flower that blooms and wastes its sweetness on the desert air.

In each one there lies a strength and a weakness, yet all who have tried, and will continue to try, may gain much from "college days and college ways at C. N. C.

### Central Normal College for Oratory.

#### SPRING AND SUMMER TERM.

We offer a concise yet thorough course in Oratory embracing the fundamental principles of the theory and practice in the essentials of public speaking. This includes breathing exercises, articulation, pronunciation, vocal culture, technique and voice building. Physical exercises are given for the highest possible development of the body.

Each term at least four orations from the best authors are studied according to definite analysis of thought and expression. Once each term each student prepares and delivers for criticism an original oration. One day of the week the class hour is devoted to public speaking. The student is given ample opportunity for practice in recitation, and forensic oratory.

Gesture work receives attention. One recitation of each week is devoted to the study of the body as a means of expression. Ample time is devoted to the Delsarte exercises to acquire power, flexibility and grace of bodily action.

The course in Physical Culture is thorough and includes training in Aesthetic Gymnastics, Marching Calisthenics and a complete series of exercises in free gymnastic work.

### Will the Philippines Pay?

Senator Bacon, of Georgia, who has just returned from a tour of study in the Philippines, has written for the SATURDAY EVENING POST, of Philadelphia, a valuable paper on the business aspect of our insular affairs. He comes to the conclusion that our account with the Philippines must, for an indefinite time, be on the wrong side of the ledger. This article appeared in the issue for February 22.

Before taking up any special line of study—mathematics, for instance—make up your mind, at the outset, that you will persevere until the subject is thoroughly mastered. Do not drop it because it proves so much more difficult than you thought it would be. Do not be discouraged because you have to spend so much more time in trying to solve your problem than you anticipated. Persevere and you will not only master a branch of knowledge that will prove invaluable to you in the affairs of life, but you will also have clarified and enlarged your mind and made it much better fitted to cope with other things. —"Success" for February.

The corner stone of character, that on which the whole edifice is to rest, must be truth. Be truthful in word and deed and act, faithful to your conception of right, and you can no more help building a noble character than the earth can help revolving in its orbit. A boy who has the courage to tell the truth under all circumstances, even when it may appear to be to his own disadvantage, will never do a mean, unmanly, or dishonest thing. He will not stoop to do anything questionable, no matter what material gain it may promise.—February Success.



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