

Central Normal College



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Central Normal College

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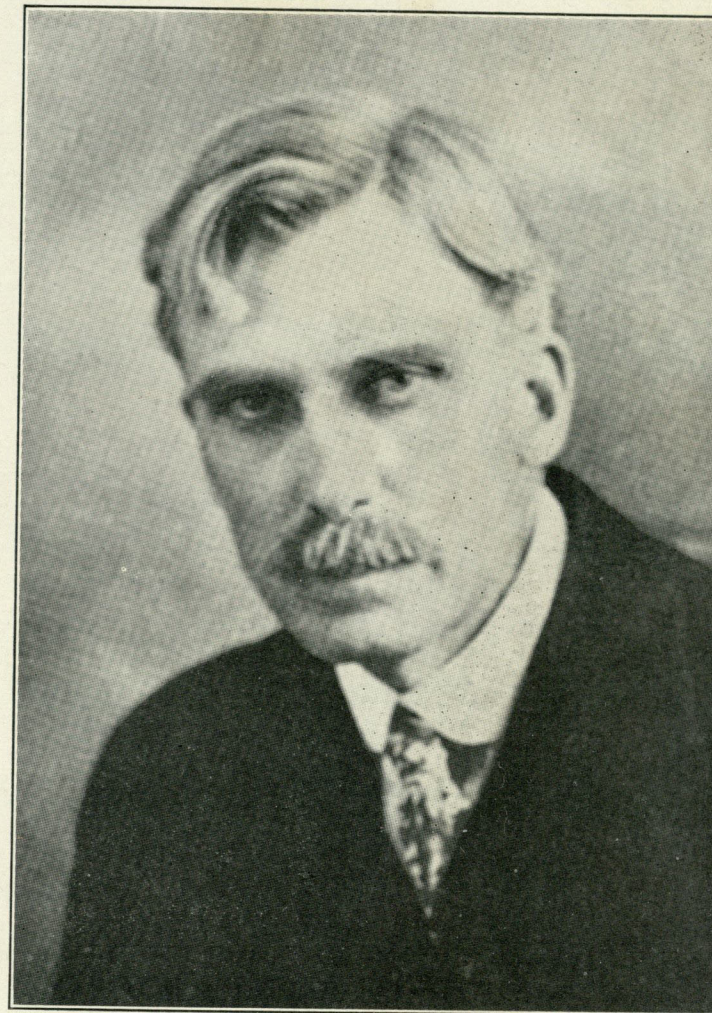
Indiana Standard Normal School



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G. W. DUNLAVY
President Central Normal College 1906 - 1909

DEDICATION

In the midst of the struggling years, with all the changes that have been wrought, the admiration and memory of the Central Normal College for President G. W. Dunlavy has been held in sacred reserve to crown his life with honor and good will. In person he has long been absent, but in the vital elements of life, in the character of this school, and in the stability of this community he has always been with us. The light of his torch has been the guiding star for those who knew him. He brought our school to one of its highest peaks. He set our standards for character and endeavor, we commend him to a new generation of seekers after truth and knowledge and as a small token of appreciation for his past services, we sincerely dedicate this catalog to him.



TRUSTEES OF CENTRAL NORMAL COLLEGE
 DR. W. T. LAWSON FRANK ROBERTS ALLEN J. WILSON
 J. D. HOGATE O. G. GULLEY, PRES JOHN TAYLOR
 C. W. GASTON, SEC.

To High School Graduates

—ooo—

ONE of the greatest decisions you can make is to begin a college education and one of the most important events in your life is to successfully complete it. It is the beginning of an investment that can not be taken from you. It is yours forever and will yield you an income any time it is used. The better you invest in education the greater will be your income. Four years of College work can not be excelled as a life investment.

Why not begin now? All you have to do is to decide what you want to be and then go to work to achieve that ideal. What others have done, you can do. Faith, supported by earnest effort will make your ideal possible.

If there is a will, there is a way. Poverty can not keep the determined student from getting an education. Many of the most successful students work their way through school. Central Normal College does everything possible to help them. The members of the faculty are always ready to assist their students.

There has never been a time in the history of our country when the need was greater for men and women who are properly trained to meet complex problems of life. Our nation is passing through a crisis which has been largely determined by the social, political, economical and spiritual influences which are operating in the nations of the world as well as in America. In fact an analysis of American life shows that it has become so complex that it can not be properly controlled or directed unless the problems of life operating in other nations which influence our own national life are thoroughly understood.

To emerge from the present situation we must understand how the influences operate which produced it, how they can be properly controlled, and at the same time develop that type of leadership which will achieve the right thing at the right time. This is the mission of the properly trained teacher. She has a double duty. She must be capable of analyzing the present complex problems of life and at the same time she must inspire her pupils to do only those things which will contribute to the greatest good of their fellowmen.

The need for properly trained teachers is great. Some people believe we have more teachers now than we need. That is true but we have never had too many teachers who were properly trained and who had the ability to properly inspire their pupils. Every teacher should be properly trained. What are you going to do? Increase your value as a teacher and leader in your community. Competition is keen and school officials have plenty of teachers from which to select. They are selecting the best. You had better make your training equal to or better than the best trained teachers and you will always be assured of a good position.

We have helped 50,000 students begin their preparation for life. Come to Central Normal College and let us start you on the road to success. Our graduates are or have been represented in most of the vocations of life, including teachers, principals, superintendents, professors, college presidents, lawyers, doctors, judges, representatives, senators, ambassadors, state superintendents, U. S. Senators and many others.

A comparison of 37 institutions that trained Indiana teachers shows that Central Normal College ranked third in the number of principals and superintendents, sixth in total numbers of teachers and third in the number of years its graduates remain in the teaching profession.

A study of Whose Who in America made by Peabody College of the teacher training schools shows that the Central Normal College ranks second in Indiana.

Our graduates are in demand. They get positions and are successful.

Make your decision. Come to Central Normal College and realize it.

The Ethical Status of Central Normal College

Central Normal College is a non-denominational institution. Though in no way affiliated with any particular church, it has always identified itself with the high standards of religious and moral life. The Bible has always been held in highest reverence, not only because of its supreme place in Literature, but for its religious and ethical value.

Everything possible is done to throw about the student those influences that will enable him to build for himself a character that is sure to wield in the school and community that he serves an influence for the best moral life.

Recognizing the importance of the Church and Sunday School, students are urged to attend those of their choice at least once on each Lord's Day. Central Normal College has always held the most cordial relationship with the Churches of Danville. Their pastors frequently conduct our devotional services at Chapel on Tuesday Morning.

Those responsible for the young people who leave home for the first time to enter College, recognize the importance and value that this institution ascribes to the religious and moral life. With the wise this is a matter of first importance. Many young people come from religious homes, and have established high ideals of life. This school seeks to maintain these high ideals and discourages whatever may impair or destroy them.

The good teacher is a servant of the highest order. The great ethical idea of Service whose touchstone is love as embodied in the Great Teacher is most earnestly commended. The courses in the Old and the New Testament are open to all College students and have proven to be helpful factors in the building of godly lives.

At its regular meeting, March, 1932, Central Normal College was re-accredited as a Standard Normal School for the following courses:

A—Elementary Teachers' Courses In:

Primary
Intermediate
Grammar Grade

Note: Any of above license qualifies for Rural School.

B—Regular High School Teachers' Courses In:

English
Mathematics
Sciences, Options, 1, 2,
Social Studies, Options, 1, 2, 4
French
Latin
Commerce
Music
Art
Physical Education and Health

C—Special High School Teachers' Courses In:

Music

Special Elementary Teachers' Course In:

Music

FACULTY

WALDO WOOD, Ph. D.

President, and Professor of Psychology

Graduate of the Scientific Course, Central Normal College 1910 and the Classic Course 1911; Graduate of Indiana State Normal School 1914; A. B. Central Normal College 1915; A. M., University of Wisconsin 1917; Graduate work at California University 1927 and Stanford University 1928; Ph. D. Degree at Indiana University 1931. Research student under Dr. Sears and Dr. Terman of Stanford University; Rural and grade teacher for five years; High School Principal for fifteen years; Summer Instructor at Central Normal College 1922-1928; Vice President Central Normal College 1928-1929; President 1929—Member, Pi Gamma Mu, National Social Science Honor Society and Phi Delta Kappa, National Educational Honorary Fraternity.

N. W. PINKERTON, Ph. M.

Dean and Professor of Education

Graduate of Marion Normal College, A. B., degree; Graduate of the Teacher's Training Course, Tri State College, P. Bh. degree; Graduate (School of Education) University of Wisconsin, Ph. M. degree; Work toward the Ph. D. degree, University of Wisconsin. Teacher in the Rural School for two years; Grade Principal for one year; High School Teacher for three years; High School Principal for seven years; Superintendent of town school for three years. Research student under Professor M. V. O'Shea of the University of Wisconsin. Professor of Education and Dean of Central Normal College since 1927.

H. H. PLEASANT, A. M.

Professor of Education

Dean of Elementary Education and Student Advisor of the Elementary Education

Graduate of the Indiana State Normal School, and A. B. and A. M. from the Indiana State University; Superintendent of the City Schools of Crystal, North Dakota several years; County Superintendent of Crawford County for four years.

N. E. WINFREY, A. M.

Head of the Department of History and Social Science

A. B. William Jewell College; A. M. University of Chicago; two years graduate work in University of Missouri; eight years experience in public schools of Idaho and Missouri; Head Department of History, LaGrange College and Oklahoma Baptist University.

GEORGE H. REIBOLD, D. D.**Chaplain****Head of the Department of English**

B. S. and B. S. D., Moores Hill (Evansville) College; Graduate student, DePauw University. Head of Department of Education, and Professor of Homiletics, Moores Hill College; Dean, Union College (Kentucky); President, Ashland College; Superintendent, Dearborn County Vocational High School. For fifteen years Principal of High Schools. Holds First Grade Life Licenses in Indiana for: Superintendent, High School Principal, Elementary Principal, High School, all subjects, Grammar Grades, Primary, Rural School, these licenses countersigned in sixteen States. Member of Indiana Conference, M. E. Church.

BERTHA WATTS, A. B.**Assistant Professor of English and Education**

A. B. Hanover College, 1924; Special training in Education at Central Normal College; Graduate work at Indiana University on the M. A. degree; Teacher in Rural Schools; Departmental work in Public Schools; Teacher of English in High Schools; Assistant Professor of English at Central Normal College since 1925.

W. E. JOHNSON, A. M.**Head of Language Department**

Valparaiso University, Bachelor of Arts and Bachelor of Pedagogy; Indiana University. Master of Arts; University de Poitiers (Poitiers, France); Harvard University, graduate student, Sanskrit and Demitic Languages; three years graduate work; Phi Beta Kappa. Seven years teaching experience, in high school and Central Normal College. Graduate work on Ph. D. degree Indiana University.

LENA R. COLE, A. M.**Head of the Department of Mathematics**

Graduate of Central Missouri State Teacher's College. Student in Bible College of Missouri. B. S. and A. M., University of Missouri; one year's work toward Ph. D. University of Missouri; Principal of High School, Craig, Missouri. Head of Mathematics Department, Central College, Lexington, Missouri, 1920-22; Head of Mathematics Department, Hanover College, Hanover, Indiana and at Central Normal College since 1923.

MARY BARTON JOHNSON, A. B.**Professor in Typewriting and Shorthand**

Graduate of Amboy High School, Illinois 1923; Graduate of the College of Commerce, Illinois State Normal School, 1925; Advance work Illinois State Normal School, 1927; A. B. State Normal School, 1930; Head of the Commercial Department at the Crossville High School, 1925-1927; Summer Term Instructor in Typewriting and Shorthand at Central Normal College, 1930; Professor of Typewriting and Shorthand, Central Normal College, 1930. Graduate work on M. A. degree, Indiana University.

HARRIET DAY, A. B.**Head of Art Department**

A. B. University of Nebraska; attended Columbia University. Teachers' College, New York City; M. Julian Academy, under M. Jean Laurens, Paris, France; New York School of Applied Design; School of Industrial Art, Philadelphia; Cincinnati Art Academy. Head of Art Department Colorado State Teachers' College, Greeley; State Teachers' College, Maryville, Missouri; State Teachers' College, Washington and Kansas.

Granted leave of absence for Fall, Winter and Spring Terms.

ELMER J. EMIG, PH. D.**Assistant Professor of English and Journalism**

A. B., Central Normal College, 1932; A. M. University of Wisconsin, 1926; Teacher of English and History, Elwood Senior High School, 1922-1925; Professor of Journalism, Baker University, 1926-1927; Professor and Head of the Department of Journalism, University of Florida, 1927-1931; on exchange at Stanford University, 1931-1934; Head Professor of Journalism, University of Florida, 1932—.

PORTIA PARKER, M. D.**Head of the Department of Physical Education and Health for Women
Assistant Dean of Women**

B. S., Physical Education State University of Iowa; Iowa City, Iowa, 1923. Instructor in Physical Education in public school Iowa City, Iowa 1924. M. D., degree State University of Iowa, State Medical School, 1931. Interne, St. Marys and Merry Hospital, Oshkosh, Wisconsin, 1931-1932.

LOLA FAYE NELSON, A. B.**Assistant Professor in Art**

Graduate of Mace High School, 1915; A. B., Central Normal College, 1930; Student Indiana Teacher's College, 1921, and Blaker's Teachers College, 1929; Taught school seven years.

ORMA WEBER, N. M.**Head of Music Department****Professor of Public School Music, Voice, Instruments and
Theoretical Subjects****Dean of Women**

B. M., Michigan University, graduate work nearly completed for M. A., degree at Michigan University, Ann Arbor, Michigan; Special Student in voice with Mae A. Strong, the famous soprano, pianist and composer, James Hamilton and Nora Crane Hunt; Theory training with Otto J. Stahl and Hans Pick; Methods in Public School Music with the noted teachers, Juva Highee, Joseph E. Maddy and Daniel Mattern; Member of the University Choral Union, and soloist in Ann Arbor Baptist Church; Delta Omicron, National Musical; Instructor in Public School Music, Ann Harbor, Michigan.

SEWELL LEITZMAN, A. B.**Head of the New Department of Physical Education For Men and Athletic Director**

A. B. Central Normal College, 1930. Special training in Physical Education at Central Normal College, Butler University, Normal of American Gymnastic Union Hospital Training School of Great Lakes Naval School, Indiana University, Wittenburg College and Notre Dame University; Graduate Work at Indiana University. Twelve years experience as Coach; Formerly Coach at Central Normal College and Laporte High School; Had Teams at State Basketball Tourney Three Times.

Mr. Leitzman had his training from such men as E. O. Steihm, of Indiana University; George Lewis, of Wisconsin University; Everett Dean, of Indiana University; E. C. Hayes, former Olympic track coach; Z. G. Clemenger, of Indiana University; Doctors Spotts and Ocker, of Normal of American Gymnastic Union; H. O. Page, of Chicago University; Dr. Forrest Allen, of Kansas University; Glen (Pop) Warner, of Leland-Stanford University, and Father Vincent Mooney, of Notre Dame University.

LESLIE I. STEINBACH, A. M.**Head of Science Department
Dean of Men**

A. B., Indiana University, 1929; A. M., 1930. Candidate for Ph. D., Graduate work at Indianapolis 1931-1932 of Ph. D. degree. Commercial research, 1930-1932. Assistant Physics, University of Louisville, 1927-1928; Instructor, Summer School, 1928; Assistant Physics Department, Indiana University, 1929-1930. Major, Physics; Minors, Mathematics and Chemistry. Member, P. Gamma Mu, National Social Science Fraternity; Sigma Upsilon, National Literary Fraternity; Lota Sigma, National Activities Fraternity, Cum Laude; Phi Beta Kappa; Theta Nu Epsilon, Social Fraternity, Phi Alpha Nu, Social Fraternity; Indiana Academy Science, American Association for the Advancement of Science; American Association, Deans and Advisors of Men; Formerly Publicity Director, Ky., C. E. Union, 1928-1930; Past President State C. E. Union, Ky.; Director Summer Conference, C. E. Camp Boone, Ky; Member State C. E. Board of Indiana 1931-1932; Formerly editor of The Dial. Synod of Indiana's paper of Westminster Foundation.

LOUIS W. ARMSTRONG, M. D.**Professor of Anatomy, Hygiene, Health Education**

M. D., Graduate of Baltimore City College; Graduate of the University of Maryland, School of Medicine in 1900; Intern University Hospital, Baltimore Maryland 1900-1901; Assistant Chief Resident, Bay View Hospital, Baltimore, Maryland 1901-1902; Assistant Surgeon St. Francis Hospital, Breckenridge Minnesota 1902 to 1905; and chief surgeon, 1905 to 1912.

ADALINE WOOD, M. S.**Assistant Professor of English**

Graduate of Teacher Course Central Normal College 1909; Valparaiso University and Marion College; Graduate of Indiana State Normal School 1916;

A. B., Central Normal College 1929; M. S. Indiana University 1931; Taught in the Rural Schools and Grade Schools eight years; Head of History and Mathematics Departments at Forest High School, 1920; Head of History and Mathematics at Michigantown High School, 1914-1919, 1922-1927; Summer Instructor at Central Normal College 1922-1928. Member of Pi Lambda Theta, honorary educational.

GEOFFERY CARMICHAEL, A. M.**Assistant Professor of Commerce, Summer School**

Central Normal College 1920-22; Ball State Teachers College 1928; B. S. in Commerce and Finance, Indiana University 1929, A. M. Indiana University 1931; Taught three years at Frankfort, Indiana; Three years at Shelbyville; One year in Commercial Department, Bloomington High School; Instructor in Accounting Indiana University 1930. Member of Beta Gamma Sigma; National Honorary Scholastic in Commerce; Alpha Kappa Psi, National Honorary Professional in Commerce; Phi Delta Kappa; National Honorary Educational; Graduate work on Ph. D. degree at Indiana University.

J. C. NELSON, A. B.**Assistant Professor of Biological Science**

A. B., Central Normal College; Student in Indiana State Normal School, Indiana University; Principal of Danville high school 1928-1929; Director of the Teachers' Training School in connection with the Summer School of Central Normal College; Science Instructor at Washington high school, Indianapolis; Graduate work on M. A. degree, Butler University.

F. ELMER MARSHALL**Assistant Professor of Dramatic Art and Public Speaking**

Graduate of Albion College, School of Oratory; studied with G. Paul Smith of New York, and Grant Stewart, Cumnook School of Oratory, Northwestern University; Lyceum and Chautauqua tours from Coast to Coast; Instructor in Teachers' Institutes; Formerly Professor of Public Speaking, Indiana Central College; Instructor in Dramatic Art, Arthur Jordan Conservatory of Music affiliated with Butler University; Instructor in Public Speaking United Y. M. C. A. Schools; Writer, and producer of Radio Dramas over Radio Stations WHAS WBOW, WFBM, WKBF, and WOWO. Professor of Speech Central Normal College Summer Sessions, 1930-31-32.

CHARLES L. RUBY, J. D.**Law, Summer School**

A. B. Central Normal College 1924; LL. B. Central Normal College 1926; M. A. Stanford University 1929; J. D. Olympic University 1931; B. S. Central Normal College 1931; Work at Ball State Teacher's College; Indiana University and California University; five years experience as High School Principal; three years experience Fullerton College, Fullerton, California; Life Member N. E. A. Department Secondary School Principals.

CHESTER J. ELSON, A. B.

Professor of Bookkeeping and Accounting

Graduate of Garfield High School, Terre Haute, Indiana 1923; B. S. Indiana State Teachers' College 1927 with Majors in Commerce and Physical Education; Winner of President Hines Award 1926 (The Athlete who earned the highest scholastic standing); Captain Football Team I. S. T. C. 1925; Graduate of International Accounting School; Special Auditor for the William H. Block Company, Indianapolis; Graduate work on M. A. degree, Indiana University.

A. A. McCLANAHAN, A. M.

Assistant Professor of Education, Summer School only

Graduate of the Scientific Course, Central Normal College 1908; Graduate of the Classic Course 1911; Graduate of the Indiana State Teachers' College 1913; A. B. Central Normal College 1915; M. A. University of Wisconsin 1917; Graduate work on Ph. D. degree at Indiana University. Grade teacher three years; High School Principal eighteen years; Summer School Instructor at Indiana State Teachers' College 1925; Summer School Instructor at Central Normal College since 1925.

C. R. LANDIS, M. S.

Assistant Professor of Social Science, Summer School only

M. S. Purdue University; A. B., Central Normal College 1924; Graduate Work at Indiana University; Principal at Fairland, Monitor, Dayton and Danville, Indiana; Director of the Danville Teachers' Training School since 1930.

FREDERIC WOOD, Ph. D.

Assistant Professor of Mathematics, Summer School only

Graduated from the Indiana State Normal School 1912; B. A. University of Wisconsin 1915; M. A., University of Wisconsin, 1916; Ph. D., University of Wisconsin 1923; Taught in grades and high school 1909-1914; Instructor University of Wisconsin 1915-1923; Professor of Mathematics, Indiana State Normal Schools, Lake Forest College, Georgia Wesleyan College and Hamline University; Sigma X, Gamma Alpha; Member of American Association for the Advancement of Science, American Mathematical Society, Mathematical Association of America and American Association of University Professors.

WALTER MOHR, Ph. D.

Assistant Professor of History and Social Science Summer School only

Scientific and Classic Graduate of Central Normal College; A. B., Swarthmore college; M. A., Pennsylvania College; Ph. D., Pennsylvania University 1930; Taught in both grades and high school; Professor of History in George School, George, Pa.

FLOYD McMURRAY, M. S.

Assistant Professor of Geography, Summer School only

M. S. and A. B., Indiana University; Principal of Jefferson high school 1923-

1925 and Superintendent of Thorntown schools 1925-1929; County Superintendent of Boone County Schools 1929.—Traveled in Europe and Old Mexico. Lecturer.

F. C. LEMLEY, M. S.

Assistant in Education, Summer School only

M. S. in Education Indiana University 1930; A. B., Central Normal College 1924. Graduate Van Buren Tp. High School 1921. Teacher of Rural School one year; Instructor in High School one year; Assistant Principal Fountain City High School two years; Principal New Winchester High School Hendricks County; Maxwell High School, Hancock County and Union Tp. High School Rush County, Indiana. Member State Committee on Reconstruction of Curriculum in Mathematics 1928. Assistant Instructor C. N. C. Summer School 1930-32.

HARRIET GRIMES

Assistant Professor of Reading and Phonics, Summer School

Graduate of Catawissa High School in Pennsylvania, 1922; Attended Central Normal College since 1922; Taught school seven years; Critic Teacher at Anderson, 1928-1930; Special Training in Reading and Phonetics; Summer School Instructor in Primary Reading and Phonics.

HUGH WASKOM, Ph. D.

Assistant Professor of Psychology, Summer School only

Ph. D. Indiana University 1930; A. B., Indiana University 1922; A. M., Indiana University 1928; Assistant in Psychology Indiana University 1928-1929; Assistant to Dr. Young Indiana University Summer 1929; Elected to a Graduates Fellowship 1929-1930; Elected Professor of Psychology State University of Florida.

CLAUDE G. LAWLER, A. M.

Assistant Professor of Education and English, Summer School only

M. A., Wisconsin University 1928, Major Education; Graduate Scientific Course, Central Normal College 1910, Classic Course 1911; A. B., Central Normal College 1923; Principal of New Augusta high school 1926-1927, Otterbein 1927-1928, Jamestown 1928-30, Winchester 1931—.

GEORGE W. MARTIN, Ph. D.

Assistant Professor of Biology, Summer School only

B. S. Wabash College; Ph. D. Indiana University; High School Principal, Bluffton and Monticello, Indiana; Professor of Biology in Shortridge High School Indianapolis; Head of the Department of Biology, Vanderbilt University, Monmouth College, and Washington and Jefferson College. Research work at Cornell University and Marine Biological Laboratory, Woods Hole, Mass. State

Entomologist and Plant Pathologist of Tennessee; Professor of Biology at Summer School, Kansas State Teachers' College. Investigator of Plant Diseases for Bureau of Plant Industry U. S. Agriculture Department, Summer Schools from 1918 to 1926.

EVERETT CASE

Assistant Professor of Athletics and Coaching Summer School only

Illinois University 1918; Wisconsin University 1920-1924; Iowa University 1925; Central Normal College, 1928-1930; Director of Athletics at Connersville, Smithville, Columbus, and Frankfort.

MARTHA HARVEY KING, B. M.

Professor of Voice and Piano

B. M., Metropolitan School of Music, Indianapolis, Indiana; Graduate of Public School Music Course under Professor Fred Luscomb, Central Normal College, Danville Indiana, Special Student five years in Voice under Edward Nell, head of the Voice Department, Metropolitan School of Music; Special Student one year under William Beard, Baritone, Chicago, Illinois; Special Chorus Training one year under Grant Schaefer, Northwestern University Music School, Evanston, Illinois. Member of Evanston May Music Festival 1916. Instructor in Public School Music two years and Instructor in Voice for six years. Special Work at Drake University, Des Moines, Iowa. Fifteen Years of Experience in Public and Professional Work. Member of Mu Phi Epsilon, National Honorary Musical Sorority.

BLANCHE MCNEELY WEAN, M. A.

Head of the Department of Commerce

Assistant Dean of Women

Blanche McNeely Wean, graduate of Bloomington High School, 1919; B. S. in Commerce from Indiana University, 1923; work in Indiana University summer of 1924; commercial teacher in Mt. Carroll, Illinois, 1920-21; Bloomington High School, 1921-22; Jefferson High School of Lafayette, 1923-26; School of Commerce of Indiana University 1930; Bloomington High School 1931. Member of Pi Lambda Theta, honorary educational. M. A. in Indiana University, 1932.

CHARLES ADAMS FISHER, Ph. D.

Assistant Professor of Commerce, Summer School

Charles Adam Fisher, Ph. B., Lebanon University; B. A., Yale University; A. M., Susquehanna University; Ph. D. Christian College (Ia.); Doctor of Business Administration, Thiel College. Teacher, Principal and Supervising Principal in Pennsylvania public schools for thirteen years. Organizer and Head of the Department of Business Administration and Commercial Teacher Training, Susquehanna University, 1920-1930; Professor of Business Administration, Susquehanna University, Summer Sessions, 1920-1931; Head of the Department

of Business Administration and Commercial Education, John B. Stetson University, since 1930. Professor of Commerce, Central Normal College, summer of 1932. Member of Pi Gamma Mu (Regional Chancellor for the Southeastern States), Acacia Fraternity; Eastern Commercial Teachers Association; Pennsylvania State Educational Association; Florida State Educational Association; American Association of University Instructor in Accounting.

C. R. MAXAM

Director of Teacher Training

Graduate of Central Normal College; Indiana State Normal; Indiana State Teachers College; Graduate work Wisconsin University and Indiana University; Taught in Rural Grade and High School; Critic Teacher, High School Principal and Superintendent; Instructor in Normal School, College and University; Director of Teacher Licensing, State Department of Public Instruction.

L. N. BLUE, Ph. M.

Assistant Professor of Psychology, Summer School

A. B., Central Normal College, 1924; Ph. M., (School of Education) University of Wisconsin 1931; Teacher in grades two years; High School teacher two years; H. S. Principal twelve years. Special research under Dr. J. G. Fowlkes, University of Wisconsin. Principal of the Amo Schools, Amo, Indiana.

HARRY H. HAYS, M. A.

Assistant Professor of History, Summer School

Graduate of Bloomington High School 1914. Attended Central Normal College spring term 1914. A. B., Indiana University 1928; A. M., Indiana University 1932. Rural teacher three years and grade teacher four years. High School teacher six years at Smithville, Indiana, and Principal two years. History and English instructor at Arzback, Germany, 1919. Principal at Center Grove 1931. Special research at Indiana University in Public School Finance and Education.

J. P. GIRARD, M. A.

Assistant Professor of Education and Science, Summer School

M. A., in Public School Administration, Columbia University 1931; B. S., in Agriculture, Purdue University 1913; Graduate Work in Education, Purdue University; Graduate of Burnettsville High School. Alpha Zeta, Honorary Agricultural Fraternity; Alpha Gamma Rho, Social; Indiana Schoolmen's Club. Research and Survey Work under Dr. Carter Alexander, Columbia University; Principal of Schools at Chalmer and now at Pittsboro.

MARJORIE DEAN GASTON, B. M. A. B.

Assistant Professor of Voice, Violin, and Public School Music

Attended Oxford College for women one year, received A. B., degree from Central Normal College in 1927, and received the degree, Bachelor of Music at

DePauw University in 1930. Seven years of study and research in public school music, theory, methods, violin and pipe organ. Special training under noted musicians such as Van Denman Thompson, Harold Owen, Howard Barnum, Rowland Leach, Henry Kolling, Vernon Sheffield, Kenneth Umfleet and Dean McCutchan. Member of the American Guild of Organists and Mu Phi Epsilon, a National honorary musical sorority.

DAVID EDWARDS, Ph. D.

Professor of International Relations

Degrees: A. B., M. A., and Ph. D. Experience: Public Schools and Ex-President of Earlham College. Executive Secretary of the Indiana Council on International Relations.

Dr. Edwards has traveled extensively in Europe with the Sherwood Eddy Party, visiting England, France, Switzerland, Germany, Russia, Czechoslovakia, Italy and Roumania. Institutes were held for a party in each country and the leading men of each country presented the state of affairs in their respective country.

Dr. Edwards has attended sessions of the League of Nations, Congress of the International Labor Organizations, the Armament Conference and various other conferences held for the purpose of trying to make secure the peace and safety of the world.

FOREST FARRIS, M. A.

A. B., Central Normal College 1916, A. M., Indiana University 1931. Grade teacher, high school teacher. Graduate of Standard Normal Course and Liberal Arts Course at Central Normal College with the A. B. degree in 1916. Teacher in grades and high school and summer instructor at C. N. C. 1932. Superintendent of the Campbellsburg Schools.

Summer Teachers (1929-1932)

Dr. Charles Fisher	Commerce
Dr. Frederick Wood	Mathematics
Dr. Walter Mohr	Social Science
Dr. George W. Martin	Biological Science
Dr. David Edwards	Social Science
Dr. Elmer Emig	Journalism
Dr. Hugh Waskom	Psychology
Dr. Charles Ruby	Law
C. R. Landis	Social Science
Geoffrey Carmichael	Commerce
Harriett Grimes	Reading
Everett Case	Basketball

Roy Beldon	Mathematics
Forrest Faris	Education
Nile Blue	Psychology
Charles Belles	Social Science
Grace Humphreys	Music
Agnes Newbold	First Aid
Fred Du Pont	Penmanship
Harry Hays	Science-Mathematics
Winifred Sanders	Physical Education
James E. Moore	Mathematics
Lora Fravel	Mathematics
Arle E. Fravel	Social Science
Edgar Mounts	Education-Mathematics
Claude Lawler	English
A. A. McClannahan	Psychology
Roy Williams	Penmanship
Irene Robbins	Primary Methods
F. G. Lemley	Education
Floyd McMurray	Geography
H. M. McCullough	Education
Ira Conner	English
Ethel Lemmel	Physical Education
Cora May Baldauf	Physical Education
Edith W. Prather	Typewriting
Eldon Dittmore	Commerce
Olive M. Grimsley	Music
Homer Broadus	Band Director
Faye Wheeler	English
Helen Coble	Music
Avis Walls	Music



Teacher Training

OBSERVATION AND PRACTICE SCHOOLS

APPROVED CRITIC TEACHERS

DANVILLE

C. R. LANDIS, Principal of Danville Schools, A. B., Central Normal College, M. S. Purdue University; Teaching Experience, 22 years. **Social Sciences.**

WILLIAM WARD, A. B., Franklin College; Teaching experience, 17 years. **History.**

RUTH MARTINDALE, A. B., Butler University; M. S. Indiana University; Teaching experience, 9 years. **Physics, Chemistry and Biology.**

KATHRYN LUCK, A. B., Indiana University; Teaching Experience, 10 years. **English and Latin.**

WALTER SHELTON, A. B., Central Normal College; Teaching Experience, 5 years. **Manual Training.**

JAMES E. MOORE, A. B., Central Normal College; Teaching Experience, 10 years. **Mathematics.**

WYNONA STUART, A. B., Central Normal College, Teaching Experience, 10 years. **English and Dramatic Art.**

MARGARET SCEARCE STILLWELL, B. S., Purdue University; Teaching Experience, 8 years. **Home Economics.**

C. J. ELSON, A. B., State Normal; Teaching Experience, 5 years. **Commercial.**

FERN REED, A. B., Butler University; Teaching Experience, 8 years. **Music.**

C. C. BOSSTICK, State Normal School, A. B., Central Normal College; Butler University; Teaching Experience, 30 years. **Junior High School.**

LEORAH G. WALLS, A. B., State Normal School; Central Normal College; Teaching Experience, 22 years. **Junior High School.**

DOROTHA WHITMAN, State Normal, A. B., Central Normal College; Teaching Experience, 8 years. **Sixth Grade.**

EVA KESLER, A. B., Central Normal College 1931; State Teachers College; Teaching Experience, 20 years. **Fifth Grade.**

NELLIE WILSON, A. B., Central Normal College 1931; DePauw University; Teachers College, Indianapolis; University of California; Teaching Experience, 12 years. **Fourth Grade.**

PEARL HADLEY, A. B., Central Normal College; Teaching Experience, 16 years. **Third Grade.**

DOROTHEA THOMAS, A. B., Central Normal College 1931; Evansville College; Teaching Experience, 10 years. **Second Grade.**

ETHELLA BARINGER, A. B., Central Normal College 1930; Blaker's; Indiana University; Teaching Experience, 13 years. **First Grade.**

PITTSBORO

J. P. GIRARD, Principal, B. S. Purdue; M. S. Columbia; Teaching Experience, 21 years. **Mathematics.**

ESTHER McCORD, A. B., DePauw; Teaching Experience, 1 year. **English and Latin.**

DESSIE MILES, A. B., Central Normal; Teaching Experience, 6 years. **Commerce and Home Economics.**

LOWELL A. MORGAN, Indiana University; Teaching Experience, 5 years. **Elementary.**

VERA A. TURNER, A. B., Indiana Central; Teaching Experience, 5 years. **Music.**

HELEN M. HAYNES, A. B., Butler; Teaching Experience, 3 years. **English.**

LOWELL M. KIRTLEY, B. S., Purdue; Central Normal College. **Mathematics.**

GLEN STATON, A. B., Central Normal; Teaching Experience, 10 years. **Biology.**

BROWNSBURG

CHARLES BELLES, Principal, A. B., Indiana University; Teaching Experience, 20 years. **History and Civics.**

HERBERT SHERILL MAY, Central Normal College and Indiana University, Teaching Experience, 12 years. **Grammar Grade.**

EVA PYLE, B. S., Purdue; Teaching Experience, 1 year. **Home Economics and English.**

CLYDE REESE, B. S., Indiana Central; Teaching Experience, 4 years. **Mathematics, History and Physics.**

MILDRED BEGMAN SMITH, A. B., Indiana University; Teaching Experience, 12 years. **Latin, English and History.**

F. O. WEBB, Central Normal; Teaching Experience, 17 years. **Grammar Grades.**

STILESVILLE

JAMES H. BOURN, Principal, A. B., Central Normal; Indiana State Teachers; Teaching Experience, 19 years. **Mathematics and Latin.**

OSCAR F. VAUGHN, A. B., Central Normal; Indiana State Teachers and Indiana University; Teaching Experience, 14 years. **Industrial Arts, Physics and Botany.**

ANNA B. EMIGHOLZ, A. B., Butler; Central Normal College; Teaching Experience, 3 years. **Home Economics and Commerce.**

BERTHA GREGORY, Central Normal College; Indiana State Teachers; Teaching Experience, 12 years. **Intermediate.**

FREDA McDONALD, B. S. M., DePauw; Teaching Experience, 3 years. **English and Music.**

ROBERT WALLACE, A. B., and B. S., Central Normal; Teaching Experience, 9 years. **History, Social Studies, Physical Education.**

CLEO WHITAKER, Central Normal College; Teaching Experience, 13 years. **Grammar Grades.**

PLAINFIELD

RALPH W. SHEEK, Principal, A. B., Indiana State; A. M., Columbia; Teaching Experience, 11 years. **Chemistry, Physics and History.**

P. T. BRAY, Central Normal, **Grammar Grades.**

WILLIAM BUGG, A. B., Butler, **History and Physical Education.**

MADGE GENTRY, B. S., Purdue; Teaching Experience, 12 years. **Home Economics and Mathematics.**

W. B. HADLEY, Indiana State Normal; Teaching Experience, 25 years. **Grammar Grade.**

FLEETA HARBAUGH, A. B., Central Normal; DePauw; State Normal; Teaching Experience, 12 years. **Elementary.**

PEARL E. HULL, Ball Teachers; Teaching Experience, 7 years. **Primary Grade.**

BERYL SANDERSON, State T. C., Butler; Central Normal College; Teaching Experience, 19 years. **English.**

FRED C. SHELTON, A. B., Central Normal; Teaching Experience, 4 years. **Commercial Subjects.**

AMO

I. N. BLUE, Principal, A. B., Central Normal; A. M., Wisconsin; Teaching Experience, 15 years. **Social Studies, Geography, Botany and English.**

ROBERT S. BARNGROVER, A. B., Butler, **Mathematics, Science and Industrial Arts.**

GERALDINE CALBERT, Teachers College, Indianapolis. **Elementary.**

ELSIE GOSSETT, Central Normal. **Elementary.**

MARY PHILLIPS, A. B., Central Normal; Teaching Experience, 2 years. **Mathematics, General Science and English.**

RUTH MASTEN, A. B., Central Normal; Teaching Experience, 2 years. **Commerce, Biology.**

PAULINE THOMAS SWITZER, A. B., Earlham; Teaching Experience, 8 years. **Home Economics and English.**

AVON

C. O. WALL, Principal, A. B., Central Normal; Indiana University; Teaching Experience, 5 years. **Social Studies.**

MAE C. LOY, A. B., Central Normal; Indiana University; Teaching Experience, 11 years. **Grammar Grades.**

VERNON GARDNER, A. B., Wabash; State Normal; Teaching Experience, 10 years. **Mathematics**

NORTH SALEM

C. M. SPALL, Principal, A. B., Indiana University, A. M. Columbia, Teaching Experience, 19 years. **Social Studies.**

BLANCHE DURHAM, A. B., Central Normal and Indiana University; Teaching Experience, 15 years. **Latin, English and Home Economics.**

ELOISE McCORMICK, A. B., Indiana Central; Teaching Experience, 4 years. **Music and Social Studies.**

MABEL ERGANBRIGHT, A. B., Central Normal, Butler, Teaching Experience, 1 year. **Commerce and English.**

MILDRED THOMPSON, A. B., Central Normal College; Indiana State Normal; Teaching Experience, 7 years. **Intermediate and Grammar Grades.**

T. M. TROTTER, B. S., Purdue, Central Normal College and DePauw, **Agriculture and Physics.**

NEW WINCHESTER

J. P. SNODGRASS, Standard Normal Course at C. N. C. Graduate Student at I. U. and Butler, Teacher Experience 21 years. Four years County Superintendent. **Social Science.**

THELMA CHATHAM, A. B., Central Normal; B. S., Indiana State Normal; Teaching Experience, 2 years. **English and Home Economics.**

VERNIE BERNES EGGERS, A. B., Central Normal; Teaching Experience 2 years. **Mathematics, Physical Education and Civics.**

MAXINE OSBORN, A. B., Central Normal; Teaching Experience, 2 years. **English and Biology.**

VERNE BERNE EGGERS, A. B., Central Normal; Teaching Experience, 3 years. **Mathematics, Physical Education and Science.**

LIZTON

L. E. LEWIS, Principal, A. B., DePauw, Central Normal and Indiana University M. S.; Teaching Experience, 21 years. **History and English.**

HELEN HAMILTON DAVIS, A. B., Central Normal; Teaching Experience, 5 years. **History.**

MARY ESTER LAWLER, B. M., Butler; Teaching Experience, 1 year. **Music and English.**

MELVY PAYNE, A. B., Terre Haute; Teaching Experience, 8 years. **Mathematics and Latin.**

ELMER H. WRIGHT, Purdue; Central Normal College; Teaching Experience, 7 years. **Industrial Arts and Physical Education.**

CLAYTON

W. L. SCOTT, Principal, A. B., Central Normal; Teaching Experience, 19 years. **Algebra and History.**

N. W. BENSON, A. B., Central Normal; Teaching Experience, 10 years. **Commerce.**

CARL FISHER, B. S., Oakland City College, Teaching Experience, 6 years. **Industrial Arts and History.**

J. H. JONES, A. B., Central Normal; DePauw and Franklin; Teaching Experience 4 years. **History, English, Commerce and Arithmetic.**

GEORGE W. NEWELL, A. B., B. S., Central Normal; Teaching Experience 6 years. **Elementary.**

IRENE S. ROBBINS, Central Normal; Teaching Experience, 26 years. **Primary.**

THELMA M. STOUT, A. B., Franklin; Teaching Experience, 4 years. **Biology and English.**

AVIS WALLS, Central Normal College (Finish A. B. this summer); Teaching Experience, 10 years. **Elementary.**

BEN DAVIS

ROSS C. LYONS, G. G., American Gymnastic Union, Indianapolis, B. S., Illinois University, Teaching Experience, 7 years. **Physical Education.**

HELEN JACOBSON, A. B., St. Olaf College, Minnesota, Teaching Experience, 7 years. **English.**

LAUREL D. KELLY, B. S., Central Normal College, Teaching Experience 5 years. **Grammar Grade.**

ETHEL JENNINGS DAY, Teachers College, Indianapolis, Indiana University, Teaching Experience, 8 years. **Primary.**

WAYNE TOWNSHIP NO. 1

ROME OSBORNE, Principal, A. B., Central Normal College, Teaching Experience, 6 years. **Grammar Grade.**

JOSEPH SULLIVAN, A. B., Butler University, Teaching Experience 4 years. **Grammar Grade.**

PAULINE KIMBERLINE, Butler, Teachers College of Indianapolis, Teaching Experience 4 years. **Primary.**

CENTER TOWNSHIP NO. 3

EMERSON PLUMMER, Principal, A. B., Central Normal College, Teaching Experience, 8 years. **Grammar Grade.**

DOROTHY JACOBSON, Colorado State Teacher's College, Teaching Experience, 6 years. **Grammar Grade.**

FRANCES HENZIE, Teachers College, Indianapolis, Teaching Experience, 20 years, **Grammar Grade.**

Calendar for 1932-1933

REGULAR COLLEGE YEAR 1932-1933

Fall Term August 29, 1932, to November 18, 1932.

Winter Term, November 21, 1932 to Feb. 10, 1933.

Spring Term, February 13, 1933, to May 3, 1933.

SUMMER SCHOOL

First Summer Term, May 4, 1933, to June 9, 1933.

Second Summer Term, June 12, 1933, to July 14, 1933.

Third Summer Term, July 17, 1933, to Aug. 18, 1933.

None of the six terms overlap. The six terms constitute one and one-half year's work. Thus, three years' work can be completed in two calendar years.

All of the college courses that are given during the fall, winter and spring terms will be given during the first, second, and third summer terms respectively. By this plan one year of consecutive work, twelve term hours, can be completed in each of two subject groups or two year's work of 24 term hours, can be completed in one subject group during the Summer School.

The Four-Year College Course and Two-Year Elementary Course Will Be Given During the Summer School

Annual Commencement

Baccalaureate Sermon, May 28.

Senior Class Play, May 29.

Senior Chapel, May 30.

Alumni Banquet, May 31.

Graduating Exercises, June 1.

Officers of the College

WALDO WOOD, President
N. W. PINKERTON, Dean

TRUSTEES

O. E. GULLEY, Pres.	W. T. LAWSON
ALLEN J. WILSON	J. D. HOGATE
JOHN TAYLOR	C. W. GASTON, Sec.
FRANK ROBERTS	

Presidents Central Normal College

1. W. E. Harper.....1876-1878
2. Frank P. Adams.....1878-1882
3. John Steele.....1882-1883
4. Mrs. Frank P. Adams.....1883-1888
5. C. A. Hargrave.....1889-1890
6. J. A. Joseph.....1890-1900
7. Jonathan Rigdon.....1900-1903
8. A. J. Kinnaman.....1903-1907
9. G. W. Dunlavy.....1907-1909
10. J. W. Laird.....1909-1916
11. J. B. Thomas (acting Pres.).....1916-1917
12. Jonathan Rigdon, (Pres. Emeritus).....1917-1929
13. Waldo Emerson Wood.....1929-....

OFFICE FORCE

VALENTINE PLEASANT, Registrar and Secretary-Treasurer
NANCY BAIRD, Book Store Clerk.
LORENE ORR, Librarian.
MARGARET LEAK, Assistant Librarian.
BERNICE MYERS, Assistant Librarian.

BOARD OF TRUSTEES OF CENTRAL NORMAL COLLEGE

1903.....1932

Name	Date	Years of Service
T. J. Coffey.....	1903-1909.....	6
G. T. Pattison.....	1903-1925.....	22
Townsend Cope.....	1903-1907.....	4
I. N. Estep.....	1903-1904.....	1
Jonathan Rigdon.....	1903-1904.....	1
C. L. Hollowell.....	1903-1905.....	2
C. A. Hargrave.....	1903-1918.....	15
O. E. Gulley.....	1904-.....	28
J. D. Hogate.....	1904-.....	28
W. C. Osborne.....	1906-1920.....	14
Mord Carter.....	1908-1921.....	13
W. T. Lawson.....	1910-.....	22
J. W. Nichols.....	1919-1927.....	8
Allen J. Wilson.....	1922-.....	10
C. W. Gaston.....	1924-.....	8
John Taylor.....	1928-.....	4
Frank Roberts.....	1928-.....	4

ADMINISTRATION

1932-1933

Dr. Waldo Wood.....	President of the College
N. W. Pinkerton.....	Dean of the College
George H. Reibold.....	Chaplan
H. H. Pleasant.....	Dean of Elementary Education
Orma Weber.....	Dean of Women
Dr. Portia Parker.....	Assistant Dean of Women

Blanch McNeely Wean	Assistant Dean of Women
Leslie I. Steinbach	Dean of Men
Sewel Leitzman	Assistant Dean of Men
Dr. Lewis Armstrong	Director of Health Education
C. R. Maxam	Director of Teachers Training
Dr. Portia Parker	Director of Health Service
C. R. Landis	Principal of Danville Training School
Valentine Pleasant	Registrar and Treasurer
George H. Reibold	Chairman of Library Committee
Blanche McNeely Wean	Chairman of Alumni Committee
W. E. Johnson	Chairman of Committee on Marks
Chester Elson	Chairman of Auditing Committee
N. E. Winfrey	Chairman of Athletic Committee
Samuel Galbreath	Director of Physical Plant
Berniece Tribby	Secretary to President of the College
Dixie Frazier	Secretary to Dean of the College
Ethel Marie O'Hair	Secretary to Dean of Elementary Education
Mabel Bolton	Secretary to Director of Teachers' Training
Lorene Orr	Librarian
Margaret Leak	Assistant Librarian
Bernice Myers	Assistant Librarian
Doris Armstrong	Assistant Librarian
Fern Gibbs	Publicity Director
Fern Asher	Assistant, President's Office
Nancy Baird	Book Store Clerk

Standing Committees and Their Duties, 1931-1932

ALUMNI

Professors Wean, Johnson, Elson, Weber

- (a) To cooperate with the Alumni Association of the Central Normal College in making and publishing a complete list of the Alumni and former students.
- (b) To greet and care for alumni and former students that visit the college.
- (c) To plan meetings and dinners for alumni former students and friends of the College at County, district and state meetings and to promote alumni organizations.

ATHLETIC

Professors Winfrey, Johnson, Reibold, Leitzman

- (a) To establish scholastic regulations for all students that participate in any kind of athletics.
- (b) To check all players at the beginning and end of each term for scholastic eligibility.
- (c) To adopt all other regulations necessary for the development of good athletic and physical training.
- (d) To settle all cases arising from the violation of regulations or ineligibility.

AUDITING

Professors Elson, Mrs. Johnson

- (a) To advise student organization as to how accounts should be kept.
- (b) To audit all students financial accounts or any other work requested by the officers of the college.
- (c) To recommend the latest and best up-to-date methods of bookkeeping and accounting.

CURRICULUM

Dean Pinkerton, Johnson, Winfrey

- (a) To study the curriculums of similar Institutions.
- (b) To work with the professors in charge of the various departments in determining changes that should be made in the subject groups from year to year.
- (c) To recommend to the President the needed change.

EXTENSION

President Waldo Wood and College Trustees

- (a) To adopt rules and regulations for extension courses.
- (b) To organize and supervise extension classes.

ENTERTAINMENT

Professors Steinbach, Watts, Weber, Wean

- (a) To coach and arrange for all class plays.
- (b) To arrange and direct Musical recitals.
- (c) To manage and provide for all lyceum numbers.
- (d) To provide and direct each term at least one social evening for the students.
- (e) To help provide special programs for special days.

SOCIAL AFFAIRS

Dean of Women and Dean of Men

- (a) To investigate and approve rooming places for single men and women and for married students.
- (b) To obtain best conditions possible at reasonable rates.
- (c) To assist students in obtaining rooming places.
- (d) To serve as chaperons at student meetings.
- (e) To settle questions that arise about rooming conditions between students and landladies.
- (f) To approve on registration days the rooming places selected by students.

COMMENCEMENT ACTIVITIES

Professors Steinbach, Johnson, Weber and President of the Alumni Association

- (a) To arrange all programs for commencement week.

- (b) To see that each building is properly prepared for the event that is to be held in it.

- (c) To direct all marching and seating of students, alumni, teachers and friends at each event.

REGISTRATION ARRANGEMENTS

Professors Johnson, Leitzman

- (a) To arrange all furniture, records and placards needed for registration in the college gymnasium before 8:00 A. M. on the morning of the opening of each term.

- (b) Said Committee is responsible for the records and furniture taken to the gymnasium and must see that the same after the days enrollment is returned to the proper places.

CHAPEL

Professors Reibold, Weber and Student Chapel Committee

- (a) To have charge of all chapel periods and secure some one to have charge of the devotional exercises every Tuesday morning.

- (b) To encourage and assist the student body in providing chapel exercises for Wednesdays.

- (c) To provide programs or talks by teachers or visitors for Thursdays.

- (d) To arrange special programs for special days on nearest chapel day throughout the year.

- (e) To cooperate with Y. M. and Y. W. C. A., in promoting religious Education.

DISCIPLINE

President Wood, Dean Pinkerton, Dean of Women, Dean of Men

- (a) To help students adjust themselves properly so that all will derive the most good possible.

- (b) To see that students receive the proper treatment to which they are entitled while attending C. N. C.

MATRICULATION AND GRADUATION

Dean Pinkerton, Professor Pleasant, President Wood

- (a) To evaluate students records and advise students as to

what subjects they should take from term to term to complete the elementary or college course.

(b) To determine when a given course has been completed by notifying the student that he has met the requirements for graduation.

MARKS

Professors Johnson, Cole, Winfrey

(a) To study grading systems of normal schools, colleges and universities.

(b) To recommend from time to time any change the Committee believes should be made in the marks used and the way the marks should be distributed.

(c) To review teachers reports on marks at the close of each term and recommend changes if needed.

HEALTH

Dr. Parker, Dr. Armstrong, President Wood, Dean Pinkerton

(a) To investigate and eliminate all factors and conditions that effect the general good health of the student in so far as the Committee can do so.

(b) To study the student physically, mentally and socially and provide for him the best conditions possible for his development while a student at C. N. C.

(c) To collect health literature for the library which will be available to all students.

LIBRARY

Librarians, Professors Reibold, Watts, Winfrey

(a) To adopt rules and regulations for the management of the library.

(b) To recommend changes in arrangement and management of library.

PUBLICATIONS

**President Wood, Dean Pinkerton, and Registrar
Valentine Pleasant**

(a) To determine the number of quarterlies and catalogues to publish each year, and provide the material for the same.

(b) To supervise the mailing of quarterlies and catalogues to Alumni, friends, teachers and high school graduates by the plan adopted by the committee.

BUILDINGS AND GROUNDS

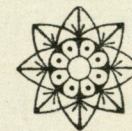
**President Wood, Dean Pinkerton, Otis E. Gulley
President of College Board**

(a) To discuss and present plans of improvements to College Board.

(b) To have general care and supervision of buildings, ground and students living in college buildings.

(c) To state what rooms may be used for student activities and the time at which they may be used.

(d) To make recommendations to College Board regarding the use of college buildings by the public.



THE QUALITY OF WORK OF AN INSTITUTION IS MEASURED BY THE SUCCESS OF ITS ALUMNI

The average tenure of Central Normal College teachers is seven and one half years, which is approximately twice the average tenure of Indiana teachers.

ADVANTAGES YOU FIND

at

Central Normal College

LOCATION

The college is located in Danville, Indiana, the county seat of Hendricks county, which is only twenty miles west of Indianapolis. The Big Four Railroad, and a new concrete highway lead from the city to Danville.

Good highways extend in all directions from Danville to various sections of the State, which have helped to develop good bus service. Three Motor Bus Lines pass the college door. Rockville to Indianapolis, Montezuma to Indianapolis, and Crawfordsville to Indianapolis. Bus lines from all parts of the State make connections at Indianapolis with the bus lines mentioned above which pass through Danville and stop at the Central Normal College.

SPIRIT OF THE DANVILLE PEOPLE

No town is more interested in its college than Danville. For more than one-hundred years an institution of higher learning has existed on what is now the Central Normal College campus. At all times the good people of Danville have done every thing they could to provide the best conditions possible for the College and its students. They appreciate the great advantage it is to the town and community to have in their midst a fine student body of young men and women that are engaged in educational pursuits. Citizens gladly welcome students into their places of business, their homes, churches, lodges and social organizations. Many students would not have been able to complete their courses if they had not been assisted in some way by Danville citizens. Students comment freely about what fine treatment and personal attention they receive from the citizens of Danville. The personal interest shown to students can not be excelled in any school town.

BUILDINGS, GROUNDS, LIBRARY

Central Normal College has fine large buildings, the Danville Academy, Recitation Hall, Administration Building, Science Hall



CHAPEL CONDUCTED BY TWO YEAR ELEMENTARY CLASS — COMMENCEMENT WEEK



MOVING BOOKS TO NEW LIBRARY

and a New Gymnasium. All these buildings are arranged close together on a small but very beautiful campus. The Carnegie Library owned by Danville is only three blocks from the College and is constantly used by the students. The Librarian, Miss Lou Robinson, who knows more C. N. C. students than any member of the college faculty, is always ready and willing to help students find the things they need.

MORAL AND RELIGIOUS INFLUENCE

Danville has long been remembered for its good schools and churches. The moral and religious influences of the town can not be excelled. Parents can feel assured that their sons and daughters are in good homes. The churches do everything they can to develop the spiritual life of the student and serve him in every way possible.

ROOMS IN PRIVATE HOMES

Students are not required to room in dormitories, but have the advantage of being able to room in refined homes as members of the family. Fathers and mothers that keep roomers care for the student roomers as they do their own children.

CARE OF THE SICK

Our entire experience shows that Danville is an exceptionally healthful place. The average annual death rate of Indiana is nearly 17 for each 1,000 persons. For Danville it is only 7 or 8 for each 1,000. There can not be found in the United States a health resort freer from the elements of disease. Students are seldom sick. The water is pumped from deep wells and is not excelled by any. Care is always given to those who need it, and parents are kept informed as to the condition of a student's health.

MANY WORK TO MEET EXPENSES

Many students write to Central Normal College asking if work can be obtained to defray part or all of their expenses while attending college. Many boys and girls find about all the work they can do. The amount of work students are able to get depends largely upon the kind of service they render. Some students are always in demand.

Students should not plan to work for expenses during their first term in college. They should wait until they get acquainted

EXPENSES VERY LOW AT C. N. C.

Central Normal College has been, is now, and will continue to be, one of the least expensive school in which to obtain an education. Good modern rooms rent from \$1.25 to \$2.00 per week and the best board can be obtained from twenty-five cents per meal, or five cents per individual dish. Tuition is much less than most colleges.

Expenses in Central Normal College for 36 Weeks.

	Maximum Cost	Minimum Cost
Board.....	\$144	\$108
Room.....	72	54
Tuition.....	126	126
Total for one year.....	\$342	\$288
Total for one term of 12 weeks.....	\$144	\$ 96

Many students reduce their expenses to \$126.00 per year, the tuition cost, by working for their board and room. Good workers usually find about all the work they can do after they get acquainted. Students should not plan to work any during the first term they are in college.



THE QUALITY OF WORK OF AN INSTITUTION IS MEASURED BY THE SUCCESS OF ITS ALUMNI

A tabulation of the noted Alumni of the Teachers' Training Colleges in "Whose Who" in America, gave the Central Normal College second rank in Indiana.

—Peabody College; Research

Records Broken for Eighteen Terms

Great Increases In Enrollment Exceed All Expectations

EACH OF THE PAST EIGHTEEN TERMS HAS BEEN LARGER THAN THE SAME TERM THE YEAR BEFORE

The Year of 1932 Shows a Progressive Gain of 213% from the Fall Term to the Third Summer Term As Compared to the Same Terms of 1929.

CORRESPONDENCE INDICATES A GOOD ENROLLMENT FOR THE FALL TERM

(Article from Central Normal College Quarterly)

The enrollment has increased so rapidly that it has surpassed the expectations of everybody. The surprising increase has led to much anticipation and prophesying as to what the enrollment will be from term to term.

The school year is divided into six terms, the Fall Term, Winter Term, Spring Term, First Summer Term, Second Summer Term and the Third Summer Term. The first three constitute the regular college year and the last three constitute the Summer School. A study of these terms over a three year period shows that every term for eighteen terms has been larger than the same term the year before.

Each term the college students and faculty wait with much anticipation and anxiety to see if the enrollment for the new term is larger than it was for the same term the year before.

How long the increase will last is problematical but the vigor with which Central Normal College students are working for their Alma Mater means a good future enrollment for Central Normal College.

In the following table is a comparison of the enrollment of 1929, 1931 and 1932 for the six terms into which the year is divided. The last column in the table shows the gain per cent in the enrollment

for each term during the year of 1932 over the same term during the year 1929. This shows the increase in enrollment over a three year period.

Enrollments 1929-1930-1931-1932

Term	1929	1930	1931	1932	Percent Incr.
Fall.....	221	214	260	363	64
Winter.....	227	233	298	375	65
Spring.....	203	236	313	376	75

Summer School

First Term.....	388	572	630	672	73
Second Term.....	275	609	650	709	157
Third Term.....	153	371	415	508	213

The table shows a progressive increase from term to term, beginning with an increase of 64% for the Fall Term and increasing rapidly until an increase of 213% is reached for the Third Summer Term.

The great increase in enrollment is due largely to the work of former graduates and to the fine spirit that exists in the student body. No finer spirit can be found anywhere and the loyalty of the students can not be excelled. Students are continually coming to the office and telling about a friend or friends they have persuaded to come to Central Normal College this fall. Many principals have stated that they are sending students to Central Normal College this fall and some have reported that they are sending as many as five. The prospects for a large enrollment for the Fall Term is very encouraging in spite of financial depression.

ATHLETIC FIELD

The town of Danville has purchased a twenty-acre tract of land just east of the college, in the creek valley, between the Rockville road and the trolley line.

The town board has effected extensive improvements. Driveways and walks have been constructed in accordance with a plan made by a Cincinnati landscape artist.

What concerns the college most is the superb baseball diamond and a beautiful and commodious grandstand. There also are two shelter houses for the competing teams. The town water is avail-

able at four drinking places. There is no better ball park in the state.

There is ample ground for practice diamonds, football field, tennis court, croquet grounds, etc.

It is the intention to make this park as free to students as to citizens. There is plenty of room for all. It is as valuable to the college as private grounds.

Few colleges are provided with so perfect a playground, so conveniently located. One entrance is within two blocks of the administration building.

THE NEW GYMNASIUM

Our new gymnasium is now completed. It is a large building, 90 feet by 120 feet. It has the standard college playing floor, 50 by 90 feet, and seats 3,000 persons. It is built out of hard-burnt hollow tile and faced brick of a beautiful shade of yellow. The structure is supported by steel. We confidently believe that this new gymnasium marks a new epoch in the progress of Central Normal College. We may all look upon it with pride and we may know that it owes its existence to three things: (1) The splendid faith of our Board of Trustees which has toiled tirelessly for the upbuilding of the school; (2) the efficient services of the coach, who in a marvelously short time has created a tremendous interest in athletics without lessening in the mind of any student the value of hard study; and (3) the spirit of our students, which prompted the boys to donate 5,500 hours of labor and the girls to work in other ways to raise funds for the building.

Great Opportunities for Work While You Pursue Your College Education Central Normal College

School at the Central Normal College begins August 31, 1932, and the regular college year is completed May 5, 1933. This leaves May, June, July and August during which the student may work and earn enough money to keep him in school for the following year. These four months are the best part of the year for work and many students are making their way through school by this plan. This also makes it possible for farmer boys to be at home during the busy season of the year.

CENTRAL NORMAL COLLEGE

We pride ourselves on the substantial character of our work. Our highest aim is to hold to standards that will commend our

credits to other colleges and universities. Yet we realize that one of the most important factors in a college education is the general culture that comes from its social life. This in its different forms, we not only tolerate but encourage. We are large enough to provide a liberal education that meets the demands of American life, and small enough to give personal attention to every student. The atmosphere of Danville and the spirit of our student body are invigorating and contagious. Our school is Christian but not sectarian, our course of study will challenge your interest. Our location, at Danville, Indiana, within 20 miles of Indianapolis, wins us the envy of all other colleges. You will make no mistake in selecting the CENTRAL NORMAL COLLEGE.

DISCIPLINE

In Central Normal College discipline is an easy matter. For the most part our students are a self-governing body. Instead of making trouble, they are as anxious as the faculty to prevent it. The question of discipline seldom arises. If it does arise, it is always settled by the president and faculty.

POSITIONS

It is not and never has been our custom to guarantee positions to our students. Our great difficulty is to get enough people prepared for the positions that seek them. Just now we have calls for more graduates than we can supply. If you desire a position—a profitable one—come and let us get you ready for it.

EXTENSION WORK

Students may increase their credits while teaching by doing Extension work. The Extension work of Central Normal College is under the direction of President Waldo Wood. Write him concerning such work in any line and he will provide your class with a teacher who has made that line of work his speciality.

MARRIED STUDENTS

More married students come to Central Normal College each year than the year before. There are many places in Danville where rooms may be rented for light housekeeping. Near the College are apartments which rent for only \$20 a month. Being married is no reason for stopping your education. Come to Central Normal College.

School Organizations

Sororities and Fraternities

Among the young women of the college are several social groups, including one national sorority and two locals. These groups hold regular meetings and offer opportunities to become an additional helper in school life to each of their members. These organizations sponsor chapel programs, musical programs, assist new students, and add much to general school life.

Among the young men are two principal fraternities. One is a national honorary literary fraternity, Sigma Upsilon. This organization was founded in 1904 and has fifty-eight chapters at present. It was established in 1931 at this college. It is an exceedingly high scholastic honor to belong to it. The other fraternity for men is a strong local social fraternity sponsoring several activities of worth while nature for the College. School traditions are always kept alive by this organization.

HONORARY SCHOLASTIC ORGANIZATION FOR MEN AND WOMEN

Sigma Phi. Kappa Delta is an organization based on the high ideals of scholarship, research, service, and leadership. Membership is open to both men and women students on basis of their fitting in with general membership requirements. It is considered an exceedingly high honor to be elected to Alpha Chapter of this organization devoted as it is to the needs of a greater Central Normal College. It has been found that great good can come from the nucleus of those strongly devoted to their Alma Mater and higher aspiration will go far to carry this organization program among all the members for the benefit of the College. Selection of members will be made on meritorious service.

Y. M. C. A. AND Y. W. C. A.

The students of Central Normal College maintain a great many student societies. Some of these are social, others honorary, others rather expressive of the religious life of the student. There are two outstanding Christian Organizations: The Young Men's Christian Association and the Young Women's Christian Association. These two groups are maintained both summer and winter;

hold weekly meetings in joint session and provide an excellent source for the proper social contacts so necessary in college life. Here the students discuss problems of religious and social conditions; emphasizing always the correct and challenging attitude of the christian life. Under a student cabinet these organizations function and are guided. Twice a year meetings are held with the Dean of Men to arrange definite programs which are later published and distributed. During the past year several outside speakers of prominence appeared before the two groups under this arrangement. The College stands for christian ideals and solidly supports these two christian activities by counsel and in whatsoever other ways it can. Thus we find through our state affiliation with the Y. M. and Y. W. C. A. organizations that a real service is thus rendered our young people. Socials arranged throughout the year always are attended by all students.

THE CAMPUS CRIER

As the enrollment grew from term to term it became evident that the college needed some publication which could make announcements and discuss the activities and achievements of the college. Last February the Commercial Club met and elected a staff of officers for the publication of a college paper which was given the name of "The Campus Crier". The staff members were selected from all departments in the college. The only requirement an officer had to meet was that he must be interested and capable. Officers are selected at the opening of the Fall Term. This provides opportunities for new students interested in learning how to publish school papers, etc. "The Campus Crier" is doing an excellent service for the college and its officers deserve much praise for their achievements.

STUDENTS' ACTIVITIES COUNCIL

One of the most active organizations on the campus is the Students' Activities Council which was organized to help students get acquainted and adjust themselves to college life. The organization supports and promotes social meetings of a general nature that are for the development of the social life of the college. The organization is doing excellent work. It sponsors the weekly "Mixer" which is open to the entire student body. The "Mixer" provides entertainment of every type to suit the needs and tastes of all classes of students. The "Mixers" have proven to be very popular and will probably become one of the chief activities of the Students' Activities Council.

THE COMMERCIAL CLUB

The Commercial Department organized a Commercial Club for the purpose of bringing commercial students in closer contact with each other and also with the commercial activities of the business world. Speakers who are specialists in various commercial fields are obtained to speak to the Club every two weeks. This club provides an opportunity for Commercial students to become acquainted with the business methods in actual practice in the Commercial world. About one-half of the meetings are of a social nature and devoted to different forms of entertainment, lunches and dinners. The Commercial Club has added a new interest to commercial work and has done much to popularize the Commercial Department.

MATHEMATICS CLUB

The Mathematics Club meets bi-monthly to discuss those features of interest not touched upon in ordinary class work. All students of Mathematics are cordially invited to attend and participate. Each meeting usually has some distinctive social feature in addition to a well planned program. Various papers on Mathematics are presented by members and outside speakers. An unusual interest has been shown in this club in the past year.

COMMERCIAL SCHOLARSHIPS

Each year at the Hendricks County Fall Festival, which is held during the third week in August, commercial contests are conducted in typewriting and many scholarships are awarded to the best typists. Three hundred sixty dollars (\$360.00) in scholarships were awarded in August, 1932, and a similar amount will be awarded in August, 1933. Full particulars can be obtained about the contests by writing to the Head of the Commerce Department, Central Normal College, Danville, Indiana.

Two contests are given, one for the college students and one for high school graduates who have not attended college. Over three-fourths of the scholarships are awarded to high school graduates. The scholarships are not transferable and can only be applied on tuition.

COMMERCE PRIZE

To encourage scholarship, service and leadership, the Commercial Club will give an award to the most outstanding student who is enrolled in the Commercial Department during the year. This award will be made at the annual commercial club banquet which is held in May.

Rules and Regulations

I. ADMISSION REQUIREMENTS

State Requirement—The school laws of the state of Indiana require that the student besides meeting the scholastic requirements must possess good health, good moral character and pledge in good faith to teach in so far as he is able to do so in the public schools of Indiana.

Graduation or Equivalency Requirement—Students are admitted to the Central Normal College if they are graduates of commissioned high schools or from a four year accredited private or denominational school or possess a certificate of high school equivalency issued by the State Board of Education. Graduates of certified or four year accredited high schools and teachers in the service prior to 1908 may be admitted but they must receive within one year a certificate of high school equivalency by one of the following methods:

1. Take the State High School Equivalency Examination which is held on the fourth Saturday of January and July of each year in the office of the county superintendent in each county. The State issues an Equivalency Certificate to applicants who make thirty-two credits, provided they are selected according to prescribed regulations.

2. College work may be substituted for high school credits by the State Division of School Inspection at the rate of 4 term hours for one high school credit. Thirty-two such substitutions meet the requirements for an Equivalency certificate.

3. Graduates of certified high schools may substitute their class A training certificate or an equivalent amount of training for commissioned high school standing.

All students must send an official transcript of their high school credits properly signed to the Registrar before or on the day of enrollment.

Special Students—Students who are not interested in obtaining a teachers license may enroll as special students and pursue the courses they desire so long as they do satisfactory work, possess good health and good moral character.

Students From Other Colleges—Students who come from

other colleges to Central Normal College must have a transcript of all their credits sent to the Registrar's office before or on enrollment day. No student will be accepted by Central Normal College if he has been discharged by another college.

The Central Normal College will not accept credit for work done under private instruction or in schools that have not been approved by the State Board of Education.

Credit By Examination—Students are not permitted to earn credit by examinations on subjects studied under private instruction or in non-accredited schools. For such skill or knowledge the student can receive no credit. He may be permitted to enroll in advanced classes, but he must be regularly enrolled in class and satisfactorily complete the terms work before credit is allowed.

Credits From Other Schools—Students who come from institutions accredited by the State Board of Education will receive full credit for their work provided it is applicable to the graduation requirements of the college. Transcripts should give following information:

1. Name and classification of college.
2. Show exact length of active school work, including date of entrance and date of withdrawal.
3. Subjects classified by terms, including date of each term.
4. Full name of all subjects should be given.
5. Number of weeks spent on a subject, including length of periods, number of recitations per week and number and length of laboratory periods per week.
6. Grades assigned to quality of work done and a percentage interpretation of letters if they are used.
7. General statement of student's record and character.

Teachers that have taught for twenty-five consecutive years may graduate from the two year or four year courses without meeting the requirements for high school graduation, but must get an Exemption Certificate from the State Board.

Teachers who hold a first grade license may graduate from the two year or the four years courses without supervised teaching.

Teachers who have taught forty months may be excused from taking supervised teaching provided an equivalent amount of professional work is substituted for it. If such a substitution is made the student is required to file a certificate of exemption in the Registrar's Office. Such a certificate can be obtained by the student from the Department of Public Instruction.

II. REGISTRATION

After the student has met all the conditions for admission he is now ready for registration. He must decide which course he is going to pursue of the two year elementary courses or the four year college courses. Advice or help in deciding what field to select may be obtained from the Dean of Elementary Education, Dean of the College, or President of the College. The following steps should be followed closely during registration.

Step I. Elementary students should consult the Dean of Elementary Education and have their credits evaluated, if such has not previously been done. The Dean will advise just what subjects should be taken and the order in which they are to be taken.

College students should consult the Dean of the College and have their credits evaluated if such has not been done. With the advise of the Dean the student should select the subjects in which he expects to obtain majors. The Dean will suggest what subjects should be taken and the student should follow his suggestions.

Step II. Pay to the Registrar tuition fees which are as follows:

TUITION FEE FOR TERMS OF TWELVE WEEKS EACH

All tuition is payable in advance

1. For sixteen term hours.....\$42.00
 - (a) For each additional term hour..... 2.50
2. For two term hours or less..... 10.00
 - (a) For each additional term hour..... 2.50

TUITION FEE DURING SUMMER SCHOOL

1. For eight term hours.....\$25.00
 - (a) For each additional term hour..... 2.50
2. For two term hours or less..... 10.00
 - (a) For each additional term hour..... 2.50
3. For two terms of six weeks each if paid in advance.. 42.00
4. For three terms of six weeks each if paid in adv..... 63.00

LABORATORY FEES

- Physics, per term.....\$ 2.00
 General Chemistry, per term..... 3.00

- Analytic, Organic Chemistry, per term..... 4.00
 Biology Ia; Ib; Ic, each..... 3.00
 Biology IVa; IVb, each..... 3.00
 Biology IIa, IIb, each..... 3.00
 Anatomy I, II, each..... 3.00

Each student purchases Gray's New Manual of Botany, seventh edition, (\$3.00) for Botany IIc.

TYPEWRITER RENT

- One hour per day, per term.....\$ 3.00
 Two hours per day, per term..... 5.00
 Three hours per day, per term..... 7.00

PIANO RENT

- (1) One hour per day, per term.....\$ 3.00
- (2) Two hours per day, per term..... 5.00
- (3) Three hours per day, per term..... 7.00
- (4) Four hours per day, per term..... 9.00

LIBRARY FEE

Note—All library fees are included in the \$42 tuition fee and are expended for books, which are immediately placed at the convenience of our students.

MUSIC TUITION

- (1) One term of 24 half-hour lessons, 1 or more a week....\$24.00

Note—Lessons missed on account of illness may be made up within the term if the teacher is notified of the absence before the term closes.

Step III. When all fees are paid, the Registrar will give the student a receipt for the same, and a Term Card Receipt which will admit the student to all classes and to all ball games or athletic contests held during the term.

III. GRADUATION FEES

- (1) College, leading to the A. B. degree.....\$ 5.00
- (2) College, leading to the B. S. degree..... 5.00
- (3) Law, leading to the LL. B. degree..... 5.00
- (4) Two-year Elementary.
 - (a) Primary..... 3.00
 - (b) Grammar Grade..... 3.00

- (5) One-year Business Course..... 3.00
- (6) Special Elementary Teachers' Course in:
 - (a) Art..... 3.00
 - (b) Music..... 3.00
- (7) Special High School Teachers Course in:
 - (a) Commerce..... 5.00
 - (b) Music..... 5.00
 - (c) Art..... 5.00

Note: Graduation fees which include the cost of a diploma must be paid before the date of graduation.

THE FEES FOR TRANSCRIPT

Credits made from 1900 to 1914.....	\$2.00
One term since 1914.....	.50
Two or more terms since 1914.....	1.00
Transcript of Credentials on file from other schools.....	1.00
For investigation and certificate of attendance previous to 1900 (no records were kept before 1900).....	2.00

CHANGES IN PROGRAM

After students have been regularly enrolled in classes they can not drop or add subjects without the written consent of the Committee on Matriculation and Graduation. Changes will not be granted after the eleventh day a term is in session.

ABSENCE

1. Students are expected to attend all classes throughout the term in which they enroll. The only excuses recognized by the State Board of Education are illness, its attendant circumstances, and unavoidable circumstances over which the student has no power.
2. Students who know that they must be absent from class should make advance arrangements with the President or Dean of the College.
3. Each absence will be considered upon its individual merits but no student can receive a high grade for the term if he misses much.
4. Ten days is the limit for absence and still receive credit. Late entrance is counted as absence. If a student is out of class for more than ten days for a reason recognized by the State Board of Education, the Committee on Discipline has the power to deal

with the case according to the rules and regulations of the College and the State Board of Education.

5. Students who have been absent from classes must call at the Clerk's office and get an excuse blank which must be properly filled out and presented to the President or Dean for approval. Said excuse blank must be presented to each teacher with whom a class was missed before said student can be re-enrolled in class.

6. Missed work must be made up according to the plan of the instructor.

7. Students that are absent on the day of the final examinations are given an incomplete (I) grade but the missed examination must be taken during the next term the student is in school or the grade must be changed to failed.

8. Cases of tardiness must be dealt with by instructors as they think best.

STANDARD OF GRADING

A—95 to 100	F—Failure
B—85 to 94	I—Incomplete
C—75 to 84	W—Withdrew
D—65 to 74	

The grade of A is used for work of exceptional quality. It must be clearly superior.

The grade of B is reserved for work of excellent quality and clearly above the average.

The grade of C is for the large group of substantial students who do good work of average quality.

The grade of D means that the student's work was of inferior quality yet it was clearly above failure.

The grade of F means that the student's knowledge of the subject-matter is too limited for him to successfully use it as a teacher and must take it over until he achieves a higher quality.

The letter I indicates unfinished work. It may be of two kinds. (1) A grade may be withheld because some work other than the regular class work was not completed or examinations may have been missed. Such work may be completed without further class attendance but must be done before or during the next term the student is in attendance or the I automatically becomes an F. (2) The letter I may indicate that a term's work is unfinished but that it may be finished by doing the required amount of class work. I

is not given for part terms of less than six weeks. When a student enrolls to make up a missed part of a term he must enroll so that he can do at least one weeks work more than the amount he missed. The work, however, must be completed within one calendar year from the date of withdrawal or the I automatically becomes an F.

The letter W indicates that the student withdrew from class earlier than the close of six weeks and can not receive any credit for what he did. He must take the subject again for a whole term before he can receive any credit.

The letters WF indicates that the student withdrew after the term was half completed and was doing failing work. The grade I can not be given to students that are doing failing work when they withdraw from class.

No student that receives F in more than one fourth of his grades during the year of three twelve weeks terms is permitted to remain in school. It automatically withdraws him.

No student can be recommended for practice teaching, graduation, or a license unless his average scholarship is C.

A=4, B=3, C=2, D=1 and F=0 in evaluating grade sfor the scholarship level.

V. DIRECTED OBSERVATION AND SUPERVISED TEACHING

The greatest problem that presents itself in connection with Teachers' Training work is observation and supervised teaching; Central Normal College is fortunately situated. Hendricks county schools are noted far and near for the superior work they do. The schools of the county do everything they can in co-operating with the College to make practice teaching the best possible. Because of the fine spirit of co-operation and the high standards of the Hendricks county schools, the finest opportunities possible are available to the students of Central Normal College for observation and practice teaching.

Many of our students get positions in Hendricks county because of the ability they show while doing practice teaching. A place always awaits the good teacher.

Practice Teaching is given during the fall, winter, and spring terms in both elementary and high school work.

We give all our students practice teaching. You can depend

upon getting it here if you declare your intention of graduation from Central Normal College.

Directed observation and supervised teaching are required of all students who expect to graduate from any of the two year elementary courses or any of the four year college courses unless they have taught successfully forty months previous to the date of graduation. Those exempted must substitute other professional courses for the student teaching.

Students working on two year elementary courses are supposed to take observation and supervised teaching during the fifth and sixth terms as indicated in this Catalog. Supervised teaching may be given during the fourth term of the two year elementary course during the regular year but not during the summer school.

Students working on College courses must take their supervised teaching during their senior year.

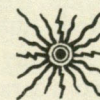
Students working on two year elementary courses are required to observe 32 lessons and teach 64 lessons of fifty minutes each or its equivalent. Eight quarter hours credit is given for the above work.

College students are required to observe 36 lessons and teach 72 lessons of 50 minutes each and receive 8 quarter hours credit.

No student is eligible to take practice teaching until he obtains an average scholarship of C.

Students who transfer from other colleges to Central Normal College are not eligible to take practice teaching until they do a term's work of at least C grade or unless they have a certificate from their former school stating that they are eligible for supervised teaching.

The fee for practice teaching is \$10.00 per four quarter hours to C. N. C. graduates and \$25.00 per four quarter hours to graduates of other colleges. No one can begin supervised teaching until the fee is paid.



Summer School

Practice Teaching and Observation

A Summer Training School for practice teaching will be held in the Danville public schools and some of the Indianapolis public schools. The training schools will give practice teaching during the first summer term only. Eight term hours of credit can be earned but students must give their entire time to practice teaching. No practice teaching will be given during the second and third summer terms.

Students may qualify for the first grade Primary and Grammar Grade License, both of which qualify the holder to teach in the rural schools. Students may qualify for first grade high school license in History, English, Mathematics and Commercial work.

If you want practice teaching this summer, write at once to President Waldo Wood, and state the kind and amount desired.

CHAPEL EXERCISES

Our Chapel exercises, held in the large auditorium on Tuesday, and Thursday mornings are a necessary part of our school. Visitors are always welcome. Students are required to attend. These exercises are very general in character, but are always helpful. We have found that we can do our students more good by having them all present at every Chapel day. Regular Chapel attendance is therefore a settled policy of our school.

RULES AND REGULATIONS

(Adopted by the Board of Trustees)

1. All tuition is payable in advance to the secretary-treasurer of the college.
2. Tuition is never refunded, but in case of sickness a due-bill will be given for all the lost time but two weeks. This can be used at any time within two years.
3. Due-bills are not transferable.
4. The president of the college and the faculty will give careful attention to the moral conduct of the students.

5. Students, at the discretion of the president, will be dismissed for neglect of duty and improper conduct.

6. No one will be allowed to take any financial advantages of any student; and no student is entitled to credit until he has settled all boarding and rooming bills.

7. In order that the college records may be complete and proper reports made to parents, guardians and schools officials, it is necessary that the college have full control of the student's time and associations, hence non-resident students will not be permitted to engage, without the consent of the president, in any course of instruction, study or business enterprise outside of the school.

8. Credits can not be used for any purpose whatsoever until all fees and tuition are paid.

COLLEGE LIBRARY

A new library 45 feet wide and 70 feet long has been completed and equipped with steel stacks, walnut furniture, and new books. The library is modern in every respect and adequate for reference work in all departments. The library is in charge of a graduate of Library Science, who has enough assistants to properly care for all students. New books, magazines and newspapers are continually being added to the library so that the latest and best achievements in all fields are available for student use as soon as published.

The new library is one of the best and most useful additions to the College that has been made for many years. The room is beautifully decorated and equipped. It is lighted from three sides. The room is very cool during the hot months due to the fact that the air can blow across the room from almost any direction. The new library with its advantages and comforts provides an excellent place where students can relax and rest while they prepare their lessons.

The Central Normal College has free access to the Danville Carnegie Library which is only three blocks from the college library. It contains 16,000 well selected books, and the librarians have always shown the college students every courtesy possible in helping them find the books and material they needed. The College also has free access to the Indiana State Library which has anything any college student could use in his reference and research work.

CREDIT

In all our courses credit is measured in quarter hours. A regular term program for a student is four subjects including the

necessary preparation and four recitations a week on each subject. This leads to 16 quarter-hours of credit in 12 weeks.

If the study requires preparation it leads to **credit in prepared work**; if not, it leads to **drill credit, or credit in unprepared work**.

A QUARTER HOUR

A quarter hour, is a study carried for 12 weeks with one recitation a week, and the necessary preparation. A quarter hour is two-thirds of a semester hour. A semester hour $1\frac{1}{2}$ quarter hours.

The hour, either the quarter-hour or the semester-hour, is now the unit for measuring all College Credits. In the Central Normal College a student carries four subjects, reciting in each four times a week. He thus earns four hours in each subject in one term or two hours in a half term of six weeks. A student thus makes a total of sixteen hours in 12 weeks or eight hours in 6 weeks.

PREPARATION

With the exception of drill subjects, which require only the recitation period, every subject is expected to receive three full hours a day, one for recitation and two for study; instead of this may be substituted, in some cases, three hours of laboratory work or two hours of laboratory work and one of study, lecture, recitation or conference.

UNPREPARED WORK, OR DRILL SUBJECTS

Penmanship, Typewriting, Vocal Music and Physical Culture may be taken, without preparation, requiring only the time of the recitation. Such work leads to **drill credit or credit in unprepared work**. Three hours of drill credit may be counted as one hour of prepared work.

AMOUNT OF WORK

All our college work is on a 4-study, or 16-hour basis. It is expected that in addition to the 4 daily recitations a week in each subject, the student will spend 2 hours a day in the preparation of each lesson. That is, the 16 daily recitations and the 32 hours spent in preparation of them are intended to constitute a full program for the week. We never encourage students to carry more.

We always discourage it. Occasionally we permit it. Any student, provided his previous record has not been bad, may with the consent of the dean, add an unprepared subject to his program of 4 college subjects.

A student may add a fifth college subject not more than one term in a school year; and not then unless he made at least three A's the preceding term and not unless he has the consent of the president, the dean and all his instructors. No student may ever add an extra study to his program if he enters late or if the term's work is done in less than the schedule time. Students who carry extra work and do not make a B average, lose the extra work.

All prepared work in professional subjects is of college grade.

Student Rooming Regulations

1. Girls and boys shall not be permitted to room in the same house.
2. Girls shall not be permitted to room in a home where any men, other than those of the family, are living.
3. Girls are not permitted to room in a house that has been divided into apartments and rented to more than one family. Married people and boys may room in such apartments.
4. Girls who expect to be absent from their rooming places for the night, or out of town over the week-end should inform their landlady of their expected absence, where they are to be and how they may be reached if necessary.
5. College students should be in their rooms at 10:30 o'clock each night with the exception of Friday, Saturday and Sunday, on which nights they should be in not later than 11:30.
6. Girls should not have more than three dates a week and these preferable on Friday, Saturday or Sunday.
7. Landladies expecting to keep girl students should provide a room, other than the girl's bedroom, in which the girl may entertain her guests. In approved houses, college women students will have the privilege of using the parlor and the front porch as follows: Friday, Saturday and Sunday, 2:00-5:30 P. M., Saturday and Sunday 7:00-11:30 P. M., and Wednesday evening 7:00-10:30 P. M.
8. The landlady shall report any irregularity on the part of

any students she may be keeping, whether the irregularity be in or outside her home.

9. It is the duty of the landlady to see that these rules are carried out. Any landlady failing to do so shall not be permitted to keep students, and the students already in the home may be asked to move.

10. In any cases involving any infractions of the foregoing rules the young man and young woman shall be held equally responsible.

11. Any student taking a room is expected to keep it for the entire term unless there be a good reason for changing. The Dean of Men and Dean of Women will gladly assist students in negotiating differences with boarding or rooming houses.

12. Rooms are subject to the approval of the Dean of Men and Dean of Women as to light, heat, sanitary conditions, etc.

NOTE: Without due and justifiable reason no deviation from these rules will be permitted, and any student not complying with them will receive no credit for the term's work.

Orientation Courses

Leslie I. Steinbach, Dean of Men, in charge.

The following lectures will be given to all students entering Central Normal College for the first time in September 1932. Other students may attend, if they wish. The talks are for the purpose of helping students properly adjust themselves to college life.

I. PRESIDENT WALDO WOOD. The ideals of a college education with a consideration of the advantages accruing therefrom.

II. DEAN N. W. PINKERTON. The licensing of teachers in the state of Indiana under the regulations of the State Board of Education.

III. PROFESSOR STEINBACH, Dean of Men. Formation of study habits and utilization of time for study. Social manners and college regulations. A lecture for the men of the college.

IV. PROFESSOR WEBER, Dean of Women. The social regulations of the college. Interests and attitudes of college women today. A lecture for the young women of the college.

How to Obtain North Central Association Standing

Former Graduates of C. N. C. should take advantages of New Ruling at once.

The following letter from the North Central Association explains how Central Normal graduates can receive North Central Association standing.

June 7, 1930

Registrar,
Central Normal College,
Danville, Indiana.

My Dear Sir:

At a recent meeting of the Indiana State Committee of the North Central Association of Colleges and Secondary Schools it was decided to substitute the following wording for the ruling sent to North Central high schools on April 22:

"Any non-North Central Association College in Indiana, whose graduates are accepted in full standing for graduate work by Indiana University on the same basis as its own graduates, shall be considered as meeting the equivalency statement in the North Central Association standard 7a relating to the preparation of teachers."

According to this ruling it will be incumbent upon each institution to find out its status in regard to graduate work not only in the Graduate School of Indiana University but also in its Graduate School of Education.

You will note that the important modification is that if graduates of your institution are accepted in full standing, such a status will satisfy the regulations of equivalency for teaching in North Central Association high schools.

Very truly yours,

Carl G. F. Franzen
Chairman

CGFF-asr

The steps by which many C. N. C. college graduates have received North Central Association rating according to the above letter are as follows.

1. They had their credits sent to some good university that belongs to the North Central Association.

2. If they received unconditioned graduate standing, they qualified for the North Central Association without any additional

work. If they were conditioned a given number of hours they received North Central Association standing when the condition was removed.

Special arrangements have been made with Indiana University and Wisconsin University whereby students can make up all their deficiencies at C. N. C. in so far as the College is able to do so before the student begins his graduate work. This arrangement gives students a chance to meet all undergraduate requirements before entering a University Graduate School. By this plan one year of resident graduate work is all a student needs to do for his M. A., or M. S., degree after entering a university.

Many C. N. C. graduates have received unconditioned entrance at Indiana University, Wisconsin University, Stanford University and Columbia University. Such students qualified for North Central Association standing without additional work but most of them have entered a university and are going to complete the M. A., M. S., or Ph. M. degree. All college graduates should plan to do at least one year of graduate work as soon as possible.

RESIDENCE REQUIREMENTS

A minimum residence requirement of thirty-six weeks is required of all students that expect to graduate at the Central Normal College and the last sixteen quarter hours of any course must be done in residence.

EXTENSION WORK

Work done in extension before September 1928 may be substituted for other courses, provided it is used for similar courses and provided further that the school deems it desirable and advisable to make such substitutions. Extension work done after September 1928 may not be substituted.

CORRESPONDENCE WORK

After September 1, 1926 not to exceed nine quarter hours of correspondence study credit in any high school license subject group and not to exceed nine quarter hours in professional subjects, shall be accepted to apply toward a high school or administrative license.

Not to exceed fifty per cent of the credit required for any grade of license or diploma may be earned by extension teaching and correspondence teaching.

A student must complete an amount of work equivalent to at least eleven terms (in time).

Brief History of Central Normal College

School Removed to Danville by Wagon Train Had Modest Start, but has Enjoyed Flourishing Life Without Endowment of any Kind, Many Prominent Men Among Graduates

BY DR. W. T. LAWSON

"The abandoned buildings, which made possible the establishment of the Central Normal College at Danville, Indiana, were the Hendricks County Seminary and Danville Academy. The Hendricks County Seminary was opened at Danville soon after the county was organized. Before 1835, probably in 1829, a two-story brick building of five rooms was erected for it. This building has been almost continually used for school purposes, now forming a wing of the east building of Central Normal College.

In 1856 Jesse Matlock, who held a claim on the lots, obtained their possession by judgment of the court. Soon after a frame building was constructed for the seminary on a lot just across the street from the old building on the south. Here the school was continued in connection with the public school until the building burned in 1872.

Danville Academy was established in 1858 by the Methodist Episcopal Church. The use of the old seminary building was obtained, and in 1859 it was bought from Jesse T. Matlock. The institution was successfully conducted until early in the sixties, when W. H. Griggs, a prominent instructor, and nearly all the male students enlisted in the U. S. Army. About 1863 Professor Levi Tarr, the first principal, moved away, and Professor and Mrs. Loomis were placed in charge.

In the mean-time the church had constructed an extensive three-story brick addition to the building. This contained a commodious chapel that was long used by the local congregation as a place of worship. In 1868 the academy was discontinued. The

church used the chapel until the completion of the new church on South Washington street in 1878.

In 1876 William F. Harper and Warren Darst organized in Ladoga, Indiana, the Central Normal School and Commercial Institute. The first term opened September 5, 1876, with forty-eight students in attendance. Professor Darst withdrew the second year, at which time the faculty was as follows: W. F. Harper, principal; Frank P. Adams, Dora Lieuellen, John Schurr, S. Kate Huron, Marcus Sayler, J. H. Woodruff, J. F. Stephens, Mrs. Mollie Wilson and R. C. Drake.

Ladoga is a small town on the Monon R. R. between Crawfordsville and Greencastle. By the middle of the school year of 1877-8 the school had grown so large that all the students could not be accommodated in the town. The financial panic of that year made it impossible for Ladoga to erect new buildings. The Public School House and all the churches of the town were used for recitations and did not accommodate the students.

Professor Harper visited Frankfort, Lebanon, and Danville seeking a new location for the school. At a meeting held in Danville on the evening of May 9th, 1878 with Judge John V. Hadley, Chairman, the citizens subscribed \$10,000 with which to purchase the buildings of the Danville Academy, owned by the M. E. Church. They were donated to President Harper so that he could move his college at once to Danville. The citizens of Ladoga proceeded to get an injunction and on learning of this, Danville citizens were asked to come at once and move the school.

Under command of one Moses Keeney, the town and country was aroused and at 4 a. m. on the morning of May 10th about fifty men driving omnibuses, carriages, buggies, spring wagons, farm wagons, and drays, making a procession more than one-half mile long left Danville for Ladoga a distance of twenty-two miles. At an early hour on the morning of May 10th the wagons were backed up to the doors of the Ladoga School. Desks, bookcases, the library, and chairs were loaded in the farm wagons, and other vehicles gathered up the trunks, carpet bags and band boxes of the two hundred students. The invading forces had arrived before the people of Ladoga had had their breakfast, but the citizens rallied to save their school and offered free tuition and free room rent.

There were not enough hacks and carriages to accommodate all the students and faculty, but the invaders from Danville pro-

duced the cash with which to send sixty-five young ladies with their baggage by rail by the way of Greencastle. The caravan making the trip to Danville was a queer and unusual sight, which farm folks along the route gathered to witness.

At the head of the procession was a carriage with the finest span of horses from the Keeney Barns, in which rode President Harper and Miss Dora Lieuellen, a prominent member of the faculty. Soon after noon the head of the procession arrived at the public square in Danville.

The removal came on so suddenly that it caught the housewives in the midst of house cleaning, however, every student had a room and bed by 10 p. m. At 5 p. m. the processions of hacks, and drays, marched to the Big Four station with a Brass Band to meet the young ladies who came by train. There was general rejoicing in town. In the words of Professor Hargrave this was the most memorable event in the history of Danville not excepting the stirring times of the Civil and World Wars.

The next morning, the chapel exercises were held in one of the Danville churches with more than two hundred students and goodly number of citizens present.

The recitations were held in the Academy buildings, the public school, and the churches were turned into temporary class rooms.

The name of the institution was now changed to Central Normal College and Commerical Institute, but Principal Harper was the sole proprietor. Later in the year he mysteriously disappeared and it was many months before he was located in a Western state. Frank P. Adams, a popular young professor, who had come with the school from Ladoga, was elected principal and took up the work with unusual enthusiasm and energy. Faculty, students and citizens had perfect confidence in him. Every one tried to secure new students and the attendance increased rapidly.

A. C. Hopkins, formerly state superintendent of public instruction for Indiana; Dr. Joseph Tingley, long an instructor of Asbury College; Dr. G. Dallas Lind, a classmate of Mr. Adams at the National Normal School, and W. T. Eddingfield were added to the faculty.

The spring of 1880 brought so many students that additional help was needed. Then it was that Mr. Adams obtained Prof. John A. Steele, a noted instructor in the National Normal School of Lebanon, O., as a teacher of higher mathematics and philosophy. He was an experienced business man and with his advice and aid

Mr. Adams made many improvements in the equipment and in the property, which had been deeded to him by the trustees of the M. E. Church, who owned the buildings and grounds of the old Danville Academy.

During the period of 1880 to 1883 students came from almost every state of the Union. Danville and Hendricks County became known all over the country, through the advertising of the college and the enthusiasm of the students.

In 1880 G. L. Spillmann was employed as instructor of German. He was found to be a remarkable student of languages and a strong teacher. He continued a member of the faculty until 1902, teaching in German, Greek, Latin and French.

Early in 1882 Prof. Adams began to fail in health. Not heeding the admonitions of friends, he continued his labors as long as he had any energy. He died November 25, of that year, being in his thirtieth year. The institution was the property of Prof. Adams and before his death he requested his wife, Mrs. Ora Adams, to assume the presidency, with Prof. John A. Steele as vice president. Every friend of the college rallied to the support of the new officials so there was no check to its educational or financial progress. The college building was improved, a large boarding house erected and a handsome residence constructed for Mrs. Adams.

But misfortune again was to come. In 1884 Prof. Steele became ill of tuberculosis. He spent the following winter in Florida, but without benefit. In April 1885, he returned to Danville to spend his last days with the friends he loved best. On the morning of May 5 he died, while the students at chapel across the street from his room were singing a favorite hymn.

During the illness of Prof. Steele his work gradually passed into the hands of Charles A. Hargrave, who since April 1883 had been his assistant in office and class room. He was known as the secretary and treasurer of the college and through him the plans of President Adams were executed. The work of the college continued without a break. The next four years were years of prosperity, Mrs. Adams had understood the affairs of the college almost from the beginning, and she entered upon her duties with a full knowledge of all that was necessary to enable her to discharge her duties. Her management was progressive, yet on conservative and safe lines. Her admirable traits of character together with good judgment won and held the respect and love of all.

To successfully manage, year after year, a self-supporting col-

lege maintaining many departments, in competition with church and state schools, is no small achievement. Since it may be but a passing phase in the development of American colleges, it is worthy of notice here. The tuition charges have always been low in the Central Normal College, having been 80 cents a week through Mrs. Adams administration, but by careful management there was a surplus every year.

July 10, 1889, Mrs. Adams was married to James A. Joseph. Desiring to be relieved of public duties she promoted Prof. Hargrave to the presidency. Miss A. Kate Huron was made vice president, and Prof. Joseph, secretary and treasurer. This was recognized as only a temporary arrangement until Prof. Joseph could familiarize himself with the details of the business. This year was more prosperous than any that preceded, the enrollment for the spring term being 638.

At the close of the school year in 1890 Prof. Joseph assumed the presidency under most favorable conditions. He had already begun the erection of a large additional building, now known as Chapel Hall, just across the street west of the original building. The attendance increased and additional instructors were employed. The enrollment the spring term of 1897 was 771 students.

In August, 1900, a stock company of eighty citizens of Danville bought the college of Prof. and Mrs. Joseph. From that time on it has been managed by a board of trustees. The first board of trustees consisted of the following members: Thomas J. Cofer, president; G. L. Spillmann, secretary; Townsend Cope, I. N. Ester, H. S. Dickey, Jonathan Ridgon, and C. A. Hargrave. College officials were elected as follows: Jonathan Ridgon, president; G. L. Spillmann, vice president; C. A. Hargrave, secretary-treasurer.

Prof. Ridgon had been a prominent member of the faculty since 1885, teaching English grammar and philosophy. He was the author of a successful series of text-books in grammar.

In 1903 both Prof. Ridgon and Prof. Spillmann resigned. Their successors were A. J. Kinnaman and G. W. Dunlavy. Dr. Kinnaman was a member of the faculty from 1885 until 1899. The intervening years he had spent in Indiana University and Clark University, followed by one year as an instructor in a state normal school in East Stroudsburg, Pa. Prof. Dunlavy was engaged at Marion, Indiana, where he was teaching in the Marion Normal College.

Dr. Kinnaman resigned in 1906 to accept a position in a state normal school at Bowling Green, Ky. Prof. Dunlavy was made

his successor and John W. Laird was elected vice president. Prof. Dunlavy's health failed in two years and he retired to take up farm life. At this time Prof. Laird was elected president. Prof. H. M. Whisler was made vice president.

President Laird had been for years an instructor at Marion Normal College, at Marion, Indiana, with several periods of absence to attend the Indiana State Normal School at Terre Haute, Indiana, and Indiana University, both of which he is a graduate. The year preceding his employment in the C. N. C. he attended Harvard, where he obtained his A. M. degree.

In 1911 the college was reincorporated under a new Indiana law without capital stock. The stockholders donating their stock. It is controlled by a self-perpetuating board of trustees, serving without compensation. The board was as follows: O. E. Gulley president; George T. Pattison, secretary; William C. Osbron, J. D. Hogate, Mord Carter, Dr. W. T. Lawson and C. A. Hargrave.

Due to the resignation of John W. Laird who was compelled to go to Arizona on account of the health of a daughter, Dr. Jonathan Rigdon who had been a student at the Lebanon Ohio Normal as well as a student, teacher, and former president of C. N. C. returned to the presidency, and remained as its head until 1929.

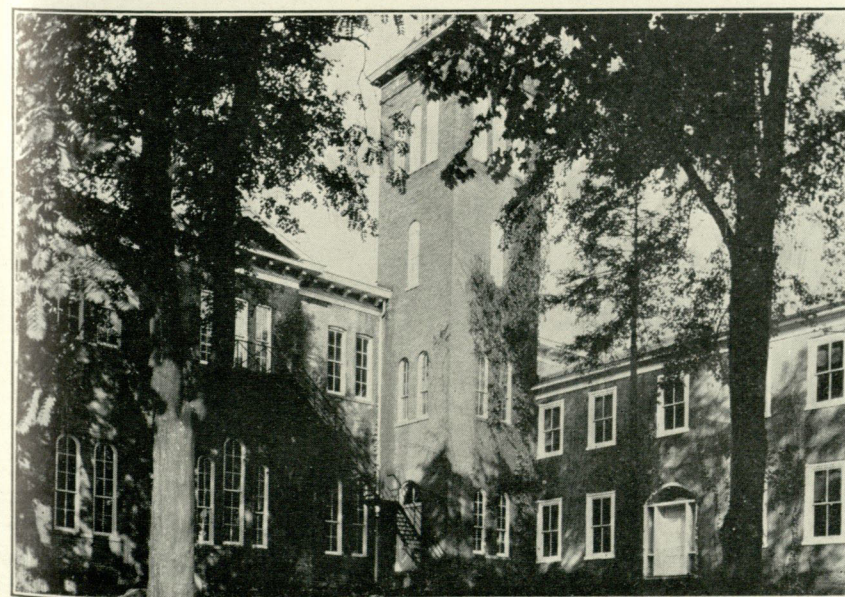
When Samuel M. Ralston, a graduate of C. N. C., was Governor there were more graduates of C. N. C. employed in the State House than from all the other colleges of the State combined. A few of the most prominent were Governor Ralston, Charles Great-house, Superintendent Public Instruction, Phillip Zoercher, Reporter of Supreme Court, Edgar Barrett, State Geologist, E. N. Felt, Judge of the Appellate Court, James L. Clark and Thomas Duncan, members of the Public Service Commission, J. B. Percy, State High School Inspector, Charles Bedwell, Speaker of the House of Representatives, Thomas C. McRynolds, member of the Panama Pacific Exposition Commission, and a host of others.

Despite its times of adversity C. N. C. has prospered. Within the last few years Science Hall and a modern gymnasium have been erected. Starting with about \$10,000 worth of buildings in 1878 we now have a group of five large buildings worth at a low estimate \$200,000.

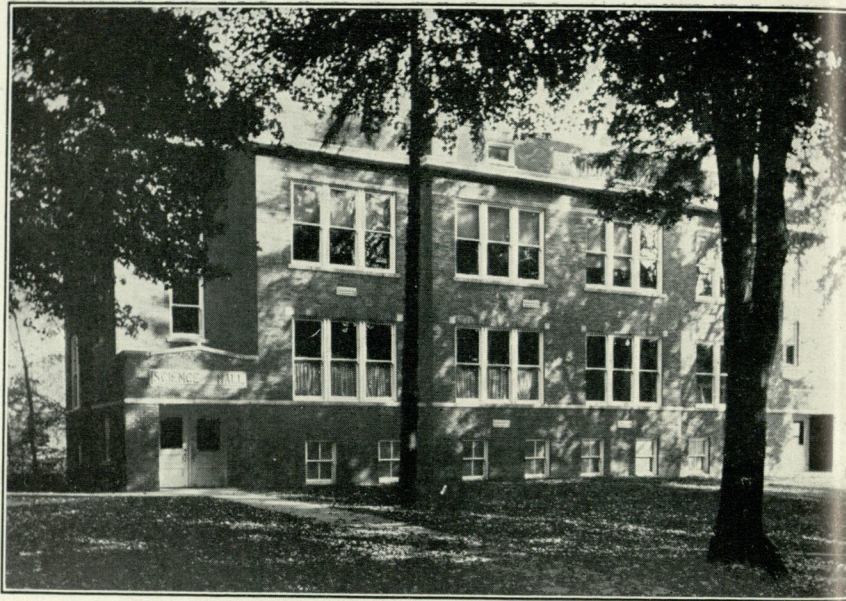
In 1926 C. N. C. celebrated its Golden Jubilee. Previous to that date over 40,000 students had been enrolled, and are now scattered far and wide over North and South America and in several foreign lands. C. N. C. gained and held national fame



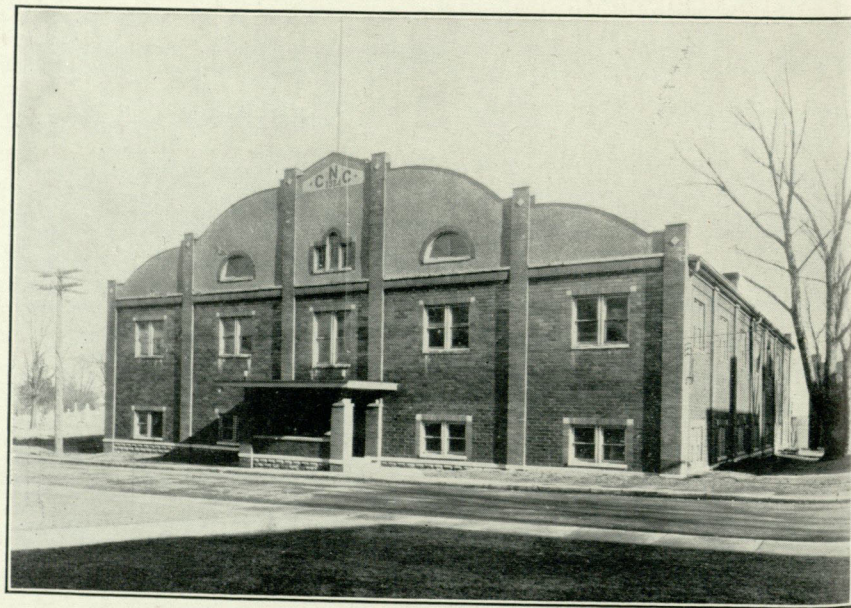
CHAPEL HALL



RECITATION HALL



SCIENCE HALL

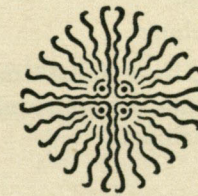


GYMNASIUM

as the poor man's school for it has made education available to young men and women of very limited means. The expenses at Central Normal College are less than at many other colleges in Indiana.

The Central Normal College has five large buildings.

- | | | |
|--------|---|------|
| No. 1. | Danville Academy, Constructed | 1829 |
| No. 2. | Recitation Hall, Constructed | 1865 |
| No. 3. | Chapel Hall, Constructed | 1890 |
| No. 4. | Science Hall, Constructed | 1915 |
| No. 5. | New Gymnasium, Constructed | 1926 |



Regular Four Year College Course

Entrance Requirements:

Graduation from a Commissioned high school or the equivalent.

Degrees Conferred:

- (1) Bachelor of Arts in Education.
- (2) Bachelor of Science in Education.
- (3) Bachelor of Science in Physical Education.
- (4) Bachelor of Music.

License that can be obtained:

Regular High School Teachers License First Grade.

Requirements for Graduation:

1. Professional Courses.....36 hours
 - Methods in Teaching..... 8 hours
 - Psychology I, II,..... 8 hours
 - Principles of Teaching..... 4 hours
 - Secondary Education..... 4 hours
 - Health Education..... 4 hours
 - Supervised Teaching..... 8 hours

Students who have had 40 months of teaching experience are not required to take supervised teaching.

2. English Course.....12 hours
 - English I, Principles of Rhetoric..... 4 hours
 - English II, Principles of Rhetoric..... 4 hours
 - English III, English Literature..... 4 hours
3. Social Studies..... 8 hours
 - United States History VA..... 4 hours
 - United States History VIA..... 2 hours
 - Indiana History..... 2 hours
4. Science.....12 hours

One year's work is required in either Botany, Zoology, Physiology, Chemistry, Physics or Physical Geography.

5. Majors Selected as follows:

- (a) Three majors required from subject groups that require 36 hours each.
- (b) Two majors required if Option I in Social Studies or Option I in Science is selected.
- (c) Two majors required if one major of 72 hours is selected from Special Subject Groups IX to XV.
 - (a) Only one major of 72 hours can be taken from subject group IX to XV.

6. Language:

A student who completes 24 hours in a Foreign Language as a part of a Major or as electives will receive the degree Bachelor of Arts in Education. If other electives are substituted for Foreign Language the student will receive the degree, Bachelor of Science in Education.

Students planning to work for an M. A. Degree must have 24 hours of foreign language. No language is required for the B. S. or M. S. degree.

Students who enrolled in our Liberal Arts course previous to the Fall Term of 1929 will be allowed to follow the regulation in force when they enrolled, until August 31, 1931. After that date students must meet the new regulations for graduation.

Students must have at least 40 term hours credit in one Major.

Model College Course No. 1

For the A. B. Degree With Three Majors

History, Option I,.....	56 quarter hours
Mathematics.....	36 quarter hours
English.....	36 quarter hours
Language.....	24 quarter hours

JUNIOR COLLEGE WORK

FRESHMAN YEAR

Fall Term	Winter Term	Spring Term
E. Composition & Rhetoric I	Composition & Rhetoric II	History of English Literature
M. Solid Geometry	College Algebra I	College Algebra II
H. Ancient History	English History	U. S. History (V A)
P. Psychology I	Psychology II	Principles of Teaching

SOPHOMORE YEAR

E. History of Am. Literature	Survey of Am. Literature	Survey of Eng. Literature
M. Trigonometry	Plan Analytics	Solid Analytics
H. U. S. History (VI A)	Early Mod. Europe	Later Mod. Europe
L. Ad. Latin or German	Ad. Latin or German	Ad. Latin or German

SENIOR COLLEGE WORK

JUNIOR YEAR

E. Oral Expression or Short Story	Old Testament or Shakespeare	New Testament or Novel
M. Arithmetic	Calculus I,	Calculus II
H. Contemporary Europe	National Period	Am. Diplomacy
L. Ad. Latin or German	Ad. Latin or German	Ad. Latin or German

SENIOR YEAR

S. *Science I	Science II	Science III
P. 1. Secondary Education	Methods in Teach.	Supervised Teaching
2. Methods in Teaching		
H. Spanish American History	Economics I Sociology I	Economics II Sociology II

*A year of science in one field is required for graduation.

In the Model College Course above Figures and Roman Numerals that follow the courses indicate the catalog number of the course.

E, is for English; M, Mathematics; H, History; P, professional subjects; L, Language and S, Science.

The above course not only qualifies the graduate to teach everything in the Social Science Group, Mathematics Group, and the English Group but will meet the entrance requirements in the most universities for graduate work leading to the M. A. and Ph. D. degree provided approximately 40 term hours of work were completed in the field in which graduate work is to be done.

Students who graduate from a four year college course without language can not enter universities for graduate work which leads to the M. A. or Ph. D. degree without making up approximately 24 term hours of language. Such students can enter the School of Education of universities and work for the M. S. or Ph. M. degree without taking language.

Students who did not take language in high school or during their four years of college work will have to take enough language to make up for the high school deficiency before they can be given graduate standing in the University.

Option I in science of 56 term hours may be substituted for the history option as follows: Physics I, II, III, IV, V, and VI are to be taken in consecutive order during the six terms of the freshman and sophomore years. Chemistry I, II, III, IV, V, and VI are to be taken in consecutive order during the junior and senior years. Physical Geography I is to be taken during the Fall Term of the junior year and Physical Geography II during the Spring Term of the senior year. If biology is desired instead of either physics or chemistry twelve hours of work should be done in each botany and zoology at the time the omitted subjects are given and two terms of physiology may be substituted for the two terms of physical geography.

If Option Two in Science is desired as a major the 40 term hours of required work may be substituted in place of any major in the Model College Course in the following consecutive order beginning with the Fall Term of the freshman year and ending with the Fall Term of the senior year: Botany I, II, III, IV, Physiology I, and II, Zoology I, II, III and Genetics, Eugenics or Evolution.

If Option Three in Science is desired as a major the 40 term hours of required work may be substituted in the same manner and orders as in Option Two above. The subjects appearing in the following consecutive order: Physics I, II, III, and IV, Physical Geography I and II, Chemistry I, II, III, and IV.

Majors of 36 hours each in Commerce, Music and Art may be similarly substituted in the Model College Course. If a major of 72 term hours is desired for a special license in Commerce, Music or Art two majors will have to be dropped from the Model College Course.

Students who desire the B. S. degree and drop the 24 term hours of language have 24 hours of elective work. This should be distributed in the major fields or all concentrated in one new field.

MODEL COLLEGE COURSE NO. 2

For the B. S. Degree and license in Science, Mathematics, Commerce, and a permit in History or another subject.

1. Science Option I,.....56 quarter hours
 - Physics.....24 quarter hours
 - Botany.....12 quarter hours
 - Zoology.....12 quarter hours
 - Physical Geography.....8 quarter hours
2. Mathematics.....36 quarter hours
3. Commerce.....36 quarter hours
4. Education.....36 quarter hours
5. History.....24 quarter hours
6. English.....12 quarter hours

I

English	English	English
Physics	Physics	Physics
Mathematics	Mathematics	Mathematics
Psychology	Psychology	Principles of Teaching

II

Physics	Physics	Physics
Bookkeeping	Bookkeeping	Bookkeeping
Mathematics	Mathematics	Mathematics
History	History	History
Typewriting	Typewriting	Typewriting

III

History	History	History
Mathematics	Mathematics	Mathematics
Botany	Botany	Botany
Secondary Education	Methods of Science	Methods of Mathematics
Typewriting	Typewriting	Typewriting

IV

Arithmetic	Physical Geography	Physical Geography
Zoology	Zoology	Zoology
Practice Teaching	Practice Teaching	Office Practice
Shorthand	Shorthand	Shorthand

Health Education may be taken as a fifth subject any time after the freshman year.

MODEL COLLEGE COURSE NO. 3

For the B. S. degree and license in Social Science, Science, and Mathematics.

1. Science Option I,.....56 quarter hours
 - Physics.....24 quarter hours
 - Botany.....12 quarter hours
 - Zoology.....12 quarter hours
 - Physical Geography.....8 quarter hours
2. Social Science, Option I,.....56 quarter hours
3. Mathematics.....36 quarter hours
4. Education.....36 quarter hours
5. English.....12 quarter hours

I

Physics	Physics	Physics
English	English	English
Mathematics	Mathematics	Mathematics
Psychology	Psychology	Principles of Teaching

II

Physics	Physics	Physics
Mathematics	Mathematics	Mathematics
History	History	History
History	History	History

III

Botany	Botany	Botany
Mathematics	Mathematics	Mathematics
History	History	History
Secondary Education	Methods	Methods

IV

Zoology	Zoology	Zoology
History	History	History
History	Physical Geography	Physical Geography
Practice Teaching	Practice Teaching	History

Health Education may be taken as a fifth subject any time after the freshman year.

MODEL COLLEGE COURSE NO. 4

For the A. B. degree and license in English, Music, Latin, and U. S. and European History.

1. English.....36 quarter hours
2. Music.....36 quarter hours
3. Latin.....36 quarter hours
4. History Option II.....36 quarter hours
5. Education.....36 quarter hours
6. Science.....12 quarter hours

I

English	English	English
Psychology	Psychology	Principles of Teaching
Science	Science	Science
History	History	History

II

English	English	English
Latin	Latin	Latin
History	History	History
Music	Music	Music

III

English	English	English
Latin	Latin	Latin
Secondary Education	Methods	Methods
Music	Music	Music

IV

Latin	Latin	Latin
Practice Teaching	Practice Teaching	Health Education
History	History	History
Music	Music	Music

MODEL COLLEGE COURSE NO. 5

For the A. B. degree and license in Latin, Commerce, Music, and a permit in English or any other subject.

1. Latin.....36 quarter hours
2. Commerce.....36 quarter hours
3. Music.....36 quarter hours

4. Education.....36 quarter hours
5. English.....24 quarter hours
6. Science.....12 quarter hours
7. History.....12 quarter hours

I

English	English	English
History	History	History
Psychology	Psychology	Principles of Teaching
Music	Music	Music

II

English	English	English
Bookkeeping	Bookkeeping	Bookkeeping
Latin	Latin	Latin
Music	Music	Music
Typewriting	Typewriting	Typewriting

III

Latin	Latin	Latin
Secondary Education	Methods	Methods
Science	Science	Science
Music	Music	Music
Typewriting	Typewriting	Typewriting

IV

Latin	Latin	Latin
Practice Teaching	Practice Teaching	Health Education
Arithmetic	Elective	Office Practice
Shorthand	Shorthand	Shorthand

MODEL COLLEGE COURSE NO. 6

For the A. B. degree and license in Physical Education, Commerce, Latin, and a permit in Science or another single subject.

1. Education Courses.....36 quarter hours
2. Physical Education.....36 quarter hours
3. Latin.....36 quarter hours
4. Commerce.....36 quarter hours
5. Science.....24 quarter hours
6. English.....12 quarter hours
7. History.....12 quarter hours

I

English	English	English
History	History	History
Physical Education	Physical Education	Physical Education
Psychology	Psychology	Principles of Teaching

II

Science	Science	Science
Bookkeeping	Bookkeeping	Bookkeeping
Latin	Latin	Latin
Physical Education	Physical Education	Physical Education
Typewriting	Typewriting	Typewriting

III

Science	Science	Science
Latin	Latin	Latin
Secondary Education	Methods	Methods
Physical Education	Physical Education	Physical Education
Typewriting	Typewriting	Typewriting

IV

Latin	Latin	Latin
Practice Teaching	Practice Teaching	Health Education
Arithmetic	Elective	Office Practice
Shorthand	Shorthand	Shorthand

BEGIN YOUR EDUCATION IN A GROWING COLLEGE

Records Broken at Central Normal College for Eighteen Terms

The year of 1932 shows a Progressive Gain of 213 per cent from the Fall Term to the Third Summer Term as compared to the Same Terms of 1929.

Departmental Statement

Explanation of Course Numbers

Courses with numbers below 100 are either nonprepared or below college grade.

Freshman courses are numbered from 100 to 199

Sophomore courses are numbered from 200 to 299

Junior courses are numbered from 300 to 399

Senior courses are numbered from 400 to 499

No student should be permitted to enroll in classes two classifications above or below his class rating excepting in the special subjects: Physical Education, Music and Commerce, unless he is a graduate working for an additional license or permit. All other exceptions must be approved by Committee on Matriculation and Graduation.

The number in parenthesis after each course number was used previous to the year 1932.

Courses in this catalog are numbered according to the following classification:

	Freshmen	Sophomore	Junior	Senior
	100-199	200-299	300-399	400-499
Art.....	100-104	200-204	300-304	400-404
Commerce.....	105-114	205-214	305-314	405-414
Education.....	115-124	215-224	315-324	415-424
English.....	125-134	225-234	325-334	425-435
Foreign Language				
(Latin)....	135-139	235-239	335-339	435-439
(German) ..	140-144	240-244	340-344	440-444
Mathematics.....	145-149	245-249	345-349	445-449
Music.....	150-159	250-259	350-359	450-459
Physical Education				
(Men)....	160-165	260-265	360-365	460-465
(Women) ..	166-169	266-269	366-369	466-469
Social Science.....	170-179	270-279	370-379	470-479
Science				
(Physics).....	180-182	280-282	380-382	480-482
(Chemistry).....	183-185	283-285	383-385	483-485
(Zoology).....	186-188	286-288	386-388	486-488
(Botany).....	189-191	289-291	389-391	489-491
(Geography).....	192-194	292-294	392-394	492-494
(Physiology).....	195-197	295-297	395-397	495-497
	198-199	298-299	398-399	498-499

Department of Art

HARRIET DAY—Professor, and Head of Department.
FAY NELSON—Assistant Professor of Art.

COURSES IN ART

- 100.—**ELEMENTARY DRAWING.** Required for two year elementary certificates and should be taken the first term in art. The fundamental principles of art are studied in design, construction and color. The work includes problems suitable for grades only. 4 quarter hours.
- 101.—**FREEHAND PERSPECTIVE AND DRAWING.** Fundamental principles of freehand and mechanical perspective for grades and high school. 4 quarter hours.
- 102.—**STILL LIFE AND LANDSCAPE.** Study arrangements of line, light and dark in good composition. Practice in drawing from objects obtaining good balance of values. Outdoor sketching for the study of the landscape. 4 quarter hours.
- 103.—**DESIGN 1.** A continuation of the fundamental principles of design taught in the first term of art. The work includes the abstract and concrete applied to problems to be taught in the grades. 4 quarter hours.
- 104.—**COLOR.** Various color theories studied. A study of color effects gained through color combinations and arrangements. Comparison and evaluation of each. Mediums, tempera, water color and crayon. 4 quarter hours.
- 200.—**BLACKBOARD DRAWING.** Quick rendering of objects and maps on the blackboard for school uses. 4 quarter hours.
- 201.—**LETTERING AND POSTER.** Basic elements and principles of lettering studied. History of lettering. Practical problems in lettering and making of posters for schools. Mediums, tempera, ink, brush and color. 4 quarter hours.
- 202.—**DESIGN 2.** Applied design to articles of use. Problems suited to textiles, metal and wood from concrete motives and abstract. 4 quarter hours.
- 203.—**INTERIOR DECORATION AND HOUSE PLANNING.** The study of domestic architecture in this country and its present needs to the community it serves. A study of the changes now in effect in construction. New modes in construction and decoration and trend for future. The application of art principles to house planning, interior decoration and landscape gardening. 4 quarter hours.
- 204.—**CRAFTS 1.** Application of designs to leather. Leather tooling and paper articles of use. Making objects in art metals.
- 204-M.—**METHODS.** This course deals with teaching of art in eight grades and the various problems to be given. 4 quarter hours.
- 300.—**WATER COLOR.** Study of still life, flowers and landscape in transparent colors. Prerequisite art 100 and 101. 4 quarter hours.
- 301.—**ART APPRECIATION.** An interpretation of the Fine Arts as Painting, Sculpture and Architecture. Study of compositions, various mediums and rendering. Textbook. 4 quarter hours.
- 302.—**CLAY MODELING AND POTTERY.** Modeling animals in soap and potter's clay for correlation in grades. A study of the composition of clays and care of clays. Simple pottery firing and glazing. 4 quarter hours.
- 303.—**OIL PAINTING.** Painting in oils from simple still life objects, fruit and flowers. Prerequisite 100, 102 and 104. 4 quarter hours.
- 304.—**METHODS OR TEACHING OF ART IN HIGH SCHOOL.** This course deals with the methods of teaching art in high school. Plans for lessons worked out for discussion. A study of various books in circulation and make a good working bibliography. 4 quarter hours.
- 400.—**HISTORY OF ART.** A survey of the development of art through the ages. A comparative study of its influence in the different parts of the world. Textbook-Gradner, Art Through The Ages. 4 quarter hours.

- 401D.—MECHANICAL DRAWING.** The fundamental principles of Mechanical Drawing are introduced in this course. Exercises are given and plate drawings assigned. Each student is required to keep all his drawings. Plates of less than "B" grade are not accepted. They must be made over until they meet requirements. 4 quarter hours.
- 402D.—MECHANICAL DRAWING.** Entire time given to making drawings of machines, gears, tools, utensils and projects. No drawings of less than "B" grade are accepted. Lectures are given and library reading is required. 4 quarter hours.
- 403D.—ARCHITECTURAL DRAWING.** Plans of houses are drawn and specifications written. Drawings of all detail constructions are made. Lectures given and reports required. 4 quarter hours.
- 401.—FIGURE DRAWING.** The principle elements of figure drawing from the human figure suitable for use in Public School work. Study of proportion and action. 4 quarter hours.
- 402.—DESIGN 3.** A continuation of design one and two. Applied design problems suitable for senior high school work. Some study of historic designing. 4 quarter hours.
- 403.—SKETCHING.** Out-door sketching in various media as weather permits. 4 quarter hours.
- 404.—CRAFTS 2. OR COSTUME DESIGNING.** (Optional) If crafts, then continuation of crafts one. If costume design is selected, a study of dress in line, spaces, dark and light and color. Period designs that have influenced the ages. Historic costumes. 4 quarter hours.

ALL ART COURSES GIVEN EACH SUMMER TERM

Students can obtain any Art course they desire during each of the three summer terms. Ten quarter hours of credit in Art can be earned during each summer term or thirty quarter hours of credit during the three summer terms. This is enough credit for a permit and only lacks six quarter hours of being enough credit for a license.

Department of Commerce

—‡—

BLANCHE McNEELY WEAN—Head of Commerce Department.

MARY BARTON JOHNSON—Assistant Professor of Stenography.

C. J. ELSON—Assistant Professor of Bookkeeping and Accounting.

GEOFFREY CARMICHAEL—Professor of Bookkeeping and Accounting.

CHAS. A. FISHER—Professor of Salesmanship and Commerce Law.

ROY WILLIAMS—Instructor of Commerce.

FRED A. DUPONT—Instructor of Penmanship and Spelling.

The purpose of the commercial course is two-fold: (1) The preparation of teachers of commercial subjects, and, (2) The training of individuals for desirable office positions.

Central Normal College has been accredited by the State Board of Education to train commercial teachers. The courses have been so arranged that the student receives the technical training which he needs, and also the methods of presentation of the subject matter to high school students.

Students who desire only the preparation for office training may concentrate on the particular subjects desired and become expert in the handling of them in a relatively short time. Then, if at a later date, the student desires to become a teacher of commercial subjects, every credit taken in the office preparation course may be applied directly, without loss of credit, to the teacher's course. This cannot be done when courses are taken in a business school not accredited by the State Board of Education.

Placement. Central Normal College does not guarantee to place all of its students, but under present demand for commercially trained people, nearly every one secures a good position.

Present business conditions require business trained individuals in order to meet the problems successfully. Those students who are really prepared, step into the good teaching positions as well as the good office positions. There will be competition for

positions just as there is in business. Those individuals who survive will be those who have taken care to prepare themselves thoroughly for the future commercial positions. The commercial department of Central Normal College is adequately equipped to give you the expert training you desire.

The principal subjects offered here, as in other commerce departments, are bookkeeping, shorthand, and typewriting. Other courses to enrich the program are given.

Bookkeeping aims to give the fundamentals of debits and credits, account classifications, and the preparation of simple balance sheets and profit and loss statements. Bookkeeping is followed by courses in accounting, which lead the student through accounting practices of modern business—auditing, banking, cost accounting, and some experience in system building.

The **Shorthand Course** has for its purpose the training of the student so that he can actually take dictation at a practical rate of speed. Gregg Shorthand is the system taught, and the advanced student is given opportunity to do practical dictation as a part of his regular course.

The shorthand course is naturally correlated with the course in typewriting, for the final product of the dictated letter or speech is the typewritten transcription. The student is taught to write on the typewriter by the touch method. A practical rate of speed is required and the student is given training in the care of the machine, the arrangement of the material on the page—business letters, tabulated materials, legal forms, etc. The course is thoroughly practical and would be a decided asset to every student, regardless of previous training in shorthand, or his expectation of using typing in a professional way.

Commercial Course

TYPEWRITING

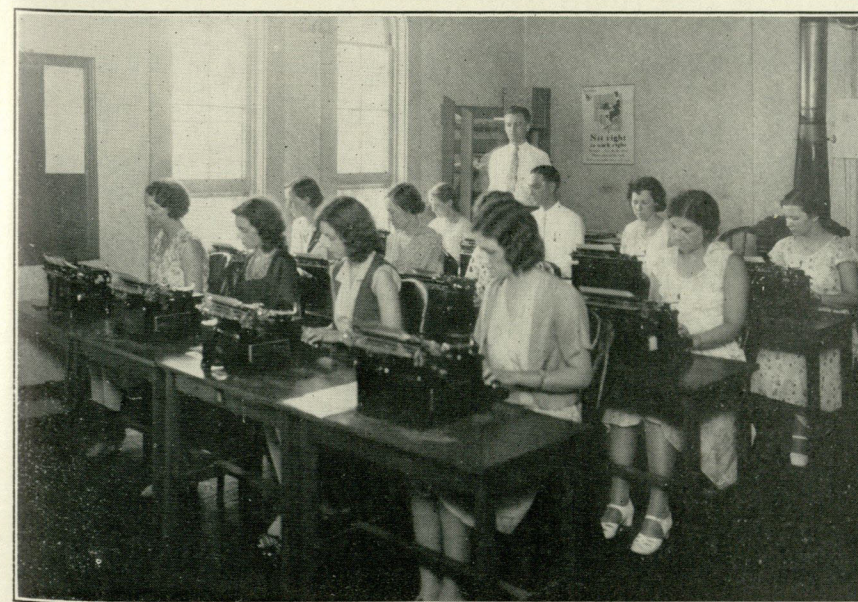
NOTE: All courses in Typing are unprepared, or drill work and count only $1\frac{1}{2}$ hours solid credit toward graduation.

105.—**BEGINNING TYPEWRITING.** In this course the student is introduced to the typewriter. He is taught to write by touch. Correct position at the machine, rhythm, and accuracy are objects of the course. 4 quarter hours.

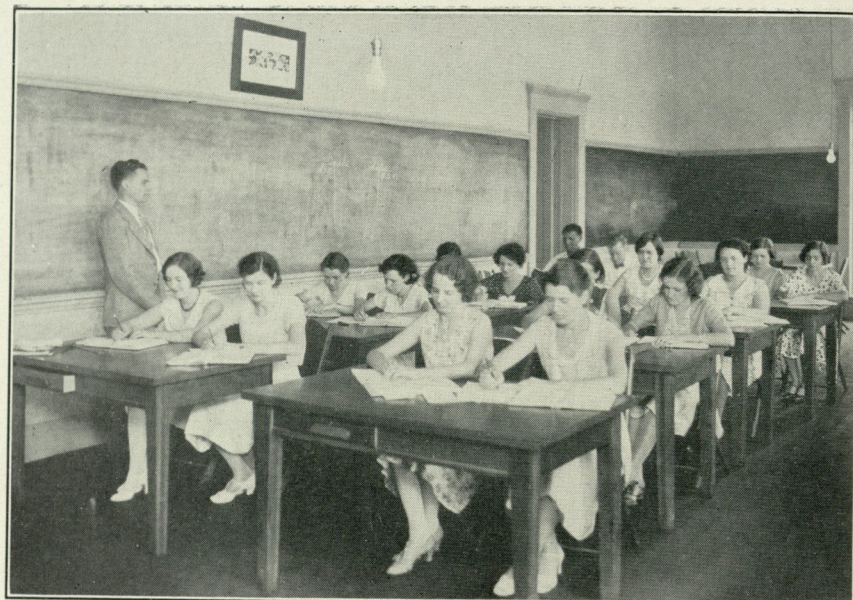
Text: Harned: New Typewriting Studies.



SHORTHAND CLASS



TYPEWRITING CLASS



BOOKKEEPING CLASS



TENNIS COURT

106.—**TYPEWRITING.** This course is a continuation of Commerce 105. The purpose of this course is to establish definitely the correct habits which have already been started. Concentration, rhythm, and accuracy leading toward higher speed are the aims of this course. Minimum speed requirements on a ten minute test: 20 Net. Minimum accuracy requirement on a five minute test: 0 errors. 4 drill hours.

Text: Harned: New Typewriting Studies.

107.—**TYPEWRITING.** Commerce 105 and 106 are pre-requisites. This course centers around letter-writing. The various styles of letters are taught. The care of the machine is emphasized in this course. Rhythm and concentration drills are given to promote speed and accuracy. Minimum speed requirements on a fifteen minutes test: 25 net. Minimum accuracy requirements on a ten minute test: 2 errors. 4 drill hours.

Text: Harned: New Typewriting Studies.

205.—**TYPEWRITING.** This course is designed for those who have had typewriting in high school. This course deals with inter-office correspondence, rough drafts, tabulation, the making of artistic title pages and the proper terms of address and salutation for government officials, professional and business persons. Work is also given to correct any deficiencies of typewriting which may be present, and also for the building of speed and accuracy. Minimum speed requirement on a fifteen minute test: 35 Net. Minimum accuracy requirement on a ten minute test: 0 errors. 4 drill hours.

Text: Webb: Simplified Touch Typewriting.

White: Typing for Accuracy.

206.—**TYPEWRITING.** Commerce 205 is a pre-requisite. Each class period is begun with Concentration, Acceleration and Speed and Accuracy Drills. The budget work of the course is very closely correlated with actual office work. During the course of the term the student acts as pay master, writes telegrams, form letters, cuts stencils, uses the mimeograph, makes out invoices, bills of lading, commercial drafts and legal forms. Minimum speed requirement on a fifteen minute test: 40 Net. Minimum Accuracy requirement on a fifteen minute test: 10 errors. 4 drill hours.

Text: Webb: Simplified Touch Typewriting.

White: Typing for Accuracy.

- 207.—TYPEWRITING.** This course corresponds rather closely to the course 206. The student assumes the role of secretary and arranges legal papers and court testimony. He learns to write a good letter of application. Minimum speed requirement on a fifteen minute test: 45 Net. Minimum accuracy requirement on a fifteen minute test: 10 errors. 4 drill hours.

Text: Webb: Simplified Touch Typewriting.
White: Typing for Accuracy.

SHORTHAND

- 208.—SHORTHAND I.** In this course the student is introduced to the Gregg Alphabet. He learns to write by sound. From the first day he is given dictation in order to accustom him to it. Good shorthand, penmanship, and a correct writing posture are stressed. The first four chapters of Gregg Manual and Graded Readings are covered. 4 quarter hours.

Texts: Gregg's Shorthand.
Gregg's Speed Studies.
Graded Readings in Gregg Shorthand.

- 209.—SHORTHAND II.** This is a continuation of course 208. Chapters V-VIII inclusive in Gregg Manual and Graded Readings are studied. Supplementary work is also given in order to develop the student's ability in thinking new shorthand outlines correctly. Daily dictation is continued. The minimum speed requirement: 30 words per minute: 4 quarter hours.

Texts: Gregg's Shorthand.
Gregg's Speed Studies.
Graded Readings in Gregg Shorthand.

- 210.—SHORTHAND III.** During the third term of shorthand the student completes the Gregg Manual and Graded Readings and continues his work in the Speed Studies. Reading and dictation are stressed. The minimum speed requirement is 60 words a minute on "straight matter" and 70 on letters. 4 quarter hours.

Texts: Gregg's Shorthand.
Gregg's Speed Studies.
Graded Readings in Gregg Shorthand.

- 309.—SHORTHAND IV.** This is a dictation course. In addition to completing the Gregg Speed Studies the student is given

new dictation in order to reproduce, so far as possible actual office work. Different members of the class dictate to familiarize the student with the various forms of dictation. Notes are transcribed directly into correct letter forms. Since reading well-written shorthand tends to improve the work is writing, a reading course parallels the work in dictation. Minimum speed requirements: 100 words per minute. 4 quarter hours.

Text: Gregg Speed Studies.

BOOKKEEPING

- 211.—BOOKKEEPING I—Single Proprietorship.** This course will consider the teaching of bookkeeping by modern methods and in accordance with present day aims. The complete routine of single proprietorship is covered, including recording and posting of commercial transactions and preparation of financial transactions and preparation of financial statements. 4 quarter hours.

Text: 20th Century Bookkeeping.

- 212.—BOOKKEEPING II—Partnership.** Management of partnerships; partner's rights and powers to act for firm. Additional accounts are taken up, an enlargement on routine, business statements and reports are made. 4 quarter hours.

Text: 20th Century Bookkeeping.

- 213.—BOOKKEEPING III—Corporation.** Formation and management, rights and duties of stockholders, officers, and directors. Thorough study of books and accounts peculiar to a corporation and preparation of reports and financial statements. 4 quarter hours.

Text: 20th Century Bookkeeping.

ACCOUNTING

- 310.—ACCOUNTING I—Constructive and Income Tax Accounting.** This course gives much advanced work which should help in teaching bookkeeping and other commercial subjects. Many fine professions are open in the accounting field. 4 quarter hours.

Proper accounting systems, reorganization of systems, and income reports are required of all commercial concerns. This course consists of a study of the construction and in-

stallation of these accounting systems, and the preparation of income tax reports. 4 quarter hours.

Text: Sherwood. Constructive Accounting.

- 311.—ACCOUNTING II—Fundamentals of Auditing.** Duties and work of Junior Accountants and Auditors are taken up. Internal, external, continuous, and periodic audits are studied and prepared in detailed form. Also, the proper procedure in beginning and closing an audit are stressed.

This course should prove valuable to anyone preparing for Indiana C. P. A. examination as well as to one taking the course for general information. 4 quarter hours.

Text: Sherwood: Fundamentals of Auditing.

- 312.—ACCOUNTING III—Advanced Auditing.** In this course a thorough study and audit is carried out. Balance sheet and detailed audits are discussed and worked. 4 quarter hours.

Text: Sherwood: Fundamentals of Auditing.

ADDITIONAL SUBJECTS

- 110.—COMMERCIAL ARITHMETIC.** It is the purpose of this course to give the student a knowledge of modern methods used in arithmetic by the commercial world and to prepare the necessary background needed for successful work in bookkeeping and accounting. 4 quarter hours.

Text: Vantuyt: New Complete Business Arithmetic.

- 111.—PENMANSHIP AND SPELLING.** These are drills and two hours of drill credit are required in each subject of students enrolled in the Elementary Course. 4 quarter hours.

Text in Spelling: Gilmartin: Business Speller.

Text in Writing: Zaner-Bloser Company.

- 214.—SCHOOL PAPER MANAGEMENT.** This course is designed to give aid in putting out mimeographed school papers, in selecting the school staffs, the writing of articles for school papers, the use of the mimeograph, the mimeoscope, the styli, and other aids used in putting out a paper. The Campus Crier will be put out by this class each week. This course gives two hours credit which may be used for extra work. The class is limited to twelve, but it is not absolutely limited to Commerce majors. 2 quarter hours.

- 313.—THEORY AND PRACTICAL WORK ON MODERN COMMERCIAL MACHINES.** The actual process of operating Burroughs Bookkeeping Machine, Dictaphones,

Stenotyping, Mimeoscope and Mimeograph. Prerequisites for this course are: Shorthand, Typewriting, and Bookkeeping. 4 quarter hours.

- 314.—PRINCIPLES OF ECONOMICS.** This course is designed to give the foundation of commercial theory. The principles of Economics covering organization of production, value and exchange, money and the merchandization of exchange and international trade, the distribution of wealth, the problems of labor and the problems of economic organization. This course is recommended particularly for commercial teachers as having much value in the teaching of Juniors Business Training and in the teaching of Economics in high school. 4 quarter hours.

Text: Taussig, Principles of Economics.

- 305.—THE TEACHING OF COMMERCIAL SUBJECTS.** This course deals with the professional phase of commercial teaching. Special methods of instruction, problems and difficulties peculiar to the teaching of each subject, presentation of subject matter, content and arrangement of material are carefully discussed. Prerequisite at least 24 hours of commerce. 4 quarter hours.

Text: Miller: Methods in Commercial Teaching.

- 306.—OFFICE PRACTICE.** This course is designed to develop and perfect the student's ability to take dictation and transcribe with accuracy and speed; to give the student a practical knowledge of business procedure thru class discussion and laboratory work. The work includes practical instruction on office appliances such as the mimeograph, the dictaphone, and the calculator; a study of the mechanics of the business letter; effective letter planning; the secretary's duties with reference to banking; telephone technique; indexing and alphabetizing; different methods of filing; a study of business terminology, office reference books, business literature; the selection of a business library; business ethics. Prerequisites are Shorthand and Typewriting. 4 quarter hours.

Text: Loso and Hamilton—Office Practice.

- 308.—SALESMANSHIP.** The object of this course is not only to give the student a knowledge of the fundamental principles of successful salesmanship but also to give him practical experience in developing it. A careful study is made of per-

sonality development with emphasis on those traits necessary to make and successfully close sales. 4 quarter hours.

Text: Salesmanship and Business Efficiency—Knox.

307.—COMMERCIAL LAW. The purpose of this course is to give the student a working knowledge of his legal rights and their limitations in his business relationships. Actual cases are discussed which are taken from court room decisions. Various types of contracts are written and studied. Indiana statutes and court decisions are analyzed. An attempt is made to familiarize the student with all phases of legal procedure used in business. 4 quarter hours.

Text: Commercial Law—Pomeroy.

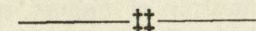
PRE-COMMERCE WORK

It is possible to secure Pre-Commerce work in Central Normal College which will apply toward the B. S. degree in accepted colleges and universities. Thirty semester hours are necessary for each year for Pre-Commerce work. These courses are suggestions from catalog analysis.

REQUIREMENTS

Course No. at Indiana University	Course No. at C. N. C.	Semester Hours required by Indiana University
Eng. Comp. 101a, 101b	125, 126 (8 term hours)	4
Mathematics 102, 103 or 116.	126, 225 (8 term hours)	6
Language I, II (German, French, Spanish or Latin)	140, 141, 142, 36, 36 (16 term hours)	10
Accounting 101a, 101b M205a or Com. 102a, 102b.	211, 212, 123, 310, 311 (20 term hours)	8
Eng. Lit. 103a, 103b.	325, 127, 227 (12 term hrs)	6
Hygiene 102	(4 term hours)	3
Science	(16 term hours)	10
Economics 101a, 101b, 102a, 102b.	214, 273, 474, Soc. I.	10
Pol. Science 101a, 101b. (Catalog 1931-1932)	(8 term hours)	6

Department of Education



WALDO WOOD—Head of Department and Professor of Psychology.

N. W. PINKERTON—Professor of Secondary Education and Psychology.

H. H. PLEASANT—Professor of Elementary Education.

C. R. MAXAM—Director of Teachers' Training.

FLOYD McMURRAY—Assistant Professor of Education.

A. A. McCLANNAHAN—Assistant Professor of Psychology.

NILE BLUE—Assistant Professor of Psychology.

J. P. GERARD—Assistant Professor of Education.

HARRY HAYS—Assistant Professor of Education.

CHALRES L. BELLES—Assistant Professor of Education.

FORREST FARIS—Assistant Professor of Education.

M. H. McCULLOUGH—Assistant Director of Teachers' Training.

FLOYD DAVIS—Assistant Director of Teachers' Training

C. R. LANDIS—Assistant Director of Teachers' Training.

C. M. SPALL—Assistant Director of Teachers' Training.

JAMES BOURNE—Assistant Director of Teachers' Training.

R. W. SHIEK—Assistant Director of Teachers' Training.

E. L. SCOTT—Assistant Director of Teachers' Training.

J. P. SNODGRASS—Assistant Director of Teachers' Training

C. O. WALLS—Assistant Director of Teachers' Training.

EWAN McCLAIN—Assistant Director of Teachers' Training.

WAYNE GRADY—Assistant Director of Teachers' Training.

AUDIE WATKINS—Assistant Director of Teachers' Training.

DALLAS F. RENN—Assistant Director of Teachers' Training.

L. S. EVERETT—Assistant Director of Teachers' Training.

FLOYD DAVIS—Assistant Director of Teachers' Training.

115.—EDUCATIONAL PSYCHOLOGY I. A comprehensive study of the elementary principles of psychology with special reference to their educational application. Special emphasis on heredity, environment, sensations, emotions, human urges, motivation, adjustment, laws of learning, perception, attention, thinking, intelligence, personality, and individuality. 4 quarter hours.

116.—EDUCATIONAL PSYCHOLOGY II. This course is an

application of the principles learned in course 115. A careful study is made of the physical mechanism, its responses to stimuli, the controls of human responses; the learning process, learning in school activities, transfer of training, intelligence, and its measurement, measurement of achievement, individual differences, character of children at different educational levels, the psychology of elementary school subjects and high school subjects, mental hygiene and how to study pupils. 4 quarter hours.

- 117.—EDUCATIONAL PSYCHOLOGY III.** This course deals with normal mental development. A careful study is made of the factors that affect mental development and how they can be directed and controlled in order that an individual may make the best mental development possible. A careful study is made of the conditioned reflex, suggestion, habits, mental adjustments, mental attitudes, inhibition of emotions, mental health, pseudo-feble-mindedness, pathological cases and the principles of mental development. A knowledge of the course should not only prepare a teacher to properly guide the mental development of children, but to also be able to better adjust and direct their own mental development. 4 quarter hours.

- 118.—EDUCATIONAL PSYCHOLOGY IV.** This is one of the most interesting and practical courses in psychology. It deals with the factors that prevent normal mental development. The course begins with a study of character development, trait development, postnatal conflicts and reaction to conflicts. Then, a careful analysis is made of the child's face-to-face struggle with reality, compromise with reality, forgetting reality by daydreaming, ignoring reality, retreating from reality, rationalization and blaming the incidental cause. The next step is the compromise with reality in which the ego surrenders. Anxiety, specific fears and the acknowledgement of failure follow. A study is made of the intellectual incapability of appreciating reality and the inability to avoid mental conflicts, break abnormal defense reactions, and prevent defective social judgment. A mental hygiene program is developed as a part of the course. 4 quarter hours.

- 119.—INTRODUCTION TO TEACHING.** This course makes a

study of the factors that influence the teaching process such as; efficiency in teaching, the teacher, the school, the community, the health of the child, original nature of the child, principles of method, classroom practice, measuring in education, the American public school system, and education as a field for life work. 4 quarter hours.

- 120.—PRINCIPLES OF TEACHING.** A presentation of the fundamental principles of the teaching process. The course is divided into three parts: 1. preliminaries to teaching, 2. organization and management duties, 3. principles and methods of teaching reading, language, penmanship, arithmetic, social science, natural science, music, art, health and hygiene. 4 quarter hours.

- 121.—METHODS IN PRIMARY ARITHMETIC.** Grades 1-4: The object of this course is to teach students just how they should proceed step by step in teaching arithmetic in grades one to four. The number combinations for each grade are given much attention and the value of drill work is emphasized. 4 quarter hours.

Text: Clark-Otis-Hatton, First Steps in Teaching Numbers.

- 122.—METHODS IN GRAMMAR GRADE ARITHMETIC:** Grades 4-8: This course emphasizes how arithmetic should be taught to children in grades from four to eight.

Text: Klapper, The Teaching of Arithmetic. 4 quarter hours.

- 123.—METHODS IN PRIMARY READING.** Grades 1-4: The best approved methods of how to teach reading are presented, criticized and discussed also that both the weak and strong features of the various methods can be learned. Emphasis is placed on the best methods that can be used in teaching reading in grades one, two, three and four. 4 quarter hours.

- 124.—METHODS IN READING.** Grades four to eight: Johnson Readers and State adopted texts are used. Students are shown how to use the best approved methods of teaching reading in grades four, five, six, seven, and eight. Students take the place of the child while they are shown just how to read. Enunciation, expression, use of dictionary and oral reading are given careful consideration. 4 quarter hours.

Text: Johnson Readers.

215.—PSYCHOLOGY OF THE ELEMENTARY SCHOOL SUBJECTS, DIAGNOSTIC AND REMEDIAL TEACHING:

The first part of the course is a study of the psychological principles involved in the learning of each of the elementary school subjects and how they can be used to the best advantage in the teaching process. The second part of the course emphasizes the diagnostic and remedial teaching in

221.—METHODS IN LANGUAGE AND COMPOSITION:

Grades 1-4: Emphasis is placed on outlining the work in language and composition as it should be taught to children in grades one to four. Each student is held responsible for making a complete outline of work suitable for his school. 4 quarter hours.

222.—METHODS IN LANGUAGE AND COMPOSITION:

Grades 4-8: The work of this course deals with more advanced material such as; self-expression, child's interests, speaking, writing, language criticism, oral and written expression, enlarging the vocabulary, accuracy in expression, spelling and letter forms. Much attention is given to the development of appreciation. The course attempts to prepare teachers to teach reading by the most successful methods appropriate for teaching in grades four to eight. 4 quarter hours.

223.—METHODS IN GEOGRAPHY AND HISTORY.

Grades one to four: No texts are used in this course. The work that should be taught is grades one to four in history and geography are outlined and the best approved methods for presenting it are fully discussed. 4 quarter hours.

224.—METHODS IN GEOGRAPHY AND HISTORY.

Grades four to eight: Lesson plans are written on both history and geography. Different plans are studied and the best are emphasized for use in practice teaching. The main object is to show just how geography and history should be taught to children in grades four to eight. 4 quarter hours.

Texts: Mary Kelty, Teaching American History In The Middle Grades of the Elementary School.
Moore and Wilcox, The Teaching of Geography.

arithmetic, reading, language, spelling, handwriting, social studies, geography, character education, and health education. 4 quarter hours.

216.—CLASSROOM MANAGEMENT. A course on how to manage and control a school. The course is divided into four parts, (1) the nature of problems including the aim of education, human factors concerned and the environment and teacher as factors, (2) the pupil as the object to be considered regarding attendance, discipline, punishment and incentives in management, (3) the machinery and the process which includes organizing the school, grading and promoting, the school curriculum, the daily program, the class studying and reciting, (4) the teacher's influence as measured by personality, training, growth, health habits, and leadership. 4 quarter hours.

217.—TESTS AND MEASUREMENTS. 2 quarter hours. This course is for the two-year elementary course and gives only two quarter hours credit. The elementary principles of statistics are mastered and the remainder of the time is used in learning the best intelligence tests and achievement tests for grades one to eight. 4 quarter hours.

218.—TESTS AND MEASUREMENTS, ADVANCED. 4 quarter hours. Half of the term is used in mastering the fundamentals of statistics and how to interpret statistical terms. The last part of the term is used in making a careful study of the best available tests for measuring intelligence and achievement. Individual and group tests are studied. Diagnostic and prognostic tests are given special consideration. 4 quarter hours.

219.—SUPERVISED TEACHING. This course is for students working on the Two-Year Elementary Course. It should be taken as a part of the fifth term work, but may be taken during the fourth term. Sixteen (16) fifty (50) minute periods should be spent in observation and thirty-two (32) fifty (50) minute periods should be spent in teaching. Lesson plans required. 4 quarter hours.

220.—SUPERVISED TEACHING. This course is a continuation of course 219 and requires sixteen (16) fifty (50) minute periods of observation and thirty-two (32) fifty (50) minute

periods of actual teaching. Lesson plans required. 4 quarter hours.

- 315.—**SUPERVISED TEACHING.** This course is for college students and must be taken during the senior year. Eighteen (18) fifty (50) minute periods of observation and thirty-six (36) fifty (50) minute periods of actual teaching are required. Lesson plans required. 4 quarter hours.
- 316.—**SUPERVISED TEACHING.** This course is a continuation of course 315 and requires eighteen (18) fifty (50) minute periods of observation and thirty-six (36) fifty (50) minute periods of actual teaching. The course should be taken as a part of the sixth term's work. Lesson plans required. 4 quarter hours.
- 317.—**SECONDARY EDUCATION.** The aim of this course is to present the high school problems the new teacher must meet and to introduce to him the best approved methods of teaching the different high school subjects. The social and psychological aspects of the high school are discussed. A careful consideration is given to educational values, the teaching process, the mental processes, moral and religious education, and how to study. 4 quarter hours.
- 318.—**HEALTH EDUCATION.** A careful study is made of educational hygiene, facts and principles of child growth, growth disorders, defects, diseases, mental hygiene and special aspects of educational hygiene. Attention is given to school plants, health supervision, the school physician, the nurse, clinics, scholastic competition, the school ground, the classroom teacher, the factors influencing the health of the teacher. 4 quarter hours.

PRACTICAL TEACHING FOR ALL GRADUATES

Students do not need to worry about getting practice teaching at Central Normal College when they are eligible for it. The best schools in two counties have been accredited for Teacher Training.

English

- GEORGE H. REIBOLD—Professor and Head of Department.
 ADALINE WOOD—Professor of English.
 BERTHA M. WATTS—Assistant Professor of English.
 ELMER MARSHALL—Professor of Education and Dramatic Art.
 CLAUDE LAWLER—Assistant Professor of English, Summer School only.
 ELMER EMIG—Professor of Journalism, Summer School only.
 HARRIETT GRIMES—Assistant Professor of Reading, Summer School only.
 IRENE ROBBINS—Assistant Professor of Reading, Summer School only.
 FAYE WHEELER—Assistant Professor of English.

- 125.—(I)—**COMPOSITION AND RHETORIC.** This course is a preparatory step to Course II. The Word, Sentence and Paragraph are studied as component and composite units of Discourse.

The Word includes instruction in the proper use of the Dictionary, (The student should have a Collegiate Dictionary), the Mechanics of Spelling, i.e, phonetics, diacritical marks, syllabification, accentuation, etymology and study of synonyms, homonyms heteronyms, antonyms and paronyms, the more important, rules of spelling and laws that govern the building of a useful vocabulary. The purpose is to enable the student to acquire skill and a delight in the use of the proper word.

The Sentence unit as the expression of thought covers a review of the practical points of English Grammar. Comprehensive outlines on every grammatical topic are given. Accuracy in sentence structure is made imperative. The student is urged to cultivate a taste for a correct and well written or spoken sentence.

The Paragraph is studied as a unit in the development of the thought. Particular attention is given to the laws of

unity and coherence in its construction. The points of emphasis the "topic" and "summary" statements, and various classes of the Paragraph are studied as exemplified in standard selections.

To secure effectiveness of expression, and also to aid the student in literary appreciation and literary interpretation the last two weeks are given to the study of Figures of Speech and Pure Diction. 4 quarter hours.

Text: Thomas, Manchester and Scott, Macmillan Co.

- 126.—(II). Composition and Rhetoric. The principles set forth in Course I. are applied in this Course to the study of Description, Narration, Exposition and Argumentation.

Description, its types, classes of details, the factor of a trained Observation, laws of unity and coherence, points of view, order of arrangement, continuity, and the technique of special forms are carefully studied. Themes exemplifying this and the other forms of discourse are made one of the important requirements of this term's work.

Narration, its various classes of informational and artistic narrative, the Short story and the Novel together with the technique of their plot, setting and characters are given special attention. All the laws and principles of narration are sought in the original invention of the student as well as in standard selections.

Exposition receives paramount attention. Themes exemplifying each of its twelve problems are required.

Argumentation is studied in its relation to exposition in particular. Its different classes, the phrasing and analysis of the proposition, defining of terms, finding the issue, marking the kinds of evidence, kinds of reasoning, fallacies, testing the logical order of arrangement are set forth in original arguments by the student. 4 quarter hours.

Text: Thomas, Manchester and Scott, Macmillan Company.

- 127.—(III)—THE HISTORY OF ENGLISH LITERATURE.

The aim of this course is to stimulate the student to attain immediate contact with English Literature itself. The usual purposes (1) Knowledges of types of English Literature and its representative masterpieces, (2) Development of the English Language, (3) Characteristics of the different periods,

(4) Characteristics of the prevailing types and forms, (a) Realism, (b) Romanticism (c) Idealism (d) Classicism, (5) Insight into the lives of great writers, (6) Development of Poetry and Prose, (7) Comparative value of masterpieces, and (8) Correlation of the History and Literature of the English people are constantly kept in mind.

Special attention is given to the authors and their works which receive intensive study in the elementary and high schools, thus making the student thoroughly familiar with those that he is obliged to teach. 4 quarter hours.

Text: Moody and Lovett, Scribners, Chicago.

- 128.—CHILDREN'S LITERATURE. Choice pieces of literature, Mother Goose jingles and nursery rhymes, fairy stories, fables and symbolic stories, myths, poetry, realistic stories, nature literature, romance, legends, biography and hero stories. 4 quarter hours.

Text: Curry-Clippenger, Children's Literature.

- 129.—READING AND PHONICS. All phonetic sounds are learned. The use of dictionary is emphasized. School readers are checked for all phonetic sound work. Students are actually taught how to teach reading and phonics to children. 4 quarter hours.

Text: Johnson's Readers.

- 130.—GRAMMAR AND COMPOSITION. The purpose of this course is to teach the facts of English grammar so thoroughly that students will understand them and will be able to do likewise for the pupils they teach. Compositions are required to test a student's ability to apply the facts he has learned from his study of grammar. 4 quarter hours.

Text: Rigdon, The English Sentence.

- 225.—(IV)—THE HISTORY OF AMERICAN LITERATURE. This course presupposes a thorough knowledge of American History. Its aims in general are set forth in Course III. Intensive study is given to authors and their works that are given special attention in the Public Schools.

We use an abridged edition of the Cambridge American Literature. The full work will be available to the student and he should diligently use them. The element of criticism should do much to enrich the student's power of literary interpretation and literary appreciation.

This course includes a review of Indiana authors and

their works. The purpose is to inculcate a pride as well as a knowledge of our Hoosier writers. The articles on the Short Story and the English in America receive careful attention. 4 quarter hours.

Text: A Short History of American Literature, George P. Putnam's Sons, New York City.

Six weeks of this term are given to the study of masterpieces of American poetry. Particular study is given such selections as are outlined in the State's course of study, in both the Elementary and High Schools. This is done because the most of our students are potential teachers. In addition to the purpose of a mastery of the selections is that of creating an appreciation for poetry. The student must realize that it will be difficult if not quite impossible to create in another a fondness for that which he himself does not possess.

If the student does not already possess a knowledge of the principles of versification, he may acquire that necessary knowledge in this course.

The last six weeks of this term are given to the study of the masterpieces of American Prose. Distinguishing the types and forms of Prose as is done in metrical types and forms. Care is taken to apply the principles of composition in the intensive study of a few selections and original comments and criticisms are required. 4 quarter hours.

Text: Patee, Century Readings in American Literature, The Century Co.

- 227.—(IV)—**SURVEY OF ENGLISH LITERATURE.** This survey will follow in general the Course V. as outlined above. The first six weeks is given to English Poetry, the last six weeks of the term is given to English Prose. 4 quarter hours.

American Literature Text: Shafer's American Literature Doubleday Page & Co.

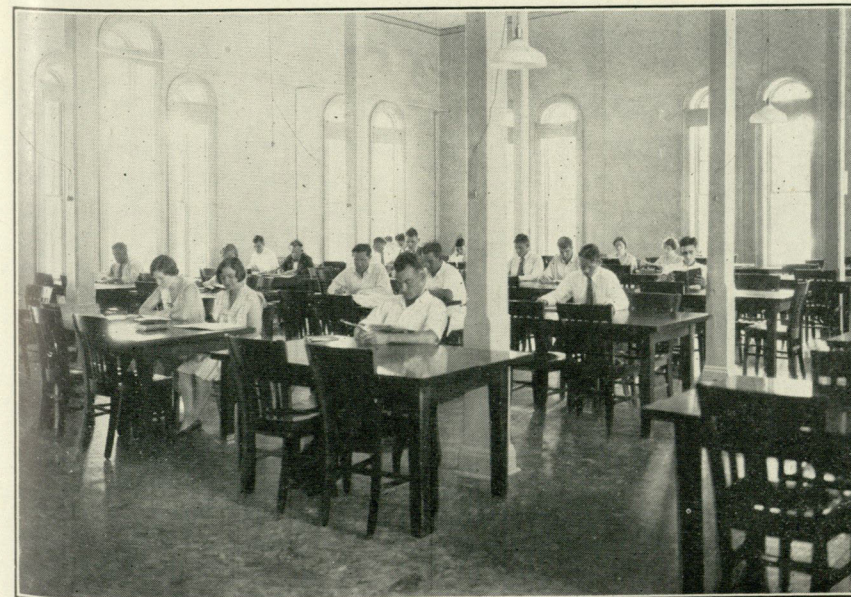
English Literature Text: Century Readings, Century Co.

Text: Century Readings in English Literature, The Century Co.

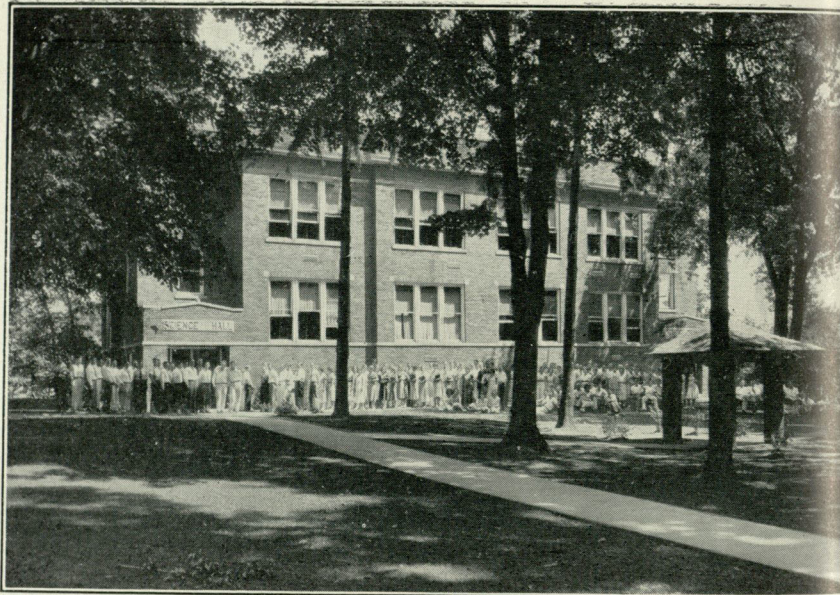
- 326.—(VII)—**OLD TESTAMENT.** This course covers thoroughly the History of the Hebrew Commonwealth. Intensive study is made of Genesis, Exodus, Deuteronomy, Joshua, Judges, I. and II. Samuel, I. and II. Kings as historical



FRONT VIEW OF NEW LIBRARY



READING ROOM OF NEW LIBRARY



GOING TO CLASS



STUDENTS STUDYING ON THE CAMPUS

books. The short stories of Ruth, Esther and Jonah: Job, Psalms, Proverbs, Ecclesiastes and Canticles receive particular attention. Careful study is given the last five as Hebrew poetry, i.e. Hebrew Literature.

The sermons of the Major and Minor prophets are studied only in part. The student is lead to appreciate the Bible as the first of "Literary Bibles." This knowledge will enable him the more easily to interpret and appreciate our Literary heritage, without which much of it would remain obscure and unintelligible. One of the Primary objectives is to acquaint the student with the Religion and Ethics of the Bible. THE COURSES IN THE OLD AND NEW TESTAMENT ARE ABSOLUTELY ESSENTIAL AS A FOUNDATION OF SCHOLARSHIP AND CULTURE.

- 327.—(VIII)—NEW TESTAMENT. Careful study is made of the history of the apostolic church, the missionary journeys of Peter and Paul, the four Gospels with their Parables and Allegories. Social study is made of the Sermon on the Mount and Life of Christ. The letters of Paul as touching his theology and interpretation of the Christian Religion receive careful attention. 4 quarter hours.

Text: The Authorized Version of King James.

- 330.—(IX)—THE NOVEL. This course includes the history of the development of the Novel, the principles of fiction that enable it to be an art; the great novelists and their most important works; Those novels which are the principal life work of best authors receive intensive study. The educational and ethical value of this class is stressed. Contemporary novelists, especially those of Indiana are given attention. 4 quarter hours.

Text: Cross, Macmillan Co.

- 328.—(X)—THE SHORT STORY. The study and appreciation of the Short Story includes the technique of the Short Story, its elementary principles of plot, characters, setting. Masterpieces of late and contemporary Short Story writers, the various types and classes are studied. Original comments and criticisms of some of the leading types are made by students. 4 quarter hours.

Text: Study and Appreciation of the Short Story by Johnson, Cowan and Peacock. Silver, Burdett and Co. Modern Short Stories by Law, Century Co.

- 329.—(XI)—**THE DRAMA AND SHAKESPEARE.** This course includes a study of dramatic principles, the development of the drama and ten of the leading plays of Shakespeare. Intensive study is given in particular to the Shakespeare plays used in the Elementary and High Schools. 4 quarter hours.

Text: A Ten Plays text by the Century Co.

- 325.—(XII)—**ORAL EXPRESSION.** Instruction and practice in breathing, sitting, standing, walking, and tone production. The proper use of lips, teeth, tongue, throat, nasal cavities, and diaphragm in making and supporting tones. A little of the mechanics and much of the technic of speech. Much class and other practice in reading and speaking selections that develop the power of speech.

Bible reading and reading from Shakespeare. Bearing before an audience. Preparation and delivery of an address. The principles of argumentation and debating. The staging and acting of plays. 4 quarter hours.

- 425.—(XIII)—**TENNYSON AND BROWNING** A particular study of the lives and works of these two poets, and general conception of the Victorian Age; the first six weeks are given to the longer poems of Tennyson and the last six weeks to the study of Browning's poems and monologues. Original comments and criticisms are required of students. 4 quarter hours.

- 331.—(XIV)—**TEACHING OF ENGLISH.** This course pertains to Literature. It covers the work of literature as presented in the grades and High Schools. This course should follow that of the survey courses. Model lessons and Methods are used in presenting the masterpieces which are taught in the Public Schools. The student not only becomes thoroughly familiar with the selections that are taught but is acquainted with some of the best methods of presenting them to the class. Practice in the socialized recitation is given. 4 quarter hours.

Text: Bolenius Teaching Literature in Grades and High School. Macmillan Co.

- 426.—(XV)—**THE ESSAY.** This course is to supplement Course II. This affords an opportunity to study more thoroughly the various types of Exposition. Brief outlines are required

which possess some detail thus seeking to give a training in constructive and consequential writing, and in accurate thinking and speaking. Essays are selected for their value in thought material as well as examples in exposition. Emphasis is laid upon the building of a useful vocabulary. 4 quarter hours.

- 427.—(XVI)—**CHAUCER AND MILTON.** This course affords an opportunity to familiarize one's self with the essential knowledge of our early English and the leading masterpieces of the works of each poet. The major poems of Milton are given special attention. His epic, sonnets, elegies are models. 4 quarter hours.

- 428.—**ADVANCED PUBLIC SPEAKING.** Continuation of the principles of course 325 with particular emphasis upon preparing, learning, and delivering various types of speeches. The course is for advanced students and no one can take this course until they have had course 325. The purpose of the course is to give the necessary training public speakers should have. 4 quarter hours.

Text: Rigdon, The Art of Public Speaking.

- 429.—**DRAMATIC ART.** Study of plays as to desirable kinds for various occasions, how to stage them, scenery selection, costuming, play coaching, enunciation and delivery. Attention is given as how to stage plays in the grades and high school. Either two or four quarter hours.

NEW LIBRARY

A new library 45x70 feet was made by combining rooms C, R and Q into one room. A stack room made of steel was placed in the north-east corner of the room. The stacks will hold 16,000 volumes. The steel is grained to match the walnut furniture of the reading room. The library is modern in every respect. About \$2,000.00 will be spent for new books each year.

Foreign Languages

Latin

W. E. Johnson, M. A., Professor

To prepare teachers for the high schools and to satisfy university requirements for graduate work, Central Normal College offers sixteen terms of Latin and twelve of German. Beginning classes in each are maintained only in the fall term. Courses in the Teaching of Latin are to be had only in Summer Terms. Thirty-six term hours, plus teaching of the subject are required for a first grade license. 4 quarter hours.

LATIN. Students who have had no Latin in high school and wish to major in Latin may do so by making up the equivalent of two years of high school work, i.e., they must have 12 terms of Latin to receive a first grade teacher's license. Students who have had two years of Latin in high school should begin with course 135. Those who have had three or four years should begin with course 235. Any three terms except 1 and 2 may be counted for credit in the A. B. course. 4 quarter hours.

PREPARATORY LATIN COURSES

35—36.—LATIN I AND II. In these two courses is presented the work usually given in the first year or year and a half of high school Latin. All regular declensions and conjugations together with some of the more common irregular ones are thoroughly drilled upon. In syntax we hope to implant firmly in mind some of the more common and important constructions such as Indirect Discourse, expressions of Purpose and Result, Cum-clauses, Conditional Sentences and the Periphrastic Conjugations. Considerable written work and much drill will be done throughout these two courses. 4 quarter hours.

Text: Smith's Elementary Latin.

COLLEGE COURSES

135.—LATIN III. In this course is begun the reading of Classical Latin. The reading will be done in the first four books of Caesar's Commentaries. The War with the Helvetians, The War with Ariovistus, The first Invasion of British and as

many other episodes will be read as time permits. Along with this reading grammar study will be continuously emphasized. The prerequisite for this course is I and II or their equivalent. 4 quarter hours.

Text: Walker's Caesar.

136.—LATIN IV. This is a continuation of the preceding course. The last three books of the Commentaries will be read. Special emphasis will be put on the work of Vercingetorix and the Great Rebellion of united Gaul against Roman authority, the climax of Caesar's story. Thorough grammar review of all high school Latin accompanies this course. The prerequisite is Latin III or two years of high school Latin. 4 quarter hours.

Text: Walker's Caesar and Bennett's New Latin Grammar.

137.—LATIN V. As many of Cicero's Orations will be read as possible. Among which will be included those against Catiline and Cicero's plea for poetry and literature contained in the Pro Archia Poets. Attention will be called to Cicero's prominence as an orator and statesman at Rome. Grammar study will be stressed in this course as in the preceding. Prerequisite for this course is the same as for the preceding.

Text: Chase and Stuart's Cicero's Orations and Bennetts' New Latin Grammar.

235.—LATIN VI. The reading of this course will be done in Books XXI and XXII of Livy's Roman History—The story of Hannibal's attempt to destroy Rome. Livy's place in Roman Literature, the style and importance of his writings will be noted. Along with the reading, Grammar study will be emphasized continuously as in the two preceding courses. Prerequisite for Latin VI is the same as for Latin V. Either of these two courses is suited for the entrance of students with credit for two years of high school Latin. 4 quarter hours.

Text: Chase and Stuart's Livy together with Bennetts' New Latin Grammar.

236.—LATIN VII. The Catiline of Sallust will first be read, then the Jugurthine War if time permits. These will be read as examples of Roman history writing, the Catiline more es-

pecially for the back-ground it sets for Cicero's Orations—a contemporary Roman's account of the affair. Grammar study will accompany the reading. As various constructions become familiar to the student others will be noted. The prerequisite is satisfactory completion of course V or VI or four years of high school Latin. 4 quarter hours.

Text: Chase and Stuart's Sallust and Bennett's Grammar

- 237.—**LATIN VIII.** The entire of Cicero's two Essays—the De Senectute and the de Amicitia will be read. Special attention is given to Cicero's place in Roman Literature and Philosophy. The student is urged to follow Cicero's thought as well as the Latin in which he expresses it. Grammar study will be pursued as in Latin VII. Prerequisite here will be the same as in preceding course. 4 quarter hours.

Text: Chase and Stuart's Edition of De Senectute et De Amicitia with Bennett's Grammar.

- 335-335A.—**LATIN IX AND X.** As much of the Aeneid of Vergil will be read as possible in these two courses. The first six books will be read entire and such selections from the second six as are contained in our text. The student is expected to acquire some ease in the metrical reading of the Latin and to become familiar with the various mythological references. Vergil's life and his place in Latin Literature are noted as also his influence on later literatures. Prerequisite for these two courses is at least one of the two immediately preceding courses or their equivalents. 4 quarter hours.

Text: Knapp Vergil's Aeneid and Bennett's New Latin Grammar.

- 336.—**LATIN XI.** This is a composition course. All the grammatical principles of frequent occurrence in high school Latin are studied and then sentences to illustrate these rules are given for translation into Latin. Selections of connected prose are also given for translation. Prerequisite is at least one of the courses V to VIII or the equivalent with consent of instructor. 4 quarter hours.

Text: Bennett's New Latin Composition and any good Latin Grammar.

- 337.—**LATIN XII.** As much of Horace as time will permit will be read. Parts read may be varied from term to term but

there will always be included De Arte Poetica, Carmen Saeculare and many selections from the Odes, Horace's poetic art and his place in Roman Literature will be noted. Metrical reading will be practiced. Prerequisite for this course will be Latin IX and X or their equivalents with consent of instructor. 4 quarter hours.

Text: Chase and Stuart's Horace with some good Latin Grammar.

- 338.—**LATIN XIII.** At least two Roman comedies will be read. The Andria of Terence and The Captivi of Plautus are usually selected. If possible a third one will also be read. A study of Roman comedy in general will be made—its origin, history, characters, plots, actors, theatre, etc. Prerequisite will be Latin VIII or its equivalent with consent of instructor. 4 quarter hours.

Text: Fairclough's Andria of Terence and Elmer's Captivi of Plautus. Some good grammar and dictionary will also be necessary.

- 435.—**LATIN XIV.** Both the Germania and Agricola of Tacitus will be read. The life, style, and rhetoric of Tacitus together with the literary character and purpose of the Germania and Agricola are noted. Prerequisite will be Latin VII and VIII with consent of instructor. 4 quarter hours.

Text: Guideman's The Agricola and Germania of Tacitus. Some good grammar and dictionary will be necessary.

- 436.—**LATIN XV.** Roman Short Stories. Many short stories will be read from various authors—perhaps mostly from Aulus Gellius and Apuleius. A study will be made of the short story in Roman Literature and the History of the Milesian Tale. Prerequisite will be Latin VII and XIV or equivalents. 4 quarter hours.

Text: Pike's Short Stories of Apuleius and Westcott's Stories from Aulus Gellius and perhaps others.

- 437.—**LATIN XVI.** A general course in the History of Roman Literature. Here we endeavor to get a glimpse of the whole field of Latin Literature. Selections will be read from many authors, extending from the Song of the Arval Brothers, and the Laws of the Kings to the time of Boethius. Considerable reading will be done in English touching all the

Roman authors of consequence and their work. Prerequisite will be at least two of the four courses immediately preceding. 4 quarter hours.

Text: Smith's Latin Selections and Fowler's Latin Literature.

- 438.—**LATIN XVII.** This course seeks to give such information regarding the history and development of the Latin language as will be of service to students who are specializing in Latin. Subjects studied will be: the Latin Alphabet, Inflections, Sounds, Syntax, etc. Inscriptions from the earliest period down to Imperial and Late Latin will be read, to illustrate the principles of form change in the language. This should be one of the last courses taken by the student. It presupposes a considerable knowledge of Latin. 4 quarter hours.

Text: Bennett's The Latin Language and Lindsay's Handbook of Latin Inscriptions.

- 339.—**LATIN XVIII.** Professional-academic. The teaching of Latin. The problems, methods and class room proceedings of the high school Latin teacher are discussed, also the value of Latin, the place it now holds and has been held in the past in education. This course is not to be taken until student has completed at least 24 hours of Latin, but will be taken before supervised teaching of the subject. 4 quarter hours.

Text: Game's Teaching High School Latin.

German

- 240.—Twenty two lessons in grammar, the classification and declension of nouns, the declension of adjectives and pronouns and the conjugation of verbs are thoroughly discussed. Much drill work in class and outside written work is required. 4 quarter hours.

Text: Vos, Essentials of German.

- 241.—Two days per week will be given to grammar and two to reading. Lessons 23 to 35 in grammar will be completed. At least one written exercise is required each week. Prerequisite: Course 240. 4 quarter hours.

Text: Vos, Essentials of German and Pope's German Reader.

- 242.—First year grammar will be completed and thoroughly reviewed. More time will be spent in reading one, or perhaps two, classic short stories of German Literature. Composition and conversation will accompany the reading. Prerequisite: the preceding course. 4 quarter hours.

Text: Vos, Essentials of German, Storm's Immense and Gerstaker's Germalshausen.

- 340.—Three days a week will be devoted to reading. One or two complete short stories will be read. Points in grammar will be discussed as they occur in the reading texts. One day each week will be devoted to composition and spoken German. Prerequisite: At least one year of German. 4 quarter hours.

Text: Pope, Writing and Speaking German, Chamisso's Peter Schlemihl and Wildenbruch's Das Edle Blut.

- 341.—Three days a week will be devoted to reading and one day to grammar and composition work. Conversation will accompany all this work. Prerequisite: Preceding courses or equivalent. 4 quarter hours.

Text: Fouque's Undine and Goethe's Hermann and Dorothea with Pope's Writing and Speaking German.

- 342.—This course will follow the same general method used in the two preceding courses; reading, composition, conversation and grammar. Prerequisite: Course 341 or equivalent. 4 quarter hours.

Text: Schiller, Wilhelm Tell and Pope's Writing and Speaking German.

- 440.—A rather rapid survey of the German Novel will be made and then some one prominent novelist will be taken up and various of his works will be read both in and out of class and discussed. Students will make reports on individual readings. Prerequisite: An easy reading knowledge of German and some speaking ability. 4 quarter hours.

Text: Freytag, Mann and others.

- 441.—In this course we hope to give a historical sketch of German Literature from the beginnings to the present. Many assignments illustrating periods, authors and literary genres

will be made for class reports and discussions. Prerequisite: Same as for 440. 4 quarter hours.

Text: Many different books will be used.

- 442.—Goethe's Faust will be read and discussed. If time will permit the second part will be read as well as the first. It will be read as outside work at least, and discussed in class. Prerequisite: Same as for the two preceding courses. 4 quarter hours.

Text: Goethe's Faust.



Mathematics

LENA R. COLE—Professor and Head of Department.

EDGAR MOUNTS—Instructor of Mathematics.

FREDERIC WOOD—Assistant Professor of Mathematics, Summer School only.

HAROLD AXE—Assistant Professor of Mathematics, Summer School only.

JAMES MOORE—Instructor of Mathematics, Summer School only.

ROY BELDON—Assistant Professor of Mathematics, Summer School only.

LORA FRAVEL—Instructor of Mathematics, Summer School only.

- 145.—(I)—Solid Geometry. General theorems on Geometry of Space. Prisms, pyramids, cylinders, cones. The Sphere. Special emphasis on areas and volumes. 4 quarter hours.

Text: Ford—Ammerman.

- 146.—(II)—College Algebra I. Fundamental processes with development of laws of signs. Factoring. Fractions. Linear Equations. Quadratic equations. Graphs. Complex numbers. Simultaneous linear and quadratic equations. Laws of exponents Logarithms. 4 quarter hours.

Text: William's College Algebra.

- 147.—(III)—College Algebra II. Variation. Simple cases of Mathematical Induction. Progressions. Elements of the Mathematics of Finance. Permutations and Combinations. Probability. Binomial Theorem. Determinants. Theory of Equations. Cardan's solution of cubic and Euler's solution of quartic. Partial Fractions. 4 quarter hours.

Text: Williams.

- 245.—(IV)—Plane Trigonometry Trigonometric functions of any angle. Solution for unknown parts of any triangle. Development of the relations between the Trigonometric functions. Graphs of the functions. Solution of Trigonometric equations. Application of DeMoivre's Theorem. 4 quarter hours.

Text: Wentworth—Smith.

- 246.—(V)—Plane Analytic Geometry. A study of the relation between equations and their graphs. First degree equations in two variables. Second degree equations in two variables. Polar equations. Transcendental Equations. Parametric equations. Transformation of Coordinates. 4 quarter hours.

Text: Smith, Gale and Neeley.

- 247.—(VI)—Solid Analytic Geometry. Cartesian coordinates in space. Equations of first and of second degree in 3 variables, and graphs. Transformation of coordinates. Different systems of coordinates. 4 quarter hours.

Text: Smith, Gale and Neeley.

- 345.—(VIII)—Advanced Arithmetic. Required by State Department of Education for high school license in Mathematics. Rationalization of all important arithmetical processes. 4 quarter hours.

Text: Van Tuyl, New Complete Business Arithmetic.

- 346.—(IX)—Differential Calculus. Development of the standard differentiation formulae. Applications of derivatives to maxima and minima, curvature, velocity, etc. 4 quarter hours.

Text: Granville, Smith, Longley.

- 347.—(X)—**Integral Calculus.** Development of the standard integration formulae. Applications of integration to area and volume, involving a single integration. 4 quarter hours.

Text: Granville, Smith, Longley.

- 445.—(XI)—**Calculus III.** Applications of both Differential and Integral Calculus. Rolle's theorem and Law of the Mean. Partial differentiation. Envelopes. Taylor's Series. Computation of logarithms, trigonometric functions, and of Pi (). Successive and Partial Integration. Areas and Volumes by double and triple integration. 4 quarter hours.

Text: Granville, Smith, Longley.

- 446.—(XII)—**Differential Equations I.** Differential Equations of first order and first degree; of first order but not first degree. Linear equations with constant coefficients. Applications to Geometry and Physics. 4 quarter hours.

Text: Murray.

- 447.—(XIII)—**Differential Equations II.** Linear Equations with variable coefficients. Equations of second order. Partial Differential Equations of first, second, and higher order. Applications to Geometry and Physics.

Text: Murray.

- 448.—(VII)—**Theory of Equations.** Proof of the properties of Equations. More thorough work on Cubic and Quartic than was done in Algebra II. Approximation of irrational roots. Location of roots by Sturm's Functions. Multiple roots. Symmetric functions of the roots. Reciprocal equations. 4 quarter hours.

Text: Cajori.

- 348.—(XIV)—**Teaching of Mathematics in High School.** Discussion of the psychologic and pedagogic aspects of teaching Algebra, Plane and Solid Geometry, Trigonometry, and Arithmetic in High School. 4 quarter hours.

Text: Hassler-Smith.

Department of Music

ORMA WEBER—Head of the Department, and Professor of Theory and Public School Music.

MARJORIE GASTON—Assistant Professor of Public School Music and Violin.

MARTHA HARVEY KING—Assistant Professor of voice.

OLIVE M. GRIMSLEY—Assistant Professor of Public School Music.

HELEN COBLE—Instructor of Public School Music.

AVIS WALLS—Instructor of Public School Music.

GRACE HUMPHREYS—Instructor of Public School Music.

HOMER BROADDUS—Band Director.

The purpose of the Department of Music is to train supervisors of Music for the public school, special supervisors for the grades and music teachers for the high school. An attempt is made to create a taste for good music and develop an increasing appreciation for it.

REQUIREMENTS:

1. Students must have their voice and hearing tested before they apply for entrance to the Music Department and the examination must show that they have a good singing voice capable of being trained and a keen sense of hearing which can easily detect small differences in tonal quality.
2. Music majors are expected to take part in all the musical organizations possible; glee club, band, orchestra, college choir, music clubs, etc. Students are urged to participate in public programs and obtain all practical experience possible.
3. Applied music courses should be properly distributed over the four years. A student may not enroll for two courses in applied music in the same field during any term.
4. An additional major in some academic field other than music is required of students completing the 72 quarter hour major in music.
5. Music majors are urged to begin orchestra and band work as soon as possible.
6. Not more than a total of 16 quarter hours can be taken in chorus, orchestra and band.

TWO YEAR SPECIAL ELEMENTARY

The two year elementary special music course meets the requirement for the Special Elementary Music Teacher's License, first grade. This is the minimum course for music supervisors.

FIRST YEAR

Public School Music I, II, III.....	12 hours
Music History and Appreciation.....	8 hours
Applied Music.....	4 hours
English.....	4 hours
English.....	8 hours
Psychology I, II.....	8 hours
Principles of Teaching.....	4 hours
Introduction to Teaching.....	4 hours

SECOND YEAR

Methods in Music I, II.....	8 hours
Harmony I, II, III.....	12 hours
Applied Music.....	12 hours
Student Teaching.....	4 hours
Electives.....	12 hours

To obtain a regular high school teacher's license in music, a major of 36 quarter hours of work must be completed according to the license regulations explained in the catalog under the subject Teachers' Training Courses. Two other majors of 36 quarter hours must be completed or one major of 56 quarter hours. The A. B. degree is conferred on majors with 24 quarter hours of language and the B. S. degree on majors without any language.

THE SUPERVISOR'S COURSE

The graduates of the four year supervisor's course are required to:

1. Complete 72 quarter hours of music work according to requirements in this catalog.
2. Complete at least one other major of 36 quarter hours of work.
3. Complete at least 12 quarter hours of applied music.

- 150.—PUBLIC SCHOOL MUSIC I. This course places special emphasis on ear training and sight singing with work on rote songs, scales, sequences, tone and tone productions, oral tonal dictation, musical theory, written tonal dictation, metric dictation, correct use of child's voice covering the work of grades, one, two and three. 4 quarter hours.

- 150-D.—MUSIC DRILL. Unprepared, preparatory course for Course 150.

- 151.—PUBLIC SCHOOL MUSIC II. This course is a continuation of course 150 with more advanced work in ear training and sight singing, and dealing with such topics as; part singing, tonal vocabulary work, introduction of minor scales, chromatics, oral and written dictation, melody and advanced sight singing adaptable to grades four, five and six. 4 quarter hours.

- 152.—PUBLIC SCHOOL MUSIC III. This course is a continuation of courses 151 and 152 with emphasis upon subjects suitable to the junior and senior high school. Attention is given to the writing of original melodies, modulation, advanced ear training, dictation, glee clubs, chorus work, orchestra and band problems, staging operettas, elementary theory and special musical programs. Course 153 should prepare supervisors to handle any of the high school music problems with a feeling of confidence and security. 4 quarter hours.

- 153.—PIANO. Two quarter hours per term. Not more than eight quarter hours can be earned in Music 153 and the four courses of 2 quarter hours each are designated as courses 153-A, 153-B, 153-C, and 153-D.

- 154.—SYMPHONIC INSTRUMENTS. Two quarter hours per term. Not more than eight quarter hours can be earned on an instrument in music 154. The four courses are 154-A, 154-B., 154-C., and 154-D.

- 155.—VOICE. Two quarter hours per term. Not more than eight quarter hours can be earned in course 155. The courses are 155-A., 155-B., 155-C., and 155-D.

- 156.—VIOLIN. Two quarter hours per term. Not more than eight quarter hours can be earned in course 156. The courses are 156.C., 156.B., 156.C., 156.D.

- 157.—CHORUS. Two quarter hours. This course may be taken by any student who can sing. It may be taken as a fifth subject at any time. Class meets on Tuesdays and Thursdays.

- 158.—ELEMENTARY PUBLIC SCHOOL MUSIC. This course

is given especially for elementary students and is classed as a drill subject, yet it meets the same as a regular four hour course. An attempt is made in this course to introduce the elementary fundamental principles of music, ear training, and sight singing. Attention is given to rote singing, theory and simple melody writing, and dictation.

- 159.—**ORCHESTRA AND BAND.** 2 quarter hours each. Not more than eight quarter hours can be earned in either course. Courses are as follows:
Orchestra 159-A., 159-B., 159-C., 159-D
Band 159-E., 159-F., 159-G., 159-H
- 250.—**HARMONY I.** 4 quarter hours. This course includes a study of scales, intervals, the structure and progression of triads and their inversions, elementary harmony, principal dissonant cords in harmonizing melodies, major and minor scales, writing simple melodies, chords as related to primary and secondary triads and dominant seventh.
- 251.—**HARMONY II.** 4 quarter hours. This course deals with the structure and progression of dissonant chords with the simpler forms of modulation, various kinds of notes, suspensions, anticipations, secondary triads and their uses in harmonizing melodies.
- 252.—**HARMONY III.** 4 quarter hours. This course deals with altered chords, inharmonic tones, the more difficult modulations, harmonic analysis, original compositions, embellishments, chromatically altered chords, and diminished seventh, dominant ninth and secondary seventh chords.
- 253.—**CONDUCTING.** 2 quarter hours. The purpose of this course is to develop skill in directing bands, orchestra, and different kinds of music clubs. The problems of directors are discussed and the course is made as practical as possible.
- 254.—**HISTORY OF MUSIC.** 4 quarter hours. This course presents in consecutive order the growth of music from the earliest types to the most modern production. A series of phonograph records are used to illustrate the various periods of musical development. A careful study is made of the opera, the sonata, musical instruments, the symphony, and the lines of great composers.

- 350.—**METHODS IN PRIMARY MUSIC.** 4 quarter hours. This course deals with the problems of primary grades and attempts to give an organized plan of just how music should be introduced and developed in the primary grades. Lesson planning and teaching are required.
- 351.—**METHODS IN MUSIC IN THE INTERMEDIATE GRAMMAR GRADES.** 4 quarter hours. This course deals with approved methods that should be used in grades four to eight. Each student is required to develop a complete plan for some particular school. An evaluation study is made of the available texts and material.
- 352.—**METHODS IN HIGH SCHOOL MUSIC.** 4 quarter hours. This course attempts to solve the problems of the music teacher in the high school. An intensive study is made of the methods used in conducting glee clubs, orchestras, choruses, and bands. Directions for producing operettas are carefully studied and analyzed. An attempt is made to help supervisors organize a complete musical program of courses and activities for their school.
- 450.—**MUSIC APPRECIATION.** 4 quarter hours. The purpose of this course is to develop an appreciation for good music. The great masters in music are studied and a large number of phonograph records of their masterpieces are played to the class. Particular attention is given to the relationship that exists between poetry and music.
- 451.—**ORCHESTRATION.** 4 quarter hours. Special attention is given to the writing and arranging of music for the orchestra, band, and smaller groups of instruments. Each instrument is carefully studied as to its construction, and use in the band and orchestra before an attempt is made to arrange music for it.
- 452.—**COUNTERPOINT.** 4 quarter hours. The purpose of this course is to show how to write two or more melodies so that they may be satisfactorily played at the same time. The course begins with simple melodies and proceeds to the more complicated melodies.

Department of Physical Education and Health for Men

SEWELL LEITZMAN—Head of the Department of Physical Education.

LOUIS ARMSTRONG M. D.—Professor of Anatomy.

CHESTER ELSON—Assistant Professor of Calisthenics, Games, and Supervision of Physical Education.

EVERETT CASE—Assistant Professor of Courses in Theory and Practice of Basketball.

CHARLES L. BELLES—Assistant Professor of Health Education.

The great demand on the part of parents, that all children should have the same opportunities in training for health and physical development, created an unusual demand for well trained physical education teachers. To meet the rapidly growing need a well organized Physical Education Department was inaugurated at C. N. C. in 1930. The Department has grown very rapidly and is accredited to give a license for the teaching of Physical Education.

Over one hundred students during the summer of 1932, took Anatomy, Health Education, First Aid, Gymnastics, Theory and Practice of Play and Coaching. A large well trained faculty of physical education teachers are employed for each summer school. Every subject that any student might need is given so that all can be accommodated.

RECENT BOARD RULINGS ON PHYSICAL EDUCATION LICENSE.

The following is a copy of a recommendation adopted by the State Board of Education on February 5, 1932, which provides for the distribution of the twenty-four semester hours of credit required for a Regular High School License in Physical Education. All applications received by the Licensing Division on and after July 1, 1932, should be in accordance with this regulation.

Minimum Requirements for Physical Education License.

(Adopted by State Board of Education, February 5, 1932).

It is recommended that after July 1, 1932, the twenty-four

semester hours required for a license be distributed approximately as follows:

1. Not less than 3 semester hours in Gymnastic Exercises. (Marching, Apparatus, Calisthenics, Tumbling and Stunts).
2. Not less than 3 semester hours in Theory and Practice of Play. (Games including minor sports.)
3. Not less than 5 semester hours in Coaching and Athletics. (Women may substitute Theory courses in rhythm to the extent of 3 semester hours).
4. Not less than 5 semester hours in General Physiology, Anatomy and Health Education.
5. Not less than 3 semester hours in Physical Examinations and Individual Gymnastics.
6. Five semester hours in electives. (To be chosen from any of the above groups (with the exception of No. 3) or from the following).
 - A. Organization and Administration of Physical Education.
 - B. Physical Diagnosis.
 - C. First Aid.

Note: Non-prepared work in Physical Education must not be substituted for any of the minimum requirements, but is recommended that non-prepared courses be required as skill prerequisites to certain theory courses. It is also recommended that students be urged to add to the above minimum requirements special methods and practice teaching in Physical Education.

Two options are available for men who desire to major in the Department.

1. Option I. Physical Education.

The following courses are required of students who expect to graduate from the four-year Bachelor of Science Curriculum with one major in Physical Education; 162, 161, 461, 462, 263, eight quarter hours in coaching and athletics, and eight quarter hours of elective subjects.

2. Option II. Physical Education and Health.

Completion of this option prepares the student to teach Health and Physical Education in the high school, junior high school and seventh and eighth grades. Courses 160, 161, 162, 263, 461, 462,

eight quarter hours in coaching and athletics, Health Education including diseases of school children, Mental Development, Foods and Nutrition, Child Hygiene, First Aid, and eight quarter hours of electives are required.

160.—PERSONAL REGIME. This course is designed for the purpose of improving the students habits of living through the development of a personal program for each individual. A careful study of the different factors that influence the development of health habits as; exercise, play, fresh air, work, sunshine, sleep, relaxation, diet, posture, etc. are carefully studied and discussed. Special emphasis is placed on the value of regular habits. Attention is given to the budgeting of time for both the working and sleeping hours. The value of regular medical and dental examinations are discussed. Proper consideration is given to the various diseases and how they should be treated. The course should improve the quality of the living of the student and thus make him a much better leader for school children. 4 quarter hours.

161.—THEORY AND PRACTICE OF PLAY. This course is to develop skill and the proper attitude for games suitable for the school ground, school room and the gymnasium. Special emphasis is placed upon the value of play and its influence upon the development of attitude and character development. Students are not only taught how to play but they learn the games by actual participation. 4 quarter hours.

162.—GYMNASTIC EXERCISES. This is a course conducted in the gymnasium (Marching, Military training, Apparatus work, Calisthenics, Tumbling, Stunts, and Minor games) to prepare directors for giving special gymnasium courses to children from grades eight to twelve. 2 quarter hours.

163.—PLAYS-GAMES. Two hour course for the Two and Four Year Elementary Courses.

260.—COACHING OF FOOTBALL. The game is thoroughly discussed. The student must participate in playing the games of a regular schedule to obtain full credit. Plays, training rules, schedule making, equipment regulations, team practice, and treatment of visiting teams are carefully studied and discussed. 4 quarter hours.

262.—FIRST AID. This course makes a careful study of the

treatment that should be administered to a pupil who needs first aid attention before a physician takes charge of the case. A study is made of bandaging, bruises, sprains fractures, dislocations, wounds, bleeding, burns, scalds, sun strokes, heat exhaustion, frost bites, freezing, suffocation, artificial respiration, drowning, electric shocks, poisoning, hanging, cramps, colic, vomiting, and how the patient should be cared for in each particular case. 2 quarter hours.

263.—PHYSICAL EXAMINATIONS AND INDIVIDUAL GYMNASISTICS. Physical Examinations are made and discussed. Each student is required to make a careful study of his measurements with the teacher and corrective exercises and follow up work are prescribed for him so that he may correct any ordinary physical defect. Skill in using scales and tests are emphasized. 4 quarter hours.

360.—HEALTH EDUCATION. A careful study is made of educational hygiene, facts and principles of child growth, growth disorders, defects, diseases, mental hygiene and a special aspects of educational hygiene. Attention is given to school plants, health supervision, the school physician, the nurse, clinics, scholastic competition, the school ground, the classroom teacher, and factors influencing the health of the teacher. 4 quarter hours.

361.—HISTORY OF PHYSICAL EDUCATION. This course traces the growth and development of Physical Education from its status in primitive society to the present time giving sufficient attention to the Oriental Nations, Greece, Italy, The Dark Ages, Age of Chivalry, The Renaissance, Realist Educators, Leaders in Educational Nationalism, prominent men of the eighteenth century, Germany, Scandinavia, Great Britain, The Colonial Period to 1790, and European leaders since 1800, Turnvereine since the Civil War, the gymnastic movement, American sports, Physical Education in the Y. M. C. A., and the Universities, Colleges, high schools and the grades, play ground movement in Europe and America. A brief study is made of the sociological status of Physical Education, the objectives, program, and character development. 4 quarter hours.

362.—THEORY AND PRACTICE OF BASKET BALL. The

theory of basketball including rules, and regulations for the same are fully discussed. Plays and floor work are actually demonstrated on the men's gymnasium floor. The course is to prepare coaches to instruct high school and elementary basket ball. 2 or 4 quarter hours.

363.—THEORY AND PRACTICE IN TRACK. The course is for teachers wishing to prepare for coaching track work in high schools and grades. The course covers scheduling games arranging for track meets, directing a track meet, and learning rules for conditioning men. 2 or 4 quarter hours.

364.—THEORY AND PRACTICE IN BASEBALL. A careful study is made of the rules of the game and actual participation is required of students working for credit. The course is given only during the spring term and first summer term. The completion of the course prepares teachers to coach baseball in both grades and high school. Emphasis is placed on the game from the viewpoint of the grade and high school student so that coaches will know how to adapt the game to suit the needs of their school. 2 or 4 quarter hours.

364.m—METHODS IN PHYSICAL EDUCATION. This course deals with the making of physical education and health courses for the grades and high school and the best approved methods that should be used in presenting the different subjects. An attempt is made to make the course as practical as possible so that teachers will know what they should teach in the various grades and how it should be presented. Special emphasis is placed upon the supervision and administration of high school athletics, including the scheduling of games, buying equipment, issuing of equipment, lockers, towel arrangements, and financial budgeting. 4 quarter hours.

460.—PHYSIOLOGY. The purpose of this course is to give the student a general idea of the use of the human body and the relationship that exists among its various parts. A careful study is made of the muscular, osseous, vascular, respiratory, glandular, digestive, excretory, and reproductive systems, as to their physiology, hygiene and anatomy. Special emphasis is placed upon the nervous systems as a basis for courses in psychology and physical education. 4 quarter hours.

461.—ANATOMY. The course in anatomy is divided into two courses, 461 and 462. Course 461 begins with a study of the cell, tissues, organs, systems, development of the embryo, tissue differentiation, and then gives much detail attention to the skeleton, muscles, nervous system, and the blood vascular system. 4 quarter hours.

462.—ANATOMY. Course 462 continues the study of the blood vascular system regarding blood pressure and the lymphatic system. Detail attention is given to duct and ductless glands, the respiratory system, the digestive system, foods, waste products, the skin, the sense organs and the reproductive system. 4 quarter hours.

462.—PLAY GROUND SUPERVISION. This course is primarily to help teachers who need help in directing games played on the school ground, especially games for large groups of children. Different types of play ground equipment are studied and discussed. Some of the major problems studied and how play grounds should be divided for children of different grades and for different games, the use of play ground equipment, arrangement of play ground schedules, and how to properly use play ground apparatus. The course should give much help to persons who expect to be directors of play ground activities. 4 quarter hours.

464.—ADMINISTRATION AND ORGANIZATION OF PHYSICAL EDUCATION. This course is for coaches and directors of Physical Education who need help in organizing and administering their physical education program. An attempt is made to show how the courses should be made, given, correlated and administered. Each coach is required to work out a complete organized program of the physical education courses for his school and show how they should be given. 4 quarter hours.

NON-PREPARED COURSES

All courses with numbers below one hundred are non-prepared and cannot be used for college credit, unless they are given as prepared courses and a P should precede the course number as P-64a. They are given to provide pleasure and develop skill and graceful coordination of movements. They will help students to keep in good physical condition which makes possible much better school work.

FOR TWO AND FOUR YEAR ELEMENTARY COURSE.

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|------------------------|----------------------------|
| 60.—Military training. | 62.—Elementary Gymnastics. |
| 61.—Plays and games. | 63.—Advanced Gymnastics. |

FOR COLLEGE STUDENTS

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|----------------------------|------------------------------|
| 64a.—Calisthenics. | 64k.—Indoor Baseball. |
| 64b.—Tumbling, Apparatus. | 64l.—Swimming. |
| 64c.—Wrestling and Boxing. | 64m.—Golf. |
| 64d.—Corrective Exercises. | 64n.—Intra-mural Basketball. |
| 64e.—Baseball. | 64o.—Intra-mural Baseball. |
| 64f.—Track. | 64p.—Intra-mural Track. |
| 64g.—Basketball. | 64q.—Intra-mural Football. |
| 64h.—Football. | 64r.—Intra-mural Golf. |
| 64i.—Gymnastics. | 64e.—Intra-mural Handball. |
| 64j.—Tennis. | 64t.—Seasonable Sports. |

IMPROVEMENTS MADE, 1930-1932

All buildings have been redecorated and painted. New furniture has been purchased for all the classrooms and offices. New equipment has been added to all the laboratories and the Commercial Department. A new gymnasium has been built for the ladies and both it and the men's gymnasium have been equipped with modern apparatus. A new Department of Physical Education and Health has been organized and placed in charge of a woman doctor. A new library 45x70 feet has been equipped with new steel stacks and furniture for the reading room. About \$2,000.00 worth of new books have been added to the library. A new recreation room has been provided with nice furniture for social activities and receptions. The room is provided with a kitchen and full equipment. The campus has been properly landscaped with shrubbery.

The College has paid in full its indebtedness and has excellent financial rating.

In order to meet the changing conditions which necessitates the building of endowment the Board of Trustees of Central Normal College appropriated \$27,500.00 to an endowment Fund.

Department of Physical Education and Health for Women

PORTIA PARKER, M. D.—Head of the Department of Physical Education and Health.

WINIFRED SANDERS—Assistant Professor of Gymnastics and Calisthenics.

ETHEL LEMMEL—Professor of Physical Education and Director of the Department 1931.

AGNES NEWBOLD—Assistant Professor of First Aid.

FRED LEMLEY—Assistant Professor of Health Education.

ERIC PAUL NAUMAN—Assistant in Anatomy.

The demand for physical training in the schools placed emphasis on the fact that girls need proper training in Physical Education and Health as well as boys do. Thus, the state of Indiana is in need of a large number of well trained physical education teachers for women. The following course meets the present needs of lady physical training teachers in Indiana.

Physical Training is one of the most popular departments at the present time. In order to give students the best opportunities possible a woman with an M. D. degree in medicine and a graduate of Physical Education was obtained and placed at the head of the Department. Women attending Central Normal College will have free counsel and attention and they will receive every courtesy possible. A nice well equipped room has been provided for examination and consultation work.

Two options are available for women who desire to major in the Department.

1. Option I. Physical Education.

The following courses are required of students who expect to graduate from the four-year Bachelor of Science Curriculum with one major in Physical Education; 162, 161, 461, 462, 263, eight quarter hours in coaching and athletics, and eight quarter hours of elective subjects.

2. Option II. Physical Education and Health.

Completion of this option prepares the student to teach Health and Physical Education in the high school, junior high school and seventh and eighth grades. Courses 160, 161, 162, 263, 461, 462,

eight quarter hours in coaching and athletics, Health Education including diseases of school children, Mental Development, Foods and Nutrition, Child Hygiene, First Aid, and eight quarter hours of electives are required.

165.—FOODS AND NUTRITION AS RELATED TO HEALTH.

This course is provided to give directors of health courses the knowledge they should possess regarding the different kinds of foods as to composition, use, and digestibility. A study is made of the cost, care and selection of foods to show the most valuable and least expensive foods. Attention is given to metabolism, uses of foods, the preparation of well balanced meals for individuals who may be affected by such factors as sex, age, size, activity, and health. Dieting, use of cosmetics, and artificial drinks are discussed. Attention is given to excretions, glands, and the skin. 4 quarter hours.

166.—PERSONAL REGIME AND HYGIENE. This course is the same as course 160 for men but adapted to the special need of women. The course is designed for the purpose of improving the students habits of living through the development of a personal program for each individual. A careful study of the different factors that influence the development of health habits as; exercise, play, fresh air, work, sunshine, sleep, relaxation, diet, posture, etc., are carefully studied and discussed. Special emphasis is placed on the value of regular habits. Attention is given to the budgeting of time for both the working and sleeping hours. The value of regular medical and dental examinations are discussed. Proper consideration is given to the various diseases and how they should be treated. The course should improve the quality of the living of the student and thus make her a much better leader for school children. 4 quarter hours.

167.—THEORY AND PRACTICE OF PLAY. This course is to teach students not only how to play but develop the habit of play. Everybody should make play a part of their daily program. Life will be much richer and better work can be accomplished. The student will be shown how to build attitudes and how to make them the great determining factors in character building. The course also is to develop skill and coordination of muscular movements. The course deals with games suitable for the gymnasium and the school ground. 4 quarter hours.

265.—GYMNASTIC EXERCISES. This course is given in the gymnasium and students are taught the use of simple apparatus. Much attention is given to marching exercises, calisthenics, stunts, minor games, and tumbling. The course prepares teachers to teach special gymnasium courses in the grades and high school. 4 quarter hours.

266.—FIRST AID. This course is the same as course 262 for men excepting that it is adopted to the particular needs of women. The course makes a careful study of the treatment that should be administered to a pupil who needs first aid attention before a physician takes charge of the case. A study is made of bandaging, bruises, sprains, fractures, dislocations, wounds, bleeding, burns, scalds, sun strokes, heat exhaustion, frost bites, freezing, suffocation, artificial respiration, drowning, electric shocks, poisoning, hanging, cramps, colic, vomiting, and how the patient should be cared for in such particular case. 2 quarter hours.

267.—PHYSICAL EXAMINATIONS AND INDIVIDUAL GYMNASTICS. This course is divided into four parts; a study of posture, physical examination, corrective exercises, and massage. A careful study is made of the different types of posture and the factors which have led to the development of each with emphasis placed on the development of the most suitable type. Physical examinations, anthropometrical measurements, motor ability tests and efficiency tests are made. After careful examinations are made each individual is given the corrective exercises she needs to correct any physical defect revealed by the examination. Value of the massage is taught and demonstrated. 4 quarter hours.

365.—HEALTH EDUCATION. This course is the same as course 360 for men excepting that special attention is given to the factors peculiar to the female sex. Besides the study of sex, attention is given to the educational hygiene, facts and principles of child growth, growth disorders, defects, diseases, mental hygiene and special aspects of educational hygiene. Attention is given to school plants, health supervision, the school physician, the nurse, clinic, scholastic competition, the school ground, the classroom teacher, the factors influencing the health of the teacher. 4 quarter hours.

366.—HISTORY OF PHYSICAL EDUCATION. This course is

the same as course 361 for men and can be taken with them. It traces the growth and development of Physical Education from its status in primitive society to the present time giving sufficient attention to the Oriental Nations, Greece, Italy, The Dark Ages, Age of Chivalry, The Renaissance, Realist, Educators, Leaders in Educational Nationalism, prominent men of the eighteenth century, Germany, Scandinavia, Great Britain, The Colonial Period to 1790, European leaders since 1800, Turnvereine since the Civil War, the gymnastic movement, American sports, Physical Education in the Y. M. C. A., and the Universities and Colleges, high schools and the grades, play ground movement in Europe and America. A brief study is made of the sociological status of Physical Education, the objectives, program, and character development. 4 quarter hours.

- 367.—**FOLK DANCING.** This course is to teach skill and muscular coordination in developing rhythmic movements in the different forms of folk dances of different nations. A careful study is made of the different types of dances and the historical background which led to the development of each. The dances are classified for grade use and careful instruction is given in how to use them in the school room and gymnasium. 4 quarter hours.
- 368.—**METHODS IN PHYSICAL EDUCATION.** This course is the same as course 364 for men and can be taken with them. The course deals with the making of physical education and health courses for the grades and high school and the best approved methods that should be used in presenting the different subjects. An attempt is made to make the course as practical as possible so that teachers will know what they should teach in the various grades and how it should be presented. Special emphasis is placed upon the supervision and administration of high school athletics, including the scheduling of games, buying equipment, issuing of equipment, lockers, and towel arrangements, and financial budgeting. 4 quarter hours.
- 465.—**PHYSIOLOGY.** This course is the same as course 460 for men and may be taken with them. The purpose of the course is to give the student a general idea of the use of the human body and the relationship that exists among its various parts. A careful study is made of the muscular,

osseous, vascular, respiratory, glandular, digestive, excretory, and reproductive systems, as to their physiology, hygiene and anatomy. Special emphasis is placed upon the nervous systems as a basis for courses in physiology and physical education. 4 quarter hours.

- 466.—**ANATOMY I.** This course is the same as course 461 for men, excepting that the course should be taught to meet the special needs of the female sex. The course begins with a study of the cell, tissues, organs, systems, development of the embryo, tissue differentiation, and then gives much detail attention to the skeleton, muscles, nervous system, and the blood vascular system. 4 quarter hours.
- 467.—**ANATOMY II.** This course is the same as course 462 for men excepting that it culminates in a study of the reproductive system peculiar to the female sex. The course continues the study of the blood vascular system regarding blood pressure and lymphatic system. Detail attention is given to duct and ductless glands, the respiratory system, the digestive system, foods, waste products, the skin, the sense organs, and the reproductive system. 4 quarter hours.
- 467-R.—**ADVANCED RYTHM AND DANCING.** This course deals with an analysis of physical skills and coordinating movements of the muscles. Rythm from the simple to complex types is carefully analyzed and studied. Much attention is given to dancing, dramatic expression, pageantry and the pantomime method of expression. This course requires course 466 in Anatomy as a pre-requisite. 4 quarter hours.
- 468.—**PLAYGROUND SUPERVISION.** This course is the same as course 463 for men and can be taken with them. It is primarily to help teachers who need help in directing games played on the school ground, especially games for large groups of children. Different types of play ground equipment are studied and discussed. Some of the major problems studied include how play grounds should be divided for children of different grades and for different games, the use of play ground equipment, arrangement of play ground schedules, and how to properly use play ground apparatus. The course should give much help to persons who expect to be directors of play ground activities. 4 quarter hours.

- 469.—**ADMINISTRATION AND ORGANIZATION OF PHYSICAL EDUCATION.** This course is the same as course 464 for men and can be taken with them. It is for coaches and directors of Physical Education who need help in organizing and administering their physical education program. An attempt is made to show how the courses should be made, given, correlated and administered. Each coach is required to work out a complete organized program of the physical education courses for his school and show how they should be given. 4 quarter hours.

NON-PREPARED COURSES

All courses below one hundred are non-prepared and can not be used for college credit on a Physical Education License, unless they are given as prepared courses and a P should precede the course numbers as P-69a. They are for the purpose of arousing interest in gymnastic work and provide interesting exercises for students who need physical exercise in order that they may enjoy their school life much better and at the same time develop skill and graceful coordination of muscular movements.

FOR TWO AND FOUR YEAR ELEMENTARY COURSE.

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|----------------------------|---------------------------|
| 65—Marching, Dancing, etc. | 67—Elementary Gymnastics. |
| 66—Plays and Games. | 68—Advanced Gymnastics. |

FOR COLLEGE STUDENTS

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|----------------------------|----------------------------------|
| 69a.—Calisthenics. | 69k.—Intra-mural Basketball. |
| 69b.—Apparatus. | 69l.—Intra-mural Golf. |
| 69c.—Corrective Exercises. | 69m.—Handball. |
| 69d.—Gymnastics. | 69n.—Intra-mural Handball. |
| 69e.—Tennis. | 69o.—Archery. |
| 69f.—Indoor Baseball. | 69p.—Seasonable Sports. |
| 69g.—Shuffle Board. | 69q.—Hiking. |
| 69h.—Basket Ball. | 69r.—Volley ball. |
| 69i.—Swimming. | 69t.—Bicycling. |
| 69j.—Golf. | 69u.—Horseback Riding. |
| | 69v.—Track and Field Activities. |

The above courses in non-prepared courses will be discussed and classified in the course on Methods in Physical Education, but classes will be organized in each to meet the needs of different groups of students.

History and Social Science

N. E. WINFREY—Professor and Head of Department.

WALTER MOHR—Professor of History, Summer School only.

C. R. LANDIS—Assistant Professor of Social Science, Summer School only.

A. A. McCLANAHAN—Assistant Professor of Government, Summer School only.

DAVID EDWARDS—Professor of European History, Summer School only.

ARLIE FRAVEL—Instructor of Social Science.

- 170.—(I)—**Ancient History.** A survey of Oriental, Greek and Roman history to the decline and fall of the Roman Empire in the west. 4 quarter hours.

Text: Breasted, Ancient Times.

- 171.—(IV (a))—**English History.** A survey of the British people from early antiquity to the present time. Through conquests and feudalism. Religious independence. Founding and development of the empire. Commercial and industrial supremacy. Warfare and welfare. Britain and the twentieth century. A background course for American History. 4 quarter hours.

Text: Trevelyan, History of England.

- 172.—(V a).—**U. S. History.** An introductory survey of discovery, exploration, colonial and national history through the Civil War. 4 quarter hours.

Text: Bassett. A Short History of the United States.

- 173.—**PRIMITIVE PEOPLE AND PIONEER LIFE.** Group society life from the age of the cave man to the discovery of America. A glimpse into the life of the most primitive people is obtained from implements, etchings, and remains that have been discovered. Society of the ancient nations is grouped about its most prominent leaders. Every member of the class is required to make an outline biography of all the great world leaders that should be taught in grades one to four. 4 quarter hours.

Text: Library course.

- 174.—**MAJOR PROBLEMS IN DEMOCRACY.** Foundations of social life, problems of work and welfare, the business of living together, problem individuals and the processes of social control are emphasized in this course. 4 quarter hours.

Text: Eldrige-Clark, Major Problems of Democracy.

- 270.—(VI (a)—**U. S. since the Civil War and Indiana History.** A continuation of History V (a) from the reconstruction period to the present followed by a general survey of the history of Indiana. 4 quarter hours.

Text: Bassett. A short History of the United States.

- 271.—(II)—**Medieval History, 476-1500.** Factors in the passing of antiquity. Fusion of the chief elements in medieval civilization. Islam vs Christianity. Causes and functions of feudalism, and the growth of national monarchies to the opening of the sixteenth century. 4 quarter hours.

Text: Sellery and Krey. Medieval Foundations of Western Civilization.

- 272.—(VI (b)—**English Constitutional History to 1485.** An intensive study of the formative period of British governmental institutions. Local government, common law and the courts. The origins of Parliament and the representative principles of government. This course deals with the more important beginnings of English and American law and courts, and should be of exceptional value to the prospective lawyer. 4 quarter hours.

Text: White. The Making of the English Constitution.

- 370.—(V (b)—**The Colonial Period of American History.** An advanced course in the study of the foundations of American nationality as seen in the social and political institutions of the American colonists prior to the making of the Constitution, and as determined by British colonial policy. 4 quarter hours.

Text: Greene. Foundations of American Nationality.

- 371.—(VI (b)—**The National Period from the Constitution to Reconstruction.** A careful study of the framing of the Constitution, the establishment of the government, the rise of political parties, the westward movement, the Monroe

Doctrine, Jacksonian Democracy, and the development of the slavery issue through the Civil War. 4 quarter hours.

- 372.—(VII (a)—**Recent American History, 1865-1930.** Reconstruction. The legal tender and paper money questions. the civil service reform movement, free silver, the tariff, imperialism, trusts, the railroads, the Progressives, the World War and current American problems. 4 quarter hours.

Text: Lingley. Since the Civil War.

- 373.—(IX)—**Teaching of History and Social Science in the Junior and Senior high schools.** 4 quarter hours.

Text: Johnson, Teaching of History. Tryon, The Teaching of History in Junior and Senior High Schools.

- 374.—**EUROPE SINCE THE WORLD WAR.** World Conditions and Situations Since the World War. The Political, Social, Economic and Religious Developments are Carefully Analyed and Interpreted for the Leading Nations.

- 375.—**INTERNATIONAL RELATIONS SINCE THE WORLD WAR.** Machinery of Peace, League of Nations, World Court, Kellog Pact, Bank of International Settlement, Reparations, Sino-Japanese Question, Russian Problem, Present German Upheavel, Changes in British Common Wealth, Ireland in the British Common Wealth, America's Attitude Toward World Relationships, International Relations Outside the Established Machinery of Peace.

- 470.—(III (a)—**Early Modern Europe, 1450-1789.** The Commercial Revolution. The Reformation, Counter Reformation and religious wars. Dynastic rivalries, and the development of absolutism. Colonial expansion and the dawn of liberalism. 4 quarter hours.

Text: Turner. Europe 1450-1789.

- 471.—(III (b)—**Later Modern Europe, 1789-1914.** The French Revolution and the age of Napoleon. The Industrial Revolution. Liberalism and nationalism in European affairs. Special emphasis is given to the period prior to 1870, and a hurried glance at the momentous developments which led to the World War. 4 quarter hours.

Text: Turner. Europe Since 1789.

- 472.—(III c)—**Contemporary World History.** The expansion of Europe. The growth of imperialism. The political, commercial and economic background of the World War and the more important lines of reconstruction. 4 quarter hours.

Text: Moon. Imperialism and World Politics.

- 473.—(VII (b)—**American Diplomacy.** A thorough study of events, men and principles that determine the foreign policies of our government during the periods of the Revolution, the Napoleonic Wars, rising nationalism, Pan-Americanism, slavery, reconstruction, imperialism, the world war and the period following. 4 quarter hours.

Text: Latane. History of American Foreign Policy.

- 475.—VIII—**Spanish American History.** A survey of Spanish and Portuguese America. Colonization, European rivalries in the New World, the independence movements, and the subsequent relations of Hispanic American nations with the United States and other World powers. 4 quarter hours.

Text: Robertson. History of the Latin American Nations sixteenth century.

Social Science

- 273.—**SCIENCE OF GOVERNMENT.** A study of the fundamental forms and functions of government in their relation to the life of the people, the good and bad features in relation to modern progress, and resulting reactions of the people. 4 quarter hours.

Text: Eldridge-Clark, Major Problems of Democracy.

- 374.—**ECONOMIC AND COMMERCIAL GEOGRAPHY.** A study of industrial, commercial and human geography in their relations to economics, and in a broader sense as a background to history and the social science. 4 quarter hours.

Text: Smith, Industrial and Commercial Geography.

- 375.—**ECONOMICS I.** The principles of economics governing organization of production, value and exchange, money and the mechanism of exchange, and international trade. 4 quarter hours.

Text: Taussig, Principles of Economics, Vol. I.

- 376.—**ECONOMICS II.** A further study of economic principles as applied to the distribution of wealth, the problems of labor, the problems of economic organization, and taxation. 4 quarter hours.

Text: Taussig, Principles of Economics, Vol. II.

- 474.—**AMERICAN POLITICAL PARTIES.** A study of the development of political parties in the United States, their organization, issues and procedure. Each student is expected to take and read a daily newspaper or The Literary Digest. 4 quarter hours.

- 476.—**SOCIOLOGY I.—Social Principles.** A study of social principles; origin and antiquity of man and races of man; physiographic biological, psychological and cultural factors in social life; evolution of material culture; myth, magic, religion and science; marriage and the family and the evolution of social organization and integration. 4 quarter hours.

Text: Hankins, An Introduction to the Study of Society.

- 477.—**SOCIOLOGY II.—Social Problems.** A study of some of the more important social problems; the conditions from which they have arisen and their possible solution in harmony with the welfare of both the individual and the various social groups. 4 quarter hours.

Text: Gillim, Dittmer and Colbert; Social Problems.

NEW MAPS, BOOKS AND MAGAZINES FOR SOCIAL SCIENCE DEPARTMENT

Several sets of new maps have been purchased for the Social Science Department. Sufficient maps are available to properly supplement any course offered in social science. Many new volumes of history have been added to the library. A well selected list of historical magazines are available for use.

Department of Science

LESLIE I. STEINBACH—Head of Department and Professor of Physics and Chemistry.

LOUIS W. ARMSTRONG—Professor of Physiology, Anatomy and Hygiene.

GEORGE W. MARTIN—Professor of Biology.

J. C. NELSON—Assistant Professor of Biology.

FLOYD McMURRAY—Assistant Professor of Geography.

F. C. LEMLEY—Assistant Professor of Hygiene.

HARRY HAYS—Assistant Professor of Physiology.

FRED N. GRAHAM—Instructor of Chemistry.

ELWOOD NICHOLS—Assistant in Physics.

J. COLLIER—Assistant in Botany Laboratory.

ERIC NAUMAN—Assistant in Anatomy and Physiology.

The Department of Science offers opportunities to students on regular four year courses for high school teachers to major under Option I and Option II. Twelve hours of science work are required of all students completing any four-year course leading to a degree. This may be met by taking three quarters of work in Botany, Zoology, Physiology, Physics, Chemistry, and Geography. Students taking Physics 180, 181, 182 should take college algebra at once. Trigonometry is required for students taking Physics. 280, 281, 282, 380, and 381. 4 quarter hours.

PHYSICS

180.—PHYSICS I.—Mechanics and Sound. This course treats of liquids at rest, air pressure, statics, motion, force, work, energy, and power. There is also discussion and treatment of rotation, gravitation, elasticity, surface tension, and a general application of the kinetic theory of gases. As to sound, special attention is given to vibrations of various types, wave motion, intensity, resonance, talking pictures and broadcasting with the radio. 4 quarter hours.

Text: Saunders (Harvard) A Survey of Physics; Woodbury and Jarvis (Ohio State) Laboratory Manual.

181.—PHYSICS II.—Light and Heat. The course in light is

designed primarily with regard to the quantity, nature and speed of light. Special study is given the phenomena of reflection and refraction; dispersion and polarization. Also, special reference is made to spectral study, lenses, optical instruments, x-rays, photoelectricity and radio-activity. Under the work in Heat, temperature and expansion are first considered. Then measurements on the quantity of heat are made. The various methods of the transfer of heat are considered along with change of state; heat engines and thermodynamics. 4 quarter hours.

Text: Saunders (Harvard) A Survey of Physics, Woodbury and Jarvis (Ohio State) Laboratory Manual.

182.—PHYSICS III.—Magnetism and Electricity. The subject matter of this course is closely related. Magnetism and electrostatics are considered with electric currents. The chemical effect of electric currents is studied, as well as the heating and magnetic effects of currents. Induced currents are considered with generators and motors. Alternating currents are defined and measured. Lectures will be given on electric oscillations and waves, the conduction of electricity through gases and the application of radio tubes. 4 quarter hours.

Text: Saunders (Harvard) A Survey of Physics, Woodbury and Jarvis (Ohio State) Laboratory Manual.

The first three courses comprise the first year's training in general physics. Four quarter hours of credit are given for the satisfactory completion of each course. There will be two recitation periods each week in each of the above courses and two laboratory periods.

280.—PHYSICS IV.—Advanced Mechanics. This course is designed to prepare the student with an additional course in mechanics. A more detailed treatment is given to kinematics, dynamics, statics and kinetics; the natural divisions of an advanced course. The practical side of the subject receives a great deal of emphasis. Special reports and investigations are encouraged. 4 quarter hours.

PREREQUISITES—Trigonometry and Physics 180, 181, 182.

281.—PHYSICS V.—Advanced Light. The course includes a preliminary examination of the phenomena attendant on the

usual course in physical optics. A study is made of simple harmonic motion, wave motion, and light waves. The conflict between the corpuscular and wave theories is considered in detail. The basis for an understanding of the quantum theory is made possible. The Stark, Zeemann and photo-electric effects are considered in detail. 4 quarter hours.

PREREQUISITES—Trigonometry and Physics 180, 181, 182.

Text: Robertson (Quenen's University) Physical Optics.

- 282.—PHYSICS VI.—Advanced Electricity and Magnetism.** This course is designed to review the fundamental facts of direct and alternating current measurements. Electrical diagrams and schemes are prepared of various instruments and motors. Investigation is made into modern superpower transmission. Radio theory is presented in lecture. Ohm's law as applied to divided circuits is studied and its phases of application worked through practical problems. 4 quarter hours.

PREREQUISITES—Physics 180, 181, 182.

Text: Jackson and Black—Elementary Electricity and Magnetism.

- 380.—PHYSICS—Advanced Sound.** This course is intended to be given alternately with the course in advanced mechanics. The theory of sound signaling devices, acoustical properties of materials and rooms, sub-aqueous sound problems and general practical theory will be introduced. A very thorough course in theory of vibrating air columns and strings. 4 quarter hours.

PREREQUISITES—Courses 180, 181, 182.

- 381.—PHYSICS VIII.—Advanced Heat.** In this course special emphasis will be placed on the kinetic theory of gases and the gas laws. Thermal conductivity will be studied in the laboratory as well as the laws of radiation. Standardizations of heat equipment will be made. Problems in insulation will be studied. 4 quarter hours.

PREREQUISITES—Physics 180, 181, 182. Offered alternate years with course 281.

- 382.—PHYSICS IX.—Modern Physics.** This course will present the latest developments in the field of Physics and

correlates them to the work studied before. Experimental detail is studied as well as the theory which must be developed to explain the phenomena. 4 quarter hours.

PREREQUISITES—Physics 180, 181, 182, 281.

- 480.—PHYSICS X.—Radio.** Analysis of elementary theory of radio communication. General tube characteristics and circuits will be examined. 4 quarter hours.

Text: Fundamentals of Radio. (Ramsey) (Indiana University).

PREREQUISITES—Physics 180, 181, 182.

CHEMISTRY

SENIOR COLLEGE COURSES

- 283.—CHEMISTRY I—General Chemistry.** The beginning course in Chemistry is designed to meet the needs of those students desiring to teach the subject and wishing specific training in the technical aspects of the science. The content of the course comprises the states and properties of matter; the classification of the elements and the laws of chemical combination. In addition, attention is paid to mixtures, solutions, compounds, valence, and the general basis for division of material into acids, bases and salts. Four hours credit, lectures and laboratory. 4 quarter hours.

Text: McPherson and Henderson (Ohio State) A Course in General Chemistry. McPherson and Henderson (Ohio State) Laboratory Manual in Chemistry.

- 284.—CHEMISTRY II—General Chemistry.** This course is a continuation of Chemistry 283. A study is made of the elementary theory of ionization, atomic structure, the periodic law and the compounds of carbon. A general classification is made of the properties of the various metals. Emphasis is placed on laboratory technique and manipulation in this course. Four hours credit. Lectures and laboratory. 4 quarter hours.

Text: McPherson and Henderson (Ohio State). A course in General Chemistry. McPherson and Henderson (Ohio State) Laboratory Manual in Chemistry.

- 285.—CHEMISTRY III—Qualitative Chemical Analysis.** This course consists in the study of the various methods em-

ployed in the separation of the elements. Identification tests are made. General unknowns are given for examination and analysis. A group chart is required for completion of the course. Four quarter hours. Lecture and laboratory.

PREREQUISITES—Chemistry 283, 284.

Text: McPherson and Henderson (Ohio State). A course in General Chemistry. Ware (New York University) Qualitative Analysis.

These three courses comprise the first year's work in chemistry. It is urged that they be taken consecutively.

383.—CHEMISTRY IV—Advanced Qualitative Analysis.

This course provides additional training in the preparation of the general type of analysis. The basis for the classification of the common acids is given and laboratory experiments are given in this division of the work. The common salts are examined and general experience is obtained in qualitative solid analysis. Four quarter hours.

PREREQUISITES—Chemistry 283, 284, 285.

Text: Ware (New York University). Qualitative Analysis.

384.—CHEMISTRY V—Quantitative Analysis. The subject of quantitative analysis has for its object the determination of the quantity of some element or compound present in a particular substance. Important phases of practical application of this type of analysis are made in the lectures and laboratory. This course emphasizes that part of quantitative known as gravimetric analysis in which determinations are effected by the actual separation of the desired constituents and the determination of the accurate weight of the product thus separated. Four quarter hours.

PREREQUISITES—Chemistry 283, 284, 285, 383.

Text: Blasdale (California) Fundamentals of Quantitative Analysis.

385.—CHEMISTRY VI—Organic Chemistry. This course emphasizes the importance of the alcohols over the hydrocarbons as a point of departure of those entering upon a study of organic chemistry. The isomers of the alcohols are studied. Compounds of scientific and industrial importance are considerably emphasized in those selected for study. Petroleum,

cellulose nitrate, dyes, and coal tar dyes are treated at length. The laboratory work lays emphasis upon correct analysis and display of technique in manipulation. Four quarter hours.

PREREQUISITES—Chemistry 283, 284, 285, 384.

Text: Conant (Harvard) Organic Chemistry; Laboratory Manual in Organic Chemistry (Adams-Illinois) Johnson (Cornell).

483.—CHEMISTRY VII—Quantitative Analysis. This course is not a continuation of Chemistry V, but is designed to follow alternately with that course. The fundamentals of volumetric analysis are considered in this course. Volumetric methods are those in which the amount of the substance to be determined is estimated by measuring the volume of some reagent of known concentration, which in turn must be used to completely transform the constituent being determined into some other form. Four quarter hours.

PREREQUISITES—Chemistry 283, 284, 285, 383.

Text: Blasdale, Fundamentals of Quantitative Analysis (California).

484.—CHEMISTRY VIII—Organic Chemistry. This course is to be offered alternately with Chemistry VI. One is not the prerequisite of the other and the course content does not overlap. Compounds other than those considered in Chemistry VI will be prepared in the laboratory and lectures on other commercial products will be given. Problems dealing with the synthesis and the structure of simple organic compounds are used as the method of stimulating interest and affording the student an opportunity to think for himself. Four quarter hours.

PREREQUISITES—Chemistry 283, 284, 285, 384.

Text: Conant (Harvard) Organic Chemistry Johnson (Cornell) Laboratory Manual in Organic Chemistry, Adams (Illinois).

BIOLOGY

386.—BIOLOGY I.—General Zoology. An introduction to the principles which govern animal life; physical basis of life-protoplasm; its physical, chemical, and physiological properties; origin of life; cell and cell theory; cell division;

tissues; organs; systems; reproduction; evolution of sex; contrast between plants and animals; fermentation; enzymes; hormones; vitamins; general survey of the animal kingdom; adaptation to environment; protozoa. Well to combine this course with General Botany for general biological knowledge. No prerequisite. Class work 3 hours. Laboratory one period of 2 consecutive hours. 4 quarter hours.

Text: Hegner: College Zoology.

- 387.—BIOLOGY I. (b)—Invertebrate Zoology.** Anatomy, physiology, and economic importance of sponges, fresh-water polyps, freshwater flatworms, parasitic roundworms, starfish, earthworms, freshwater mussel, crayfish, honey bee, grasshopper and spider. Prerequisite Biology I-(386), class work 3 hours. Laboratory one period of 2 consecutive hours. 4 quarter hours.

Text: Same as above.

- 388.—BIOLOGY I (c)—Vertebrate Zoology.** Introduction to Phylum Chordata; intensive study of anatomy and physiology of lancelet, lamprey, dog-fish, shark, perch, frog, turtle, snake, pigeon, and rabbit; ancestors and interrelations of the Vertebrates. Prerequisites, Biology 386, 387. Class work 3 hours. Laboratory one period of 2 consecutive hours. 4 quarter hours.

Text: Same as above.

- 488.—ZOOLOGY—Embryology.** A course in fundamentals of embryology, including laboratory dissection. Offered principally for premedical students. Four hours credit. Prerequisites, Courses 385, 387, 388. Lectures and laboratory.

- 289.—BIOLOGY II. (a)—General Botany.** An introduction to the relationship, structure, physiology, ecology, classification, and economic importance of plants; cell structure; history of our knowledge of cell; cell theory; physiology of the cell; tissues; organs; plants as a whole; stem; root; leaf; flower; fruit; seed; seed germination. Well to combine this course with General Zoology for the general biological knowledge. No prerequisites. Class work 3 hours. Laboratory one period of 2 consecutive hours. 4 quarter hours.

Text: Holman and Robbins, Text Book of General Botany.

- 290.—BIOLOGY II. (b.)—General Plant Morphology.** Characteristics, classes, distribution, habit, life histories, and structure of representative algae, fungi, liverworts, mosses, ferns, horsetails, club mosses, gymnosperms and angiosperms evolution and heredity of plants. Prerequisite, Biology 289, class work 3 hours. Laboratory one period of 2 consecutive hours. 4 quarter hours.

Text: Same as above.

- 291.—BIOLOGY II (c)—Plant Identification.** Study of structure, origin, development, histology, and arrangement of flower parts; principal kinds of inflorescences; pollination; fertilization, structure of flowers of most common plant families; collection, identification, and mounting of specimens of our wild plants; experience in building a collection for the herbarium; discussion of planting, pruning and general treatment of ornamental plants. Designed to familiarize the student with our wild and cultivated plants. It is recommended that prospective teachers of Botany elect this course. Prerequisite, Biology II, (289). Class work 3 hours. Laboratory one period of 2 consecutive hours.

Text: Gray, New Manual of Botany. 4 quarter hours.

- 389.—BIOLOGY II (d)—Plant Ecology.** A study of the interrelations of plants and their environment; ecology of roots, stems and leaves; different kinds of symbiosis; pollination; physical factors—light, heat, air, soil and water; growth habit of plants; plant communities, their classification and distribution; structure of plant associations; plant succession; phenology; applied ecology. Prerequisite, Biology 386. Class work 3 hours. Laboratory one period of 2 consecutive hours. 4 quarter hours.

Text: McDougal, Plant Ecology.

- 486.—BIOLOGY III (a)—Genetics and Eugenics.** Genetics; heredity; variation; Mendel's laws of inheritance; expression and interaction of factors; physical basis of inheritance; linkage; chromosome theory of inheritance; sex and its inheritance; types and causes of variation; application of genetics; inheritance in man; present problems of eugenics; proposals for solution of problems. Prerequisite, either Biology 386, or Biology 289. Class work 4 hours. 4 quarter hours.

Text: Sinnott and Dunn, Principles of Genetics.

- 487.—**BIOLOGY III (b)—Evolution.** Historical account of the development of the evolution theory; evidences of organic evolution; casual factors of organic evolution. Prerequisite Biology 386 or Biology 289 and the course will be more valuable if preceded by Biology 486. Class work 4 hours. 4 quarter hours.

Text: Newman: Evolution, Genetics, Eugenics.

- 295.—**BIOLOGY IV (a)—Human Physiology and Anatomy I.** General structure and composition of human body; nature and properties of protoplasm; tissues; organs; physiological systems; supporting tissues; intensive study of skeletal, muscular, nervous and autonomic nervous systems; ear, taste; smell; eye. No prerequisite. Class work 3 hours. Laboratory one period of 2 consecutive hours. 4 quarter hours.

Text: Gray, Anatomy.

- 296.—**BIOLOGY IV (b)—Human Physiology and Anatomy II.** Intensive study of circulatory, respiratory, digestive, and excretory systems; production and regulation of body, heart, voice and speech; reproduction. Prerequisite, Biology 295. Class work 3 hours. Laboratory one period of 2 consecutive hours. 4 quarter hours.

Text: Gray, Anatomy.

THE TEACHING OF SCIENCE IN SECONDARY SCHOOLS

- 390.—The history of science teaching in the American high school, including recent movements, aims and methods of science teachings; relation of science courses to the curriculum as a whole, and to each other; results to be aimed at in the teaching of each of the physical and biological science courses content and organization of subject matter; selections of material suitable for high school use; laboratory equipment, devices and methods; field trips and excursions; examination of high school texts; determining the results of science teaching. 4 quarter hours.

Text: Twiss, Science Teaching.

DIVISION OF GEOGRAPHY

Courses will be offered in this Division to meet license requirements and for general information content in this subject.

- 192.—**GENERAL GEOGRAPHY.** A course designed to meet state educational requirements in geography study. 4 quarter hours. No prerequisite.
- 392.—**PHYSICAL GEOGRAPHY.** An introduction to the basic matter of Geography. Physical processes and resulting land and water forms. 4 quarter hours.
- 393.—**PHYSICAL GEOGRAPHY.** A study of regional climates and interpretations of effects of climates on races and life. 4 quarter hours.
- 394.—**PHYSICAL GEOGRAPHY.** A correlated interpretation will be made of geographical aspects of various countries with attention to differences in their local conditions. 4 quarter hours.

PHYSIOLOGY

- 198.—**PHYSIOLOGY AND HYGIENE.** Course for the Two and Four Year Elementary Courses. Course 160 given in the Department of Physical Education may be substituted for this course. 4 quarter hours.

Text: Hough and Sedgwick.

- 461.—**ANATOMY.** The course in anatomy is divided into two courses, 461 and 462. Course 461 begins with a study of the cell, tissues, organs, systems, development of the embryo, tissue differentiation, and then gives much detail attention to the skelton, muscles, nervous system, and the blood vascular system. 4 quarter hours.
- 462.—**ANATOMY.** Course 462 continues the study of the blood vascular system regarding blood pressure and the lymphatic system. Detail attention is given to duct and ductless glands, the respiratory system, the digestive system, foods, waste products, the skin, the sense organs and the reproductive system. 4 quarter hours.

NATURE STUDY

199.—NATURE STUDY AND LIFE. Emphasis is placed on nature lessons that can be used in the school room. Each student is required to prepare lessons on plants, trees, animals, insects, birds and heavenly bodies suitable for school use. Appreciation and love for living things is developed. An attempt is made to show the relationship of Divinity to life and develop a spirit of reverence. 4 quarter hours.

Text: Schmucker, The Study of Nature.

SUGGESTED CURRICULA

In order to aid students who have decided on their future occupations to select the courses which will be of special value to them in preparation for their vocation the following correlated courses are proposed.

Business:—Major in Commerce and Mathematics. Electives American Government and Political Parties; U. S. History; Sociology; Science, preferably Chemistry; General Psychology; Public Speaking.

Engineering:—

	Needed Course Numbers	Additional Recommended	Quarter Hours
Mathematics	126, 127, 225, 226, 227, 448, 345, 346, 347.		36
Physics	180, 181, 182, 280, 281, 282,	380, 381,	24
Chemistry	283, 284, 285, 383, 384, 385,	483, 484	24
English	125, 126, 325,		12
German		140, 141, 142, 240.	16
Economics	375, 376, 374,		12
Psychology	115, 116,		8

When a student expects to enter an engineering school, and is taking work with that definite aim in view, he is strongly advised to procure a catalog of the school he is expecting to enter and out-

line a course in addition to the above that will best enable him to meet his requirements there..

Journalism:—Major in English; in addition, courses included should comprise:—

	Quarter Hours
Economics 374, 375, 376,	12
Sociology 476, 477	8
American Politics 474,	8
U. S. and European History, 270, 371, 470, 471,	(elective)
Psychology, 115, 116	8

Law:—Major in Political Science and History, Social Science
Also courses should include:—

	Quarter Hours
U. S. History, 270, 371	8
English History 171, 272	8
Economics 374, 375, 376	12
Psychology 115, 116,	8
Latin, 35, 36,	8
English, 125, 126, 127, 226, 325,	20
European History, 470, 471,	8

MEDICINE

The American Medical Association has fixed the minimum requirements for admission to a standard medical college at sixty semester (90 quarter) hours of academic work, apportioned as follows.

Required subjects	Semester Hours	Quarter Hours
Chemistry.....	12	18
Physics.....	8	12
Biology.....	8	12
English Composition.....	6	9
Other non-science subjects.....	12	18
Electives (strongly urged)		
French or German.....	6-12	9-18
Adv. Botany or Adv. Zoology....	3-6	4-9
Psychology.....	3-6	4-9
Adv. Math.(including Trig. or Algebra)	3-6	4-9
Additional Chemistry.....	3-6	4-9

Other suggested electives include, Economics, Sociology, History, Latin, Greek.

However, certain schools have requirements more fixed in course content than this minimum required by the Medical Association. It is well to consult the bulletins of the particular schools for a notion as to any special requirements peculiar to the institution the student may desire to attend.

The quantitative requirements to be shown by the official transcript of the student applying to the state university must show:

Subject	Semester Hours	Quarter Hours	Indiana Course No.	C. N. C. Course No.
Zoology	8	12	101, 102	386, 387, 388
Physics	8	12	101M, 102M	180, 181, 182
Chemistry	10	15	101, 103	283, 284, 285, 383,
Organic Chem.	6	9	127A, 127B	385, 484
English	6	9	101, 170	125, 126, 325
Modern Language	10	15	101,	140, 141, 142, 240
Psychology	3	4½	101	115, 116
Embryology	3	4½	120	488

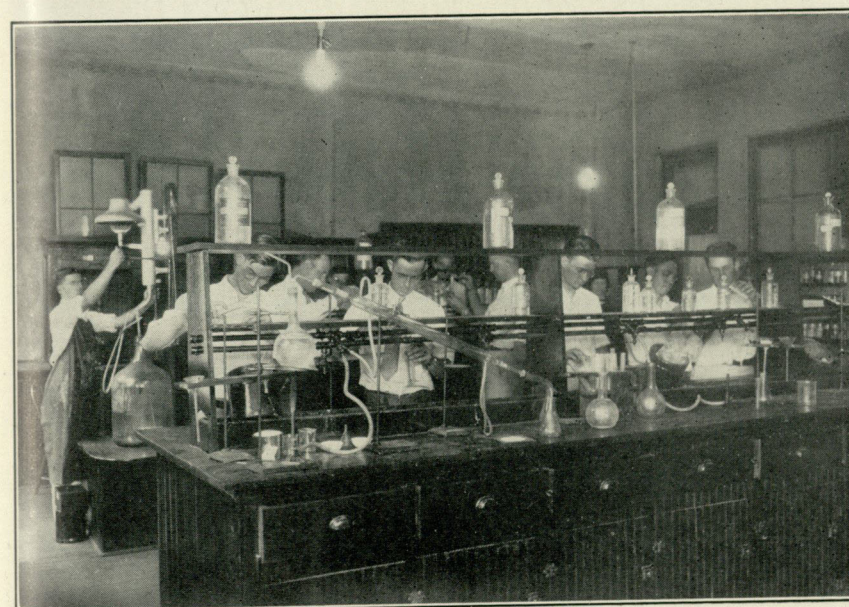
DENTISTRY

It is recommended that the student who intends to enter a dental school shall first complete a college course, leading to a degree. Some dental schools require this, some two years and some one year of pre-dental work. Of course, graduation from an accredited high school is implied. A year's work is considered as thirty semester hours, forty-five quarter hours.

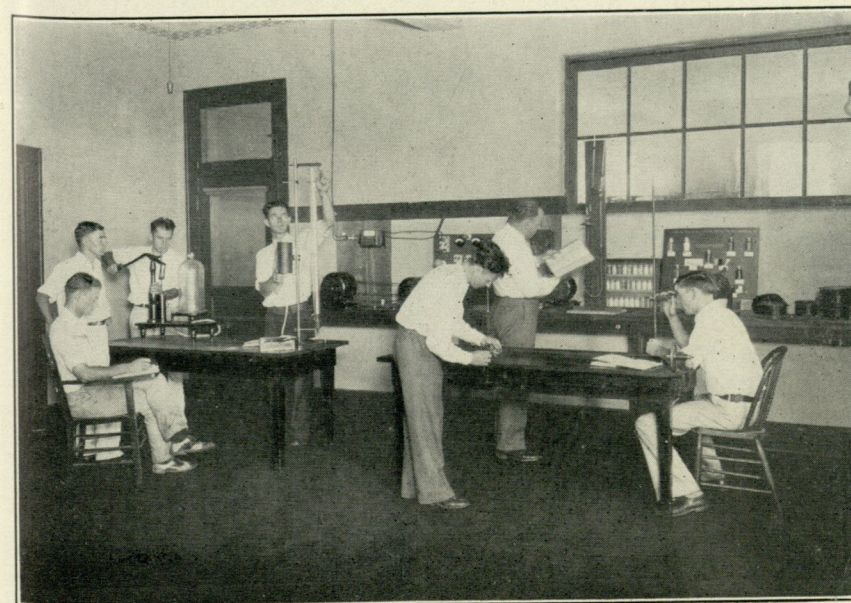
As a guide the following table is presented, showing the nature of the collegiate work as required by the Indiana University School of Dentistry. The total to be selected must be thirty (30) semester hours as outlined above.

REQUIREMENTS

Course No. at Indiana University	Course No. at C. N. C.	Semester Hours by Indiana University	Minimum required by Dental Educational Council	Recommended Minimum.
Chem. 101, 103	283, 284, 285, 383	10	6	8
Zoology 101, 102	386, 387, 388	8	6	8
English, 104	125, 126, 127	6	6	6



CHEMISTRY LABORATORY



PHYSICS LABORATORY



ADVANCED ART



ANATOMY LABORATORY

ELECTIVES

Physics 101M	180, 181, 182	4
Psychology		
141, 145	115, 116	5
Political Science	273, 474, 473	6
101.b, 101.a,		
English 100	not given	2
German 101	140, 141, 142,	
	240	10
Hygiene 102	198	3

The Dental School of the University of Louisville, Ky., requires eight semester hours of physics or 12 quarter hours for admission.

The credits earned as indicated have been approved and will be accepted for pre-dental work as indicated.



Two-Year Pre-Engineering Courses

The following courses with minor changes will give two years credit in the best engineering schools.

A two year course is made for each student so that it will meet the requirements of the institution from which he expects to graduate.

Engineering students are usually required to do one year of foreign language in college if they did not complete at least two years of foreign language in high school.

CIVIL ENGINEERING

First Year

Fall Term	Winter Term	Spring Term
Composition and Rhetoric, 125	Composition and Rhetoric, 126	History of English Literature, 127
Principles of Speech, 335	Drama (Shakespeare) 329	Essay (Survey of Eng. Literature, 227
Solid Geometry, 145	College Algebra, 146	College Algebra, 147
Chemistry, 283	Chemistry, 284	Chemistry, 285

Summer School

First Summer Term	Second Summer Term	Third Summer Term
Trigonometry, 245	Plane Analytics, 246	Solid Analytics, 247
Mechanical Drawing, 401	Mechanical Drawing, 402	Architectural Drawing, 403

Second Year

Fall Term	Winter Term	Spring Term
Chemistry, 383	Chemistry, 384	Chemistry, 385
Physics, 180	Physics, 181	Physics, 182
Calculus, 346	Calculus, 347	Calculus, 445
History of American Literature, 225	Economics, 375	Economics, 375

MECHANICAL ENGINEERING**First Year**

Fall Term	Winter Term	Spring Term
Composition and Rhetoric, 125	Composition and Rhetoric, 126	History of Eng. Literature, 127
Principles of Speech, 335	Drama (Shakespeare) 329	Essay (Survey of Eng. Lit., 227
Solid Geometry, 145	College Algebra, 146	College Algebra, 147
Physics, 180	Physics, 181	Physics, 182

Summer School

First Summer Term	Second Summer Term	Third Summer Term
Trigonometry, 225	Plane Analytics, 246	Solid Analytics, 247
Mechanical Drawing, 401	Mechanical Drawing, 402	Architectural Drawing, 403

Second Year

Fall Term	Winter Term	Spring Term
Physics, 280	Physics, 281	Physics, 282
Chemistry, 283	Chemistry, 284	Chemistry, 285
Calculus, 346	Calculus, 344	Calculus, 445
History of Am. Lit., 225	Economics I, 375	Economics II, 376

CHEMICAL ENGINEERING**First Year**

Fall Term	Winter Term	Spring Term
Narration and Description, 125	Exposition and Argumentations, 126	Principles of Speech, 127
Solid Geometry, 145	College Algebra, 146	College Algebra, 147
German, 240	German, 241	German, 242
Chemistry, 283	Chemistry, 284	Chemistry, 285

Summer School

First Summer Term	Second Summer Term	Third Summer Term
Physics, 180	Physics, 181	Physics, 182
Mechanical Drawing, 401	Mechanical Drawing, 402	Architectural Drawing, 403

Second Year

Fall Term	Winter Term	Spring Term
German, 243	German, 244,	German, 245
Chemistry, 383	Chemistry, 384	Chemistry, 385
Physics, 280	Physics, 281	Physics, 282
Trigonometry, 245	Plane Analytics, 246	Solid Analytics, 247

ELECTRICAL ENGINEERING**First Year**

Fall Term	Winter Term	Spring Term
Narration and Description, 125	Exposition and Argumentation, 126	History of Eng. Lit., 127
Principles of Speech, 335	Drama (Shakespeare), 329	Essay (Survey Eng. Lit.), 227
Solid Geometry, 145	College Algebra, 146	College Algebra, 147
Chemistry, 283	Chemistry, 284	Chemistry, 285

Summer School

First Summer Term	Second Summer Term	Third Summer Term
Trigonometry, 245	Plane Analytics, 246	Solid Analytics, 247
Mechanical Drawing, 401	Mechanical Drawing, 402	Architectural Drawing, 403

Second Year

Fall Term	Winter Term	Spring Term
Chemistry, 383	Chemistry, 384	Chemistry, 385
Physics, 180	Physics, 181	Physics, 182
Calculus, 346	Calculus, 347	Calculus, 445
Physics, 282	Economics, 375	Economics, 376

EXCELLENT TWO-YEAR SHORT COURSES IN ENGINEERING

For High School Graduates Who Can Enter College
May 5, 1933

One year in time may be saved on an engineering course by beginning the course May 5. One-half of a year's work can be completed during the summer school, one year during the following fall, winter and spring terms, and one-half of a year's work during the summer. From May 5, 1933 to September 1934 two year's work can be completed.

CIVIL ENGINEERING

Summer School

First Summer Term	Second Summer Term	Third Summer Term
Principles of Speech, 335	Mechanical Drawing, 401	Mechanical Drawing, 402
Solid Geometry, 145	College Algebra, 146	College Algebra, 147

Regular College Year

Fall Term	Winter Term	Spring Term
Trigonometry, 245	Plane Analytics, 246	Solid Analytics, 247
Description and Narration, 125	Exposition and Argumentation, 126	Essay (Survey of English. Lit.), 127
Chemistry, 283	Chemistry, 284	Chemistry, 285
Physics, 180	Physics, 181	Physics, 182

Summer School

First Summer Term	Second Summer Term	Third Summer Term
Chemistry, 383	Chemistry, 384	Chemistry, 385
Economics, 375	Calculus, 346	Calculus, 347

MECHANICAL ENGINEERING

Summer School

First Summer Term	Second Summer Term	Third Summer Term
Principles of Speech, 335	Mechanical Drawing, 401	Mechanical Drawing, 402
Solid Geometry, 145	College Algebra, 146	College Algebra, 147

Regular College Year

Fall Term	Winter Term	Spring Term
Trigonometry, 245	Plane Analytics, 246	Solid Analytics, 247
Description and Narration, 125	Exposition and Argumentation, 126	Essay (Survey of Eng. Lit). 127
Physics, 180	Physics, 181	Physics, 182
Chemistry, 283	Chemistry, 284	Chemistry, 285

Summer School

First Summer Term	Second Summer Term	Third Summer Term
Economics, 375	Calculus, 384	Calculus, 385
Physics, 280	Physics, 281	Physics, 282

ELECTRICAL ENGINEERING

Summer School

First Summer Term	Second Summer Term	Third Summer Term
Solid Geometry, 145	College Algebra, 146	College Algebra, 147
Principles of Speech, 335	Mechanical Drawing, 401-D	Mechanical Drawing, 402-D

Regular College Year

Fall Term	Winter Term	Spring Term
Chemistry, 283	Chemistry, 284	Chemistry, 285
Trigonometry, 245	Plane Analytics, 246	Solid Analytics, 247
Description and Narration, 125	Exposition and Argumentation, 126	Essay (Survey Eng. Literature, 127
Physics, 180	Physics, 181	Physics, 182

Summer School

First Summer Term	Second Summer Term	Third Summer Term
Chemistry, 383	Chemistry, 384	Chemistry, 385
Economics, 375	Calculus, 346	Calculus, 347

CHEMICAL ENGINEERING

Summer School

First Summer Term	Second Summer Term	Third Summer Term
Principles of Speech, 335	Mechanical Drawing, 401-D	Mechanical Drawing, 402-D
Solid Geometry, 145	College Algebra, 146	College Algebra, 147

Regular College Year

Fall Term	Winter Term	Spring Term
Chemistry, 283	Chemistry, 284	Chemistry, 285
German, 240	German, 241	German, 242
Description and Narration, 125	Exposition and Argu- mentation, 126	Essay (Survey of Eng. Lit. 127
Physics, 180	Physics, 181	Physics, 182

Summer School

First Summer Term	Second Summer Term	Third Summer Term
Trigonometry, 245	Plane Analytics, 246	Solid Analytics, 247
Economics, 375	Calculus, 346	Calculus, 347

INFORMATION REGARDING PRE-PROFESSIONAL COURSES

These courses comprise the pre-professional work offered in Central Normal College. They have been arranged according to the best available authority and offer unusual opportunities to students who desire two years of pre-professional work before entering a professional college or university. All the courses are fully accredited and can be arranged to suit each individual's need after he selects the professional school from which he expects to graduate. Inquiries regarding the selection of these courses and questions concerning pre-professional requirements should be addressed to:

PROFESSOR LESLIE I. STEINBACH
Dean of Pre-professional Courses
Central Normal College, Danville, Indiana

Elementary School Teachers' Course**Two-Year (I) Primary Teachers' Course**

A primary teacher's license, first grade, is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit, and good for teaching in the first, second, third and fourth grades of any elementary school, and also in one-teacher schools.

Applicants for a primary teacher's license, first grade, should have completed in a standard or approved college or normal school a two-year course (not less than 72 weeks) designated to prepare for teaching the first, second, and third grades, with the work and quarter hours distributed approximately as follows:

FRIST TWELVE WEEKS

	Quarter hours
Education-115—Educational Psychology.....	4
English-127—Introduction to English Literature.....	4
Social Science-173—Primitive People and Pioneer Life.....	4
Art-100—Drawing and Handwork.....	4
Physical Education--60 and 65—(nonprepared).....	2
Use of the Library.....	1

SECOND TWELVE WEEKS

Education-119—Introduction to Teaching.....	4
English-128—Children's Literature.....	4
English-129—Reading, Phonics, Speech Training.....	4
Education-121—Methods in Primary Arithmetic.....	4
Music-150-D—Music Drill (nonprepared).....	4
Physical Education-61-66—(nonprepared).....	4

THIRD TWELVE WEEKS

Education-120—Principles of Teaching.....	4
Education-123—Methods in Primary Reading.....	4
Social Science-172—United States History.....	4
English-130—Grammar and Composition.....	4
Physical Education-62-67—(nonprepared).....	2
Penmanship—(nonprepared).....	2

FOURTH TWELVE WEEKS

Education-216—Classroom Management.....	4
Education-221—Methods in Language and Composition.....	4
Social Science-270—United States History.....	2
Social Science-270—Indiana History.....	2
Science-192—Geography.....	4
Physical Education-63-68—(non-prepared).....	2
Spelling—(prepared).....	2

FIFTH TWELVE WEEKS

Social Science-174—Major Problems in a Democracy.....	4
Science-160 or 166—Personal Regimen and Child Hygiene.....	4
Education-223—Methods in History and Geography.....	4
Education-219—Supervised Teaching (Grades 1-4).....	4

SIXTH TWELVE WEEKS

Science-199—Nature as Related to Life.....	4
Music-150—Public School Music for Primary Grades.....	4
Education-217—Tests and Measurements.....	2
Physical Education-163—Plays and Games.....	2
Education-220—Supervised Teaching.....	4

Two-Year (II) Intermediate-Grammar Grade Teachers' Course

An intermediate-grammar grade teacher's license, first grade is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit, and good for teaching in the fourth, fifth, sixth, seventh, and eighth grades of any elementary school. The intermediate grammar grade license is valid also for one-teacher schools.

Applicants for a grammar grade teacher's license, first grade should have completed in a standard college or normal school a two-year course (not less than 72 weeks) designed to prepare for teaching in the fourth, fifth, sixth, seventh and eighth grades with the work and quarter hours distributed as follows:

FIRST TWELVE WEEKS

	Quarter hours
Education-115—Educational Psychology.....	4
English-127—Introduction to English Literature.....	4
Mathematics-345—Fundamentals of Arithmetic.....	4
Art-100—Drawing and Handwork.....	4
Physical Education-60 or 65—(nonprepared).....	2
Use of the Library.....	1

SECOND TWELVE WEEKS

Education-119—Introduction to Teaching.....	4
English-128—Children's Literature.....	4
English-129—Reading, Phonics, Speech Training.....	4
Mathematics-122—Methods in Grammar Grade Arithmetic.....	4
Music-150-D—Music Drill (nonprepared).....	4
Physical Education-61 or 66—(nonprepared).....	2

THIRD TWELVE WEEKS

Education-120—Principles of Teaching.....	4
Education-124—Methods in Grammar Grade Reading.....	4
Social Science-172—United States History.....	4
English-130—Grammar and Composition.....	4
Physical Education-62 or 67—(nonprepared).....	2
Penmanship—(non-prepared).....	2

FOURTH TWELVE WEEKS

Education-216—Classroom Management.....	4
Education-221—Methods in Language and Composition.....	4
Social Science-270—United States History.....	2
Social Science-270—Indiana History.....	2
Science-192—Geography.....	4
Physical Education-63 or 68—(nonprepared).....	2
Spelling—(prepared).....	2

FIFTH TWELVE WEEKS

Social Science-174—Major Problems in a Democracy.....	4
Science-160 or 166—Personal Regimen and Child Hygiene.....	4
Education-224—Methods in History and Geography.....	4
Education-219—Supervised Teaching (Grades 1-4).....	4

SIXTH TWELVE WEEKS

Science-199—Nature as Related to Life.....	4
Music-150—Public School Music for Grammar Grades.....	4
Education-217—Tests and Measurements.....	2
Physical Education-163—Plays and Games.....	2
Education-220—Supervised Teaching.....	4

UNPREPARED WORK—In addition to the required work specified in each of the elementary courses, the student must earn a minimum of 16 quarter hours of credit in non-prepared work as follows:

	Quarter hours
Physical Education.....	8
Music.....	4
Penmanship and Spelling.....	4

Two-Year Rural

The Two-Year Rural Curriculum as outlined by the State Board of Education has been discontinued because practice teaching facilities could not be obtained in rural schools due to the rapid consolidation of the township schools, but since a Primary License or an Intermediate Grammar Grade License qualifies the holder to teach in the rural school, there is no reason for issuing the Rural School License. Teachers who want to qualify to teach in the rural school can do so by completing either the Two-Year Primary Curriculum or the Two-Year Intermediate Grammar Curriculum.

ELEMENTARY STUDENTS SAVE TIME AND MONEY

Begin Teaching One Year Sooner By New Plan

The college year at the Central Normal College is divided into three terms of twelve weeks each, and three terms of six weeks each. The terms that give six week's credit are each completed in five weeks. The terms are consecutive and constitute one and one-half years' work. See calendar of the six terms on page 23.

Students may enroll at the opening of the first summer term, May 4, and complete the Two-Year Elementary Course a year from the following September. This provides an opportunity to begin teaching one year sooner than by any other plan.

Expenses can be reduced very much on board and room because of the saving in time. Plan to enter Central Normal College May 4, and be ready to teach a year from the following September.

Four-Year Elementary Curricula

The foregoing Two-Year Elementary Curricula meet all the license requirements for a first grade license, however, the following four-year curricula are added to meet the following needs:

1. To give grade teachers the same amount of training as is required of high school teachers because the task of each is equally difficult.
2. To make it possible for grade teachers to draw the maximum salary in schools that base salary partly upon training.
3. To provide a curriculum that provides a college degree for the grade teacher.
4. To qualify grade Teachers for Critic teaching.

FOUR YEAR PRIMARY CURRICULUM

Courses Adjusted to Grades One to Four

Degree: Bachelor of Science in Education.

Requirements for graduation: 192 quarter hours.

	Quarter Hours
Education, Psychology, Methods.....	60
English.....	36
Social Science.....	36
Science Courses.....	20
Art.....	16
Music.....	12
Approved electives.....	12
	192

FIRST TWELVE WEEKS

	Quarter Hours
Education-115—Educational Psychology.....	4
English-127—Introduction to English Literature.....	4
Social Science-173—Primitive People and Pioneer Life.....	4
Art-100—Drawing and Handwork.....	4
Physical Education-60 or 65—(nonprepared).....	2
Use of the Library.....	1

SECOND TWELVE WEEKS

Education-119—Introduction to Teaching.....	4
English-128—Children's Literature.....	4
English-129—Reading, Phonics, Speech Training.....	4

Education-121—Methods in Primary Arithmetic.....	4
Physical Education-61 or 67—(nonprepared)	2
Music-150-D—Music Drill (nonprepared)	4

THIRD TWELVE WEEKS

Education-120—Principles of Teaching.....	4
Education-123—Methods in Primary Reading.....	4
Social Science-172—United States History.....	4
English-130—Grammar and Composition.....	4
Physical Education-62 or 67—(nonprepared)	2

FOURTH TWELVE WEEKS

Education-216—Classroom Management.....	4
Education-221—Methods in Language and Composition.....	4
Social Science-270—United States History.....	2
Social Science-270—Indiana History.....	2
Science-192—Geography.....	4
Physical Education-63 or 68—(nonprepared)	2
Spelling—prepared.....	2

FIFTH TWELVE WEEKS

Social Science-171—Major Problems in a Democracy.....	4
Science-160 or 166—Personal Regimen and Child Hygiene.....	4
Education-223—Methods in History and Geography.....	4
Education-219—Supervised Teaching (Grades 1-4).....	4

SIXTH TWELVE WEEKS

Science-199—Nature as Related to Life.....	4
Music-150—Public School Music for Primary Grades.....	4
Education-217—Tests and Measurements.....	2
Physical Education-163—Plays and Games.....	2
Education-220—Supervised Teaching.....	4

SEVENTH TWELVE WEEKS

Music-350—Methods in Music for Primary Grades.....	4
Art-200—Blackboard Sketching.....	4
Science-392—Geography (Physical).....	4
Elective.....	4

EIGHTH TWELVE WEEKS

Social Science-370—Fundamentals of American Nationality.....	4
English-328—Short Story.....	4
Art-301—Art Appreciation.....	4
Elective.....	4

NINTH TWELVE WEEKS

	Quarter Hours
English-326—Introduction to Biblical Literature.....	4
Social Science-371—Development of American Nationality.....	4
Art-204-M—Methods in the Teaching of Art.....	4
Elective.....	4

TENTH TWELVE WEEKS

English-331—Public Speaking and Speech work.....	4
Social Science-476—An Introduction to the Study of Society.....	4
Education-117—Normal Mental Development.....	4
Elective.....	4

ELEVENTH TWELVE WEEKS

Social Science-477—Social Problems.....	4
Education-318—Health Education.....	4
Science-394—Geography (The World's Commerical and Industrial Problems).....	4
Elective.....	4

TWELFTH TWELVE WEEKS

Music-450—Music Appreciation.....	4
Education-118—Psychology of the Unadjusted Child.....	4
Education-215—Psychology of the Elementary School Subjects..	4
Elective.....	4

Four-Year Intermediate Grammar Curriculum

Degree: Bachelor of Science in Education.

Requirements for Graduation: 192 quarter hours.

	Quarter Hours
Education, Psychology and Methods.....	60
English.....	36
Social Science.....	36
Science Courses.....	20
Art.....	16
Music.....	12
Arithmetic.....	4
Approved electives.....	8
	192

FIRST TWELVE WEEKS

	Quarter Hours
Education-115—Educational Psychology.....	4
English-127—Introduction to English Literature.....	4

Mathematics-345—Fundamentals of Arithmetic.....	4
Art-100—Drawing and Handwork	4
Physical Education-60 or 65—(nonprepared)	2
Use of the Library.....	1

SECOND TWELVE WEEKS

Education-119—Introduction to Teaching.....	2
English-128—Children's Literature.....	4
English-129—Reading, Phonics, Speech Training.....	4
Mathematics-122—Methods in Grammar Grade Arithmetic.....	4
Music-150-D—Music Drill (nonprepared)	4
Physical Education-61 or 66—(nonprepared)	2

THIRD TWELVE WEEKS

Education-120—Principles of Teaching.....	4
Education-124—Methods in Grammar Grade Reading.....	4
Social Science-172—United States History.....	4
English-130—Grammar and Composition.....	4
Physical Education-62 or 67—(nonprepared)	2
Penmanship—(nonprepared)	2

FOURTH TWELVE WEEKS

Education-216—Classroom Management.....	4
Education-221—Methods in Language and Composition.....	4
Social Science-270—United States History.....	2
Social Science-270—Indiana History.....	2
Science-192—Geography	4
Physical Education-63 or 68—(nonprepared)	2
Spelling—(prepared).....	2

FIFTH TWELVE WEEKS

Social Science-174—Major Problems in a Democracy.....	4
Science-160 or 166—Personal Regimen and Child Hygiene.....	4
Education-224—Methods in History and Geography.....	4
Education-219—Supervised Teaching (Grades 4-8).....	4

SIXTH TWELVE WEEKS

Science-199—Nature as Related to Life	4
Music-150—Public School Music (Grades 4-8).....	4
Education-217—Tests and Measurements.....	2
Physical Education-163—Plays and Games.....	2
Education-220—Supervised Teaching (Grades 4-8).....	4

SEVENTH TWELVE WEEKS

Music-351—Methods in Music (Grades 4-8).....	4
Art-200—Blackboard Sketching.....	4
Science-392—Geography (Physical).....	4
Electives.....	4

EIGHTH TWELVE WEEKS

Social Science-370—Foundations of American Nationality.....	4
English-328—Short Story.....	4
Art-301—Art Appreciation.....	4
Elective.....	4

NINTH TWELVE WEEKS

English-326—Introduction to Biblical Literature.....	4
Social Science-371—Development of American Nationality.....	4
Art-304—Methods in the Teaching of Art.....	4
Elective.....	4

TENTH TWELVE WEEKS

English-331—Public Speaking and Speech Work.....	4
Social Science-476—An Introduction to the Study of Society.....	4
Education-117—Normal Mental Development.....	4
Elective.....	4

ELEVENTH TWELVE WEEKS

	Quarter Hours
Social Science-477—Social Problems.....	4
Education-381—Health Education.....	4
Science-394—Geography (The World's Commerical and Industrial Problems).....	4
Elective.....	4

TWELFTH TWELVE WEEKS

Music-450—Music Appreciation.....	4
Education-118—Psychology of the Unadjusted Child.....	4
Education-215—Psychology of the Elementary School Subjects.....	4
Elective.....	4

Teachers' Training Course

Central Normal College

A FOUR YEAR COLLEGE COURSE LEADING TO LICENSE FOR HIGH SCHOOL TEACHERS

The new Indiana law for licensing teachers necessitates a complete reorganization of our Teachers' Training Courses. The central idea of the new law is that each student shall make specific preparation for the particular kind of teaching he chooses to do. This requires on the part of teacher training institutions a special course for each kind of teaching it attempts to do. Central Normal College must therefore restrict its activities to the kind of work it is able to do well.

1. We give no kindergarten work. We offer nothing for teachers of children below the first grade. For this special training we recommend a special kindergarten school.

2. We do not offer complete courses in Agriculture or Industrial Arts.

We do offer the following courses:

1. Courses for elementary or grade teachers, including primary, intermediate and grammar grade teachers.

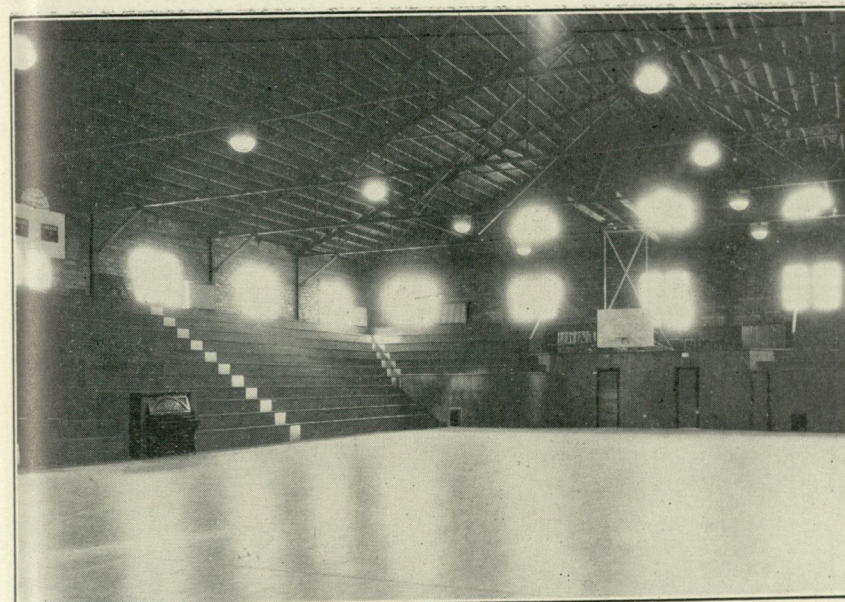
2. Courses for high school teachers, leading to first grade license to teach in high schools and to the A. B. or B. S. degree.

3. Courses in the Commerical Subjects, Music and Arts, including in each the required amount of special and professional credit to prepare students to teach in the high school.

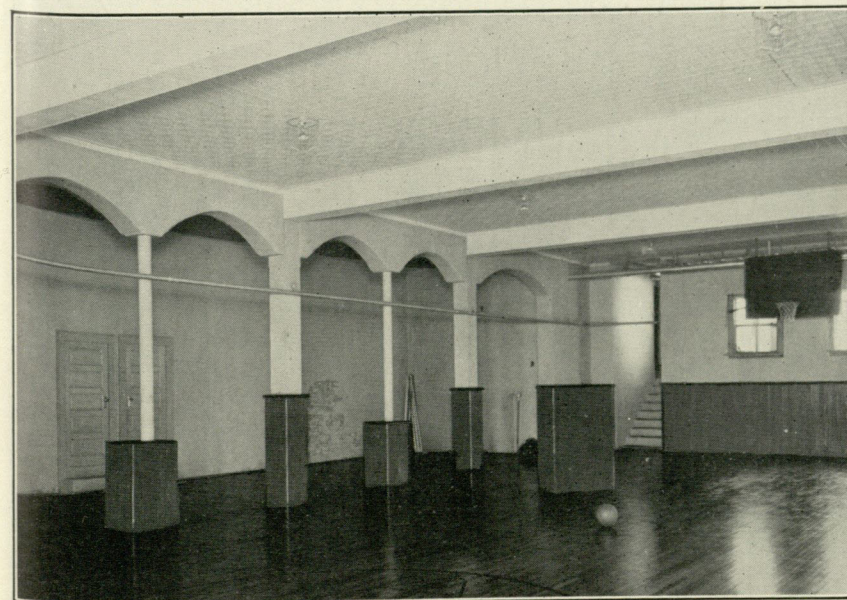
4. Courses for Music and Art supervisors, leading to first grade license and the A. B. or B. S. Degree.

We offer eight subject-groups from which majors may be selected: Mathematics, English, Latin, History, Physical Science, Biological Science, Music, Art, Commerce, and Physical Education.

The Educational Bulletin prepared by the State Department of Public Instruction for the guidance of colleges and normal schools gives all requirements in semester hours. What follows is a reprint from this bulletin, except that we have given in quarter hours the



GYMNASIUM FOR MEN



NEW GYMNASIUM FOR LADIES



BASKET BALL SQUAD AND THEIR BUS



FOOTBALL SQUAD

nearest equivalent of the required semester hours. It is not possible in every case to give the exact equivalent. The article will give to our readers the approximate requirements for every license that is discussed.

N. B. The entrance requirement for all courses under the new law is graduation from a commissioned high school. Graduates of certified high schools must count off one term of normal school work, or pass the State examination for high school equivalency, to make up the deficiency.

REGULAR HIGH SCHOOL TEACHERS' LICENSE

A regular high school teacher's license, first grade, is valid for five years, renewable thereafter for life, on presentation of evidence of three years of successful experience and professional spirit, and good for teaching the branches for which the license is issued in any high school (Junior or Senior) and in the seventh and eighth grades of any elementary school.

Applicants for a regular high school teacher's license, first grade, should present credits and qualification approximately as follows:

(1) Graduation from a standard or approved College or Normal School (four-year course) with a minimum of 192 quarter hours of credit.

(2) Professional credits approximately as follows:

Psychology I and II.....	8 quarter hours
Secondary Education.....	4 quarter hours
Principles of Teaching.....	4 quarter hours
Practice Teaching.....	8 quarter hours
Health Education.....	4 quarter hours

(3) Term Hours of academic credits in any two of the following subject groups and in each of the two subject groups elected are in amount approximately as follows:

I. English—36 quarter hours plus 4 quarter hours professional academic preparation.

1. Grammar and Composition.....	8 quarter hours
2. English Literature.....	16 quarter hours
3. American Literature.....	8 quarter hours
4. Oral Expression.....	4 quarter hours

Of the 36 quarter hours of general academic preparation ap-

proximately 8 hours should be in each of 1 and 3; 16 hours in 2; 4 in 4.

N. B. All students securing a license in English must have four hours of Oral Expression.

II. Mathematics—36 quarter hours, plus 4 quarter hours of professional academic preparation.

1. Algebra..... 8 quarter hours
2. Geometry and Analytics.....12 quarter hours
3. Trigonometry..... 4 quarter hours
4. Calculus..... 8 quarter hours
5. Commercial and Advanced Arithmetic... 4 quarter hours

Of the 36 hours of general academic preparation approximately four hours should be in each 1 and 3; 12 hours in 2, 8 in 4; and 4 in 5.

III. Latin—36 quarter hours of general academic credit plus four quarter hours of professional academic credit.

This requirement presupposes two years of Latin in the high school.

IV. French—36 quarter hours of general academic credit plus 4 quarter hours of professional academic credit.

This requirement presupposes two years of French in the high school.

VII. Social Studies.

First Option—56 quarter hours of general academic preparation plus 4 hours of professional-academic preparation.

1. General History.....18 quarter hours
2. U. S. History.....18 quarter hours
3. Economics..... 8 quarter hours
4. Science of Government..... 8 quarter hours
5. Sociology..... 4 quarter hours
6. Community Civics.
7. Vocational Information.

Of the 56 hours, approximately 18 hours should be in each of 1 and 2, 8 or more hours in each of 3 and 4 and 4 hours in 5 or 6.

Second Option—36 quarter hours of general academic preparation plus 4 hours of professional-academic preparation.

1. General History.....18 quarter hours
2. U. S. History.....18 quarter hours

Third Option—36 quarter hours of general academic preparation plus 4 hours of professional-academic preparation.

1. Sociology.....12 quarter hours
2. Science of Government.....12 quarter hours
3. Economics.....12 quarter hours
4. Community Civics.
5. Vocational Information.

Credits should be well divided among 1, 2, and 3.

VIII. Science.

First Option—56 quarter hours of general academic preparation plus 4 hours of professional-academic preparation.

1. Biology.
2. Botany.
3. Zoology.
4. Chemistry.
5. Physics.
6. Physical Geography.
7. Human Physiology.

Applicants who present approximately 24 quarter hours of credit in each of two and any two of the following: Biology (or 12 each in Botany and Zoology), Chemistry, Physics; and in addition thereto 8 quarter hours either in physical geography or human physiology will be granted a first grade license in the subjects in which full credits are offered, and in general science.

Second Option—40 quarter hours of general academic preparation plus 4 hours of professional-academic preparation.

1. Biology.....16 quarter hours
2. Botany.....16 quarter hours
3. Zoology..... 8 quarter hours
4. Human Physiology..... 8 quarter hours

Of the 40 quarter hours of general academic preparation approximately 32 hours should be in Biology or 16 hours each in Botany and Zoology and 8 hours in human physiology.

N. B. Applicants may not present credits in more than one option in science unless they also present full credits in some other subject group.

XII. Music:

40 quarter hours of general academic preparation plus 4 hours of professional academic preparation.

1. Public School Music..... 8 quarter hours
2. Harmony..... 8 quarter hours
3. Music History..... 4 quarter hours
4. Music Appreciation..... 4 quarter hours
5. Applied Music.....12 quarter hours
6. Methods in Music..... 8 quarter hours

Of the 40 hours of general academic preparation approximately 8 quarter hours should be in Public School Music, 8 hours of Harmony, 4 quarter hours in Music, History, 4 hours of Music Appreciation, 12 hours in Applied Music, and 8 quarter hours in Methods in Music.

N. B. If the applicant has two other license groups besides Music, 8 hours should be in Methods in Music and only 8 hours in Applied Music instead of the 12 hours in Applied Music.

XIII. Art:

36 quarter hours of general academic preparation plus 4 hours of professional academic preparation.

1. Drawing and Handwork. Required on the two-year Primary Intermediate-Grammar Rural and Art Curricula..... 4 quarter hours
2. Freehand Drawing and Perspective..... 4 quarter hours
3. Color. Color Theories..... 4 quarter hours
4. Design 1. Principles of design and application..... 4 quarter hours
5. Still Life and Landscape. The course deals with the study of composition in black and white and color..... 4 quarter hours
6. Poster and Lettering. Prerequisite, 1, 2, and 3..... 4 quarter hours
7. Painting. In Oil and Water Color of Still Life and Landscape..... 4 quarter hours
8. Interior Decoration, House Planning and Landscape Gardening..... 4 quarter hours
9. Design 2. Applied to Block Printing, Batik, Copper and Leather..... 4 quarter hours

Of the 36 hours of general academic preparation the number of quarter hours should be distributed approximately as indicated above.

XIV. Physical Education:

36 quarter hours, plus 4 quarter hours of professional academic preparation.

1. Gymnastic Exercises..... 4 quarter hours
(Marching, Apparatus, Calisthenics, Tumbling and Stunts.)
2. Theory and Practice of Play..... 4 quarter hours
(Games, including minor sports).
3. Coaching and Athletics..... 8 quarter hours
(Women may substitute Theory courses in rhythm to the extent of four quarter hours).
4. Anatomy..... 8 quarter hours
5. Health Education..... 4 quarter hours
6. Physical Examinations and Individual Gymnastics..... 4 quarter hours
7. *Electives..... 4 quarter hours

*The four quarter hours of elective work may be taken from the following or any subject above except Coaching and Athletics.

- a. Organization and Administration of Physical Education.
- b. Physical Diagnosis.
- c. First Aid.

XV. Commercial Subjects:

36 quarter hours, plus 4 quarter hours of professional-academic preparation.

1. Bookkeeping.....12 quarter hours
2. Shorthand.....12 quarter hours
3. Office Management..... 4 quarter hours
4. Typing..... 4 quarter hours
5. Commercial Geography or Commercial Arithmetic..... 4 quarter hours

Of the 36 quarter hours of General Academic-preparation approximately 12 hours should be in Bookkeeping, 12 hours in Shorthand, 4 hours in Office Management, 4 hours in Typewriting and 4 hours in Commercial Geography or Commercial Arithmetic.

SPECIAL HIGH SCHOOL TEACHERS' LICENSE IN MUSIC

First Grade—A special high school teacher's license, in Music, first grade, is valid for five years, renewable thereafter for life, on presentation of evidence of three years of successful experience and professional spirit and good for teaching and supervising the branch for which the license is issued in any high school (Junior or Senior) and in any elementary school.

Applicants for a special high school teachers' license in Music first grade, should present credit and qualifications approximately as follows:

1. Graduation from a standard or approved college or normal school (four-year course) or special school, with a minimum of 192 quarter hours of credit.
2. Professional credits in quarter hours approximately as follows:

Psychology I and II.....	8 quarter hours
Secondary Education.....	4 quarter hours
Principles of Teaching.....	4 quarter hours
Supervised Teaching.....	8 quarter hours
Health Education.....	4 quarter hours

The supervised teaching should be confined to the subject for which the special license is requested.

3. General and professional academic credit in the special branch (including related subjects) in which the license is requested, amounting to 72 quarter hours, with specialization in the materials and methods of teaching the given branch in the public schools.

4. Academic Subjects required:

Public School Music I, II, III.....	12 quarter hours
Music Methods I, II, III.....	12 quarter hours
Harmony I, II, III.....	12 quarter hours
Music History.....	4 quarter hours
Music Appreciation.....	4 quarter hours
Orchestration.....	4 quarter hours
Applied Music.....	24 quarter hours

SPECIAL HIGH SCHOOL TEACHERS' LICENSE IN ART

First Grade—A special high school teacher's license in art, first grade, is valid for five years, renewable thereafter for life, on presentation of evidence of three years of successful experience and professional spirit and good for teaching and supervising the branch for which the license is issued in any high school (Junior or Senior) and in any elementary school.

Applicants for a special high school teacher's license in art, first grade, should present credit and qualifications approximately as follows:

1. Graduation from a standard or approved college or normal school (four-year course) or special school, with a minimum of 192 quarter hours of credit.

2. Professional credits in quarter hours approximately as follows:

Psychology I and II.....	8 quarter hours
Secondary Education.....	4 quarter hours
Principles of Teaching.....	4 quarter hours
Supervised Teaching.....	8 quarter hours
Health Education.....	4 quarter hours

The supervised teaching should be confined to the subject for which the special license is requested.

3. General and professional academic credit in the special branch (including related subjects) in which the license is requested amounting to 72 quarter hours, with specialization in the materials and methods of teaching the given branch in the public schools.

4. Academic Subjects required:

1. Drawing and Handwork. Required on the two-year Primary, Intermediate Grammar, Rural and Art Cirricula..... 4 quarter hours
2. Freehand Drawing and Perspective 4 quarter hours
3. Color. Color Theories..... 4 quarter hours
4. Design 1. Principles of Design and Application..... 4 quarter hours

5. Still Life and Landscape. The course deals with the study of composition in black and white and color..... 4 quarter hours
6. Poster and Lettering. Prerequisite, 1, 2, and 3..... 4 quarter hours
7. Painting. In Oil and Water Color of Still Life and Landscape..... 4 quarter hours
8. Interior Decoration, House Planning and Landscape Gardening.. 4 quarter hours
9. Design 2. Applied to Block Print, Batik, Copper and Leather..... 4 quarter hours
10. Art History. Study of Architecture, Painting and Sculpture..... 4 quarter hours
11. Pen and Ink, and Illustration..... 4 quarter hours
12. Costume Design. Principles..... 4 quarter hours
13. Blackboard Drawing..... 4 quarter hours
14. Industrial Art..... 4 quarter hours
15. Art Appreciation..... 4 quarter hours
16. Crafts. Pottery, Wood and Cement 4 quarter hours
17. Sketching..... 4 quarter hours
18. Methods for High School Teachers. Prerequisite 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12..... 4 quarter hours

SPECIAL ELEMENTARY SCHOOL TEACHERS' LICENSE IN MUSIC

A special elementary school teacher's license, first grade, is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful teaching experience and professional spirit, and good for teaching and supervising the branch for which the license is issued in any elementary school and in the ninth grade of any high school (junior or senior).

Applicants for a special elementary school teacher's license, first grade, should present credits and qualifications approximately as follows:

1. Completion in a standard or approved college, normal school or special school of a two-year course (96 quarter hours) especially

designed for teaching and supervising the special subject for which the license is required in the elementary school and in the ninth grade of the small high school.

2. Professional credits in quarter hours approximately as follows:

1. Introduction to Teaching..... 4 quarter hours
2. Psychology I..... 4 quarter hours
3. Psychology II..... 4 quarter hours
4. Principles of Teaching..... 4 quarter hours
5. Student Teaching..... 8 quarter hours

3. The general and professional academic credits in the special subject (including work in studies directly related thereto) for which the license is requested should comprise approximately 60 per cent. (56 quarter hours) of the entire course.

Academic subjects required:

First Year.

- | | |
|--|------------------|
| Public School Music..... | 12 quarter hours |
| Music History..... | 4 quarter hours |
| Music Appreciation..... | 4 quarter hours |
| Applied Music..... | 4 quarter hours |
| English I Principles of Rhetoric..... | 4 quarter hours |
| English II Principles of Rhetoric..... | 4 quarter hours |
| English III English Literature..... | 4 quarter hours |

Second Year.

- | | |
|-----------------------------|------------------|
| Methods in Music I, II..... | 8 quarter hours |
| Harmony I, II, III..... | 12 quarter hours |
| Applied Music..... | 12 quarter hours |
| Student Teaching..... | 8 quarter hours |
| Electives..... | 12 quarter hours |

Only one grade of special elementary school teacher's license is authorized—First Grade

SPECIAL ELEMENTARY SCHOOL TEACHERS' LICENSE IN ART

A special elementary school teacher's license, first grade, is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful teaching experience and profes-

sional spirit, and good for teaching and supervising the branch for which the license is issued in any elementary school and in the ninth grade of any high school (junior or senior).

Applicants for a special elementary school teacher's license, first grade, should present credits and qualifications approximately as follows:

1. Completion in a standard or approved college, normal school or special school of a two-year course (100 quarter hours especially designed for teaching and supervising the special subject for which the license is requested in the elementary school and in the ninth grade of the small high school.

2. Professional credits in quarter hours approximately as follows:

1. Introduction to Teaching..... 4 quarter hours
2. Psychology I..... 4 quarter hours
3. Psychology II..... 4 quarter hours
4. Principles of Teaching..... 4 quarter hours
5. Student Teaching..... 8 quarter hours

3. The general and professional academic credits in the special subject (including work in studies directly related thereto) for which the license is requested should comprise approximately 60 per cent. (56 quarter hours) of the entire course.

Academic subjects required:

English I Principles of Rhetoric 4 quarter hours. English II Principles of Rhetoric, 4 quarter hours, and English III, History of English Literature 4 quarter hours.

Art Courses.

1. Drawing and Handwork. Required on the two-year Primary, Intermediate, Grammar, Rural and Art Curricula..... 4 quarter hours
2. Freehand Drawing and Perspective..... 4 quarter hours
3. Color. Color Theories..... 4 quarter hours
4. Design 1. Principles of design and application..... 4 quarter hours
5. Still Life and Landscape. The course deals with the study of composition in black and white and color..... 4 quarter hours
6. Poster and Lettering. Prerequisite, 1, 2, and 3..... 4 quarter hours

7. Painting. In Oil and Water Color of Still Life and Landscape..... 4 quarter hours
8. Interior Decoration, House Planning and Landscape Gardening..... 4 quarter hours
9. Art History. Study of Architecture, Painting and Sculpture..... 4 quarter hours
10. Pen and Ink, and Illustration..... 4 quarter hours
11. Costume Design. Principles..... 4 quarter hours
12. Blackboard Drawing..... 4 quarter hours
13. Art Appreciation..... 4 quarter hours
14. Methods for Grades. Minimum Prerequisite 1, 2, 3, 4, 5, 6, 7, 8, and 9..... 4 quarter hours

—††—

NOTES

METHODS COURSES

A student must have 4 quarter hours of methods (teaching of the Subject) in each of two license groups. But it is not necessary to have a method course in a third license group.

PERMITS

A permit may be issued upon twenty-four quarter hours of work in a subject or subject group. And may be renewed upon four quarter hours of additional work in the same subject or subject group, provided that the county superintendent or city superintendent asks for the permit.

RESIDENCE REQUIREMENTS

No standard college may issue a certificate of graduation from any curriculum based on less than one year of residence work done therein.

A student should carry at least three-fourths of a regular student load or at least twelve quarter hours per term for at least three twelve weeks terms.

ADVANCE STANDING

Full credit may be allowed only for courses completed in an accredited or approved institution.

No credit may be allowed for work in county normals.

No credit may be given for work not certified in writing by proper officials of the institution in which the credit was earned.

No credit may be allowed for teaching experience or for any grade of teacher's license.

Program of Subjects

Regular classes in the subjects listed below will be offered in the terms designated.

Fall Term 1932

MATHEMATICS

Solid Geometry
Trigonometry
Theory of Equations
Arithmetic

HISTORY

Ancient History
U. S. History VIA
Contemporary Europe IIIC
Spanish American History

EDUCATION

Psychology I
Secondary Education
Class Room Management
Physical Education

MUSIC

Public School Music I
Method I
Harmony I
Piano
Voice
Orchestra
Glee Club
Band

LANGUAGE

Latin III
Latin, Advanced
German I

BIOLOGY

Botany I

PHYSICS AND CHEMISTRY

Physics I
Physics IV
Chemistry I
Chemistry IV

ENGLISH

Composition-Rhetoric
History of American Literature
Oral Expression
Short Story

COMMERCE

Bookkeeping I, III
Short Hand I, III
Typewriting I, II, III

ART

Drawing Handwork
Advanced Art

Winter Term 1932

MATHEMATICS

College Algebra I
Plane Analytics
Calculus I

HISTORY

English History
Early Modern European IIIA

National Period VI B
Economics I

EDUCATION

Psychology II
Introduction to Teaching
Physical Education

MUSIC

Public School Music II
Methods II
Harmony II
Piano
Voice
Orchestra
Glee Club
Band

LANGUAGE

Latin IV
Latin, Advanced
German II

BIOLOGY

Botany II

PHYSICS AND CHEMISTRY

Physics II

Physics V
Chemistry II
Chemistry V

ENGLISH

Composition-Rhetoric II
Survey of American Literature
Old Testament
Shakespeare

COMMERCE

Bookkeeping II, IV
Shorthand II, III
Typewriting II, III, IV
Office Practice

ART

Advanced Art.

Spring Term 1933

MATHEMATICS

College Algebra II
Solid Analytics
Calculus II
Teaching of Mathematics

HISTORY

U. S. History VA
Later Modern Europe IIIB
American Diplomacy
Economics II
Teaching of History

EDUCATION

Principles of Teaching
Tests and Measurements
Physical Education

MUSIC

Music Appreciation
Music History
Applied Music

LANGUAGE

Latin V
Latin Advanced
German III

BIOLOGY

Botany III

PHYSICS AND CHEMISTRY

Physics III
Physics VI
Chemistry III
Chemistry VI
Teaching of Science

ENGLISH

History of English Literature
Survey of English Literature
New Testament
Teaching of English

COMMERCE

Bookkeeping III, IV
Accounting
Shorthand III, IV
Teaching of Commerce
Typewriting III, IV

ART

Advanced Art
Teaching of Art

Extension Division

The Extension Department has made it possible for teachers to continue their training while they are teaching. Many teachers have taken advantage of this opportunity during the past two years and completed from four to eight quarter hours of work, during the school year.

Extension classes are usually given once per month on Saturday at the town where the County Institute is held. Teachers select the subject they prefer to take. Then the Extension Director will select the teacher who is well prepared to give the subjects selected. Extension teachers must have at least one year of graduate work in the subject given or a Master's degree.

Classes will be offered in both elementary and college work. Each course gives 4 quarter hours credit the same as the regular courses offered in residence.

Forty-eight (48) fifty-minute (50) recitations are required for four quarter hours credit. The fee for the same is \$13.00.

Eight (8) quarter hours is the maximum amount of non-resident work a teacher may take at one time.

Eight (8) quarter hours of correspondence work may be taken in any high school subject group or the group of professional subjects but no more. Non-resident work cannot exceed 50 per cent of total amount required in any subject group.

Only eight (8) quarter hours of non-residence can be applied on the two-year elementary course and it can apply only on the second year's work.

Correspondence work or extension work can not be taken while a student is in college unless it is counted as a part of his regular college work.

The Central Normal College follows the rules and regulations prescribed by the State Board of Education in allocating credit for extension classes: (a) All extension credits made before the fall of 1928 may be substituted for any of the courses of the Two-year Elementary course provided that the adopted Indiana Teachers Reading Circle books were used. (b) Extension work taken since 1928 can not be substituted for other subjects excepting professional courses which may be substituted for practice teaching, provided the teacher has taught successfully for 40 months.

Request for extension courses should be sent to the Extension Department, Central Normal College, Danville, Indiana.

Graduates of the Four-Year College Course 1932

A. B. DEGREE

Baxter, Viola	Coatesville
Latin, Commerce, English	
Fox, Mazie	Michigantown
Latin, History Option II, Commerce	
Fravel, Arlie	Corydon
History Option I, Science Option II	
Fravel, Lora	Corydon
English, Commerce	
Hale, Edith	Bainbridge
Latin, English, Commerce	
Hanner, Merritt	Kurtz
Mathematics, Biology, English	
Hunt, Marvel	Danville
English, Latin, Music, Science Option II	
Minneman, Cornelius	Sunman
English, History Option II, Music	
Newbold, Agnes	Greenfield
English, Science Option I	
Nice, Clyde	Hardinsburg
English, Latin	
Phillips, Edith Alma	Amo
English, Latin, Commerce	
Pope, Myrtle	Pittsboro
English, Latin, Commerce	
Scott, Jeannette	Pittsboro
Commerce, English, History Option II	
Smith, Perry	Logansport
English, Mathematics, Latin	
Scott, Raymond	Greensburg
English, Option II, Physical Education	
Van Vliet, Eugenia	Newport
Music, Commerce, Special H. S. Music	
Wood, Elsie	Zionsville
English, Latin, Commerce	

B. S. DEGREE

Ahlf, Ella	Tell City
English, History	
Allen, Ray	Odon
English, History	

Arnold, Naomi Kersey	Danville
Music, English, Art	
Austin, Verner C.	Leavenworth
English, History Option I	
Barker, Emma	Terre Haute
English, Mathematics	
Beckner, Helen	Arlington
Art, Music, Commerce	
Bosse, Ollie	Milltown
English, History Option I, Science Option II	
Branstetter, Ruth	Frankfort
English, Commerce, Music	
Cain, Marguerite	Jeffersonville
Music, Art	
Cairns, Robert	Sunman
Science Option II, History Option I	
Crawley, Orville Howard	Danville
English, Science Option I	
Crocker, Floyd	Aurora
English, History Option II	
Darnell, Harry	Lebanon
English, Commerce, Science Option II	
DeLay, Gayle	Versailles
English, Science Option II, Commerce	
Denny, Helen	Bedford
English, Commerce, History Option II	
DiCanio, Victor	Passaic, New Jersey
History Option II, Science Option II	
DuPont, Fred	Tell City
English, Commerce	
Faulkinbury, Carol	Lebanon
English, Physical Education History Option I	
Floyd, William	Frankfort
English, History Option I	
Fravel, Arlie E.	Corydon
History Option I, Science Option II	
Fravel, Lora	Corydon
English, Commerce	
Gee, Howard	Bedford
English, History Option I	
George, Fred	Bedford
English, History	
Harper, Floyd	Sharpsville
History Option I, Science Option I, Physical Education	





GRADUATES OF THE TWO YEAR ELEMENTARY CURRICULUM

Hawley, Leonard	Paragon
English, History Option I, Commerce	
Haywood, James W.	Bloomfield
English, History Option I, Science Option II	
Hodgin, Mildred	Battle Ground
Music, Art	
Housman, Faye Green	Danville
Music, Art, Special H. S. Music	
Hoopengardner, Ethel	Ossian
Commerce, Physical Education	
Humphreys, Grace Summers	Lebanon
English, Music, Permit in Art	
Jackson, Lafayette	North Manchester
Education, Physical Education	
Johnson, Edwin	Danville
English, History Option II, Physical Education	
Jordan, Joe	North Salem
English, Commerce, History Option II, Physical Education	
Kelly, Laurel	Clermont
English, History Option I	
Lawler, Elbert Hugh	Winchester
English, Science Option III	
Lemmel, Ethel	Lowell
English, History Option I	
Lindsey, Ida Frances	Mitchell
English, History Option II	
Mitzenberg, Lula	Kempton
English, Social Studies Option I	
Mounts, Edgar	Danville
Mathematics, English	
McGuirk, Francis H.	Pekin
Mathematics, Science	
Nichols, Elwood	Brownsburg
Mathematics, Science Option I	
Noggle, Thomas	Greensburg, Ky.
English, Mathematics, History Option II	
Pearl, Lawrence W.	Lafayette
Mathematics, Physical Education, Science Option II	
Pope, Arthur	Fountaintown
English, History Option I	
Pruett, Ollin	Pittsboro
History, Option I, Physical Education	
Ray, Helen	Danville
English, Commerce	
Reeves, Floyd	West Point
History, Option II, English, Physical Education	

Reeves, Orville.....	West Point
History Option II, English, Physical Education	
Ross, Juanita.....	Otto
Science Option II, English, History Option II	
Ryan, Martha.....	Frankfort
English, History Option I Commerce	
Sass, Louis.....	Michigan City
English, History Option II, Science Option II	
Sass, Phyllis Barrett.....	Danville
Commerce, English	
Sharp, Josef.....	Coatesville
English, Mathematics, Science Option II	
Shultz, Reginald.....	Charlottesville
English, History Option I, Commerce, Physical Education	
Sigler, Kenneth.....	Jeffersonville
English, History Option I, Physical Education	
Smith, Maude.....	Cortland
English, History Option II	
Smith, Pearl.....	Newcastle
English, History Option II	
Smith, Raymond.....	Coal City
Mathematics, Physical Education	
Stanley, Ralph.....	Danville
Mathematics, Science Option III Commerce	
Stuffle, Clair.....	Montgomery
Science Option II, Mathematics	
Tanksley, Norman.....	Heltonville
Mathematics, History Option I	
Taylor, Ben.....	Central
English, History Option I	
Taylor, Millard.....	Bedford
English, History Option I	
Thompson, Ferris.....	Cortland
English, History Option I	
Thompson, Maurice.....	Danville
English, History Option I	
Thompson, Mildred.....	North Salem
History Option I, Commerce	
Walls, Avis.....	Danville
Commerce, Music	
Warrick, Orval G.....	Jasonville
Science, Option I, Mathematics	
Washburn, Dale.....	Buffalo
History Option I, Physical Education	
Watson, Harold.....	Danville
History, English	

Wheeler, Faye.....	Danville
English, Domestic Science	
Whiteman, Paul.....	Taos, New Mexico
English, Commerce	
Williams, O'Lieva.....	Danville
Commerce, English	
Williams, Roy.....	Rosedale
English, Commerce	
Wood, George.....	Zionsville
Mathematics, English	

B. S. IN MUSIC

Arnold, Naomi Kersey.....	Danville
Music, English, Art.	
Cain, Marguerite.....	Jeffersonville
Music, Art	
Hodgin, Mildred.....	Battle Ground
Music, Art	
Housman, Faye Green.....	Danville
Music, Art, Special H. S. Music.	
Hunt, Marvel.....	Danville
English, Latin, Music, Science Option II	
Humphreys, Grace Summers.....	Lebanon
English, Music, Permit in Art	
Van Vliet, Eugenia.....	Newport
Music, Commerce, Special H. S. Music	

B. S. IN PHYSICAL EDUCATION

Blacker, John D.....	Waveland
Physical Education.	
Freeman, Virgil A.....	West Baden
Physical Education.	
Hawley, Leonard.....	Paragon
English, History Option I, Commerce	
Jackson, Lafayette.....	North Manchester
Education, Physical Education.	
Johnson, Ralph.....	Scottsburg
Physical Education	
Johnson, Edwin L.....	Danville
English, History Option II, Physical Education.	
Jordan, Joe.....	Danville
English, Commerce, History Option II, Physical Education.	
Lyskowinski, Edwin.....	Lanesville
Physical Education	

Pearl, Lawrence.....	Lafayette
Mathematics, Physical Education, Science Option II	
Pruett, Ollin.....	Pittsboro
History Option I, Physical Education	
Scott, Raymond.....	Greensburg
English, History Option I, Physical Education	
Shultz, Reginald F.....	Charlottesville
English, History Option I, Commerce, Physical Education	
Sigler, Kenneth.....	Jeffersonville
English, History Option I, Physical Education	
Smith, Raymond.....	Coal City
Mathematics, Physical Education	
Sutton, Thomas R.....	Kingman
Physical Education.	
Washburn, Dale.....	Buffalo
History Option I, Physical Education	

B. S. IN ART

Housman, Faye.....	Danville
Music, Art, Special H. S. Music	

Two-Year Special Art Course

Haas, Lucille.....	Mellott
Art,	
Housman, Faye.....	Danville
Music, Art, Special H. S. Music	
Moore, Bertha.....	Lebanon
Art,	



Graduates of the Two-Year Elementary Courses

PRIMARY

Abernathy, Wanda.....	Cates
Brown, Marian.....	Danville
Cain, Ruth.....	Jeffersonville
Clossey, Marie.....	Bridgeport
Evans, Mary Jeannette.....	Pittsboro
Fullan, Anne.....	San Pierre
Henry, Esda.....	Jamestown
Hensler, Lucille.....	Remington
Hoopengardner, Esther.....	Ossian
Johnson, Thelma.....	Clayton
Miller, Mary B.....	Lebanon
Moran, Alice.....	Danville
Niles, Mae.....	Charlottesville
Reutebuch, Hilda.....	Star City
Rominger, Charlotte.....	Hope
Ruch, Helen.....	Lafayette
Scott, Gladys.....	Ewing
Sims, Irene Remsen.....	Sheridan
Teives, Mary M.....	New Albany
Thorne, Pearl.....	New Albany

GRAMMAR GRADE

Agan, Lloyd.....	Marengo
Anderson, Walter.....	Cuzco
Akers, Armond.....	Ramsey
Armstrong, June.....	Windfall
Archey, Madeline.....	Bloomington
Aynes, Raymond.....	Ewing
Baker, Thomas.....	Bargersville
Baxter, Shirley.....	Canaan
Beatty, Ruth.....	Cuzco
Beaty, Vonda Mae.....	Lebanon
Beck, Marie.....	Bainbridge
Benham, Otis.....	Crothersville
Binford, Mary Evelyn.....	Charlottesville
Biddinger, Kermit.....	Rochester

Bisesi, Vincent	Martinsville
Bishop, Orville	Sheridan
Blackwell, Virginia	Bedford
Blinn, Priscilla Mae	Star City
Bly, Harold	Plainfield
Boothe, Leroy	Colburn
Brinegar, Harold	Springville
Burress, Haskell	Alfordsville
Callaway, Ruby	Salem
Callon, Mildred	Trafalgar
Chism, Roberta	Orleans
Coleman, Robert	Covington
Connell, Carl	Shoals
Combs, Lloyd	Brownstown
Conrad, Hallie	Laconia
Conrad, Theodore	Dubois
Coons, Lois	Crawfordsville
Cox, Noble	Cloverdale
Crone, Esther	Borden
Darlage, Ervin	Cortland
Davis, Dolph	Ramsey
Dean, Russell	Roachdale
Deckard, Leston	Nashville
Deffner, Sylvan	Cedar Grove
Dulin, John K.	Whitestown
Ellis, Lucille	Solsberry
Eve, Pearl Esarey	Mooreville
Etienne, Amos	Derby
Evans, Zenith	Lebanon
Flick, Leo	French Lick
Finchum, William John	Martinsville
Fish, Opher	Burns City
Fisher, Inez	Mauckport
Gettelfinger, Clarence	Ramsey
Goble, Eva	Brazil
Green, Leroy M.	Milan
Green, Morris	Whitestown
Greiner, Hascal	Branchville
Hancock, Ellen	Zionsville
Grinstead, Herman	Osgood
Hanner, Chester	Kurtz
Hardin, Harold	Greenfield

Hardsaw, Daniel	New Amsterdam
Hardsaw, Loren	New Amsterdam
Harper, Neva	Waynetown
Hays, Opal	Bloomington
Hays, Wayne	Mauckport
Heavin, Pleasant	Cloverdale
Henning, Edward	Cannelton
Heuser, Blanche	DePauw
Hoar, Helen	Salem
Holley, Helen	Bloomfield
Hoover, Harley	Columbus
Hudson, Gilbert	Solsberry
Humphrey, Mabelle	Smithville
Hyde, Pauline	Vevay
Johnson, Louise	Commiskey
Jones, Florence	Lebanon
Jones, Harold	Austin
Kerby, Aleda	West Baden
Kessinger, Madge	Locust Point
Keith, Gertrude	Rising Sun
Kirk, Madeline Ogle	Danville
Knight, Chester	Taswell
Konkle, Mildred	Canaan
Kruger, Robert	Medaryville
Lindley, Hiram	Kingman
Littell, Emil	Eminence
Lopp, Clyde	Elizabeth
Lopp, Howard	Laconia
Lopp, Murl	Elizabeth
Lynch, Owen	Doolittle Mills
Lynn, Gladys	Mitchell
Lyskowski, Mildred	Lanesville
Lutes, Clarence	Portland
Lutes, Ernest	Freetown
Lutes, Nellie	Freetown
Major, Vernon	Bostwick, Florida
Maners, William	Danville
Marsh, Claude	Versailles
May, Clovis	Avoca
May, Mary	Glenwood
Merrilees, Evangeline	Beechwood
Meier, Mary McClannahan	Deputy

Miller, Vivian	Mauckport
Miller, Hollis	Mauckport
Minneman, Gertrude	Sunman
Milnes, Clarence	Nashville
Moncrief, Cecil	Ridgeville
Moore, Nina	Bedford
Motsinger, Irene	Medora
Mull, Ralph	Waldron
McCullough, Evelyn	Greencastle
McCutcheon, Olive	DePauw
McKinney, Ernest	Medora
McGuirk, Charles Alvin	Pekin
McMullen, Robert	Aurora
Newby, Frances	Marysville
Nicely, Paul	Zionsville
Norris, William	Kingman
Oliver, Lowell	Morgantown
Patton, Estel	English
Pearson, Hubert	Alton
Peters, Avis	Greenfield
Pickett, Lu Ray	Sheridan
Pickett, Myrtle	Fillmore
Pinnick, Clarice B.	French Lick
Pitman, Faye	Central
Plummer, William	Bloomfield
Poe, Nolan	Marengo
Powell, Hazel	West Baden
Prather, Coral	Perrysville
Pritchard, Walter	Linton
Pruett, Bonnie	Burns City
Ray, Laura	Austin
Rea, Delmar	Holton
Reynolds, Martha	Brownstown
Richard, Beulah	Mauckport
Richman, Robert	Mitchell
Roberts, Mrs. Rhett	Alfordsville
Rogers, William	Columbus
Roller, Allegra	Medora
Ross, Dorothy	Crawfordsville
Sanders, Carl	Kingman
Satterfield, Margaret	Terry
Seneff, Edward	Cuzco

Shake, Iola	Quincy
Shaw, Olivia	Lafayette
Simler, Leonard	Central
Sims, Irene	Sheridan
Smedley, Albert	Cloverdale
Snoddy, Leah Rae	Perrysville
Somers, Miriam K.	Kokomo
Speer, Pauline	Orleans
Stalker, Floyd	Westfield
Swaby, Audie	Linton
Swarens, Merrill	Ramsey
Swope, Beulah	Linton
Taylor, Lee	Cannelton
Terrell, Lendall	Salem
Thompson, Kermit	Dubois
Timberlake, Margaret	Mauckport
Uland, Ivan	Solsberry
Unger, Cleon	Frankfort
Van Slyke, Frank	Solsberry
Volk, Adeline	Batesville
Wagner, Arkanas	Bedford
Waggoner, Pricey	Freetown
Walters, George	Solsberry
Watson, James H.	Marysville
Watson, Kenneth	Gosport
Way, Glenn Doris	Quincy
Watson, Margia	Central
Whaley, Leo	Kyana
White, Mabel	Hillsboro
White, Tula	Quincy
Wilkins, Merritt	Campbellsburg
Williams, Ladoseia	Danville
Williamson, Burr	Columbus

GENERAL LIST

Abernathy, Wanda.....Cates, Ind.
 Abolt, Leslie.....Boswell, Ind.
 Adams, Dorothy.....Leavenworth, Ind.
 Ader, Vivian.....Coatesville, Ind.
 Aders, Lillian.....Bristow, Ind.
 Agan, Lloyd.....Marengo, Ind.
 Ahlf, Ella.....Tell City, Ind.
 Akers, Armond R.....Lebanon, Ind.
 Akers, Robert.....Jeffersonville, Ind.
 Albright, Vera.....Colfax, Ind.
 Aldred, Variance.....Vevay, Ind.
 Alexander, Ralph.....Burney, Ind.
 Allen, Grace.....Bedford, Ind.
 Allen, Harley.....Mitchell, Ind.
 Allen, Ray.....Odon, Ind.
 Allen, Willis.....Milltown, Ind.
 Anderson, Hazel N.....Jonesville, Ind.
 Anderson, Mary.....Lafayette, Ind.
 Anderson, Roger.....Milroy, Ind.
 Anderson, Tressa.....Salem, Ind.
 Anderson, Walter.....Cuzco, Ind.
 Andis, Ira.....Shoals, Ind.
 Apple, Olive.....French Lick, Ind.
 Applegate, Robert.....Central, Ind.
 Applegate, Vigil.....Central, Ind.
 Archey, Madeline.....Bloomington, Ind.
 Armin, Stanford.....Shoals, Ind.
 Armstrong, Doris.....Danville, Ind.
 Armstrong, June.....Windfall, Ind.
 Arnold, Naomi K.....Danville, Ind.
 Arthur, Pearl.....Heltonville, Ind.
 Asher, Ferne.....Martinsville, Ind.
 Austin, Verner.....Leavenworth, Ind.
 Avery, Lillian.....Forest, Ind.
 Axsom, Leona.....Norman Station, Ind.
 Axsom, Marshall Norman Station, Ind.
 Aynes, Raymond Norman Station, Ind.

Baird, Lois.....Charleston, Ind.
 Baird, Nellie.....Lewisville, Ind.
 Baker, Arthur.....Depauw, Ind.
 Baker, Bertha.....Danville, Ind.
 Baker, Floyd.....Indian Springs, Ind.
 Baker, Gertrude.....Lizton, Ind.
 Baker, Thomas.....Bargersville, Ind.
 Baldwin, Denver.....Nebraska, Ind.
 Baliff, Carl.....Noblesville, Ind.
 Baliff, Doyle.....Noblesville, Ind.
 Ball, Alberta.....Mitchell, Ind.
 Bandelier, Helen.....N. Haven, Ind.
 Barger, Earl O.....Romney, Ind.
 Barger, Edna.....Romney, Ind.
 Barker, E. Truitt.....Terre Haute, Ind.
 Barker, Ira G.....Plainfield, Ind.
 Barker, Vance.....Ladoga, Ind.
 Barks, Elva.....Corydon, Ind.
 Barks, John.....Bowling Green, Ky.
 Barks, Kenneth.....N. Amsterdam, Ind.
 Barlow, Christine.....Plainfield, Ind.
 Barnes, George.....Nashville, Ind.

Barnes, Warren.....Helmsburg, Ind.
 Barr, Hugh.....Bicknell, Ind.
 Barrett, Morris.....Smithtown, Ind.
 Barton, Louise.....Morgantown, Ind.
 Bass, John.....Dayton, Ind.
 Bastian, Harriet.....Ladoga, Ind.
 Batchelor, R. Lee.....Montgomery, Ind.
 Batman, Robert.....Marengo, Ind.
 Bausman, W. E.....Frankfort, Ind.
 Baxter, Clarence.....Bloomington, Ind.
 Baxter, Shirley.....Canaan, Ind.
 Baxter, Viola.....Coatesville, Ind.
 Beals, Earsel.....English, Ind.
 Beals, Mae.....English, Ind.
 Beard, Frances.....Fredericksburg, Ind.
 Beard, Trevy.....Bristow, Ind.
 Beasley, Pauline.....Danville, Ind.
 Beatty, Freeman.....Moore's Hill, Ind.
 Beatty, Ruth.....Cuzco, Ind.
 Beaty, Vonda Mae.....Lebanon, Ind.
 Beaver, Margaret.....Advance, Ind.
 Beck, Lois.....Danville, Ind.
 Beck, Marie.....Bainbridge, Ind.
 Beck, Paul.....Franklin, Ind.
 Beckner, Helen.....Arlington, Ind.
 Bell, Walter.....LaPorte, Ind.
 Beldon, Audra.....Crothersville, Ind.
 Bennett, Thomas W.....Indianapolis, Ind.
 Benham, Otis.....Crothersville, Ind.
 Benz, Evelyn.....Milltown, Ind.
 Benz, Nellie.....Milltown, Ind.
 Bernardi, Noble.....Milltown, Ind.
 Beshoar, Guyneth.....Burnettsville, Ind.
 Bevers, Joe.....Kurtz, Ind.
 Bickel, George.....Corydon, Ind.
 Biddinger, Kermit.....Rochester, Ind.
 Bill, Delma.....Corydon, Ind.
 Binford, Mary E.....Charlottesville, Ind.
 Bisesi, Vincent.....Martinsville, Ind.
 Bishop, George.....Mitchell, Ind.
 Bishop, Joe.....Mitchell, Ind.
 Bishop, Orville.....Sheridan, Ind.
 Blacker, John D.....Waveland, Ind.
 Blackford, Paul.....South Bend, Ind.
 Blackwell, Paul.....Orleans, Ind.
 Blackwell, Virginia.....Bedford, Ind.
 Blake, Shirley.....Frankfort, Ind.
 Blanda, Walter.....LaPorte, Ind.
 Blaydes, Beatrice.....N. Salem, Ind.
 Blaydes, Juanita.....Roachdale, Ind.
 Bledsoe, Hazel.....French Lick, Ind.
 Bledsoe, Helen.....French Lick, Ind.
 Blinn, P. Mae.....Star City, Ind.
 Blue, Inah.....Judson, Ind.
 Blue, Norma.....Mt. Comfort, Ind.
 Bly, Harold.....Plainfield, Ind.
 Boggs, Alma.....Fullerton, Ky.
 Boicourt, Earl.....Greensburg, Ind.
 Bolton, Mabel.....Danville, Ind.
 Bone, Helen.....Lafayette, Ind.

Boomershine, Howard.....Monon, Ind.
 Boothe, LeRoy.....Colburn, Ind.
 Border, Eva.....Danville, Ind.
 Bosaw, Marie.....Vevay, Ind.
 Bosaw, Willard.....Vevay, Ind.
 Bosley, Floyd.....Marengo, Ind.
 Bosse, Ollie T.....Milltown, Ind.
 Bosstick, Beryl.....Lewisville, Ind.
 Bourn, Marie.....Stilesville, Ind.
 Boyd, Carmen.....Kempton, Ind.
 Boyd, Lucille.....Mitchell, Ind.
 Brady, William.....Uniontown, Ind.
 Bramblett, Arthur.....Lebanon, Ind.
 Bramblett, Frank.....Pine Ridge, S. D.
 Brandon, Regena.....Michigantown, Ind.
 Brandt, Mamie.....Lexington, Ind.
 Brann, Tressa.....Reelsville, Ind.
 Branstetter, Ruth.....Frankfort, Ind.
 Brewer, Malcolm.....Louisville, Ky.
 Bridges, Ella.....Bedford, Ind.
 Bridges, Byron.....Huron, Ind.
 Bridges, Wayne.....Bedford, Ind.
 Bridges, Wendell.....Huron, Ind.
 Brinegar, Harold.....Springville, Ind.
 Broaddus, Homer.....Glenwood, Ind.
 Broshar, Herman.....Jamestown, Ind.
 Brown, Bruce.....Duggar, Ind.
 Brown, Ernest.....Cloverdale, Ind.
 Brown, Marian.....Danville, Ind.
 Brown, Pansy.....Mitchell, Ind.
 Bugher, Nelson.....Zionsville, Ind.
 Buntin, Carl.....Crawfordsville, Ind.
 Burgin, Joyce.....Whitestown, Ind.
 Burgin, June.....Whitestown, Ind.
 Burns, Clarence.....Frankfort, Ind.
 Burns, Herschel.....Indianapolis, Ind.
 Burress, Haskell.....Alfordsville, Ind.
 Burroughs, Floyd.....Metamora, Ind.
 Burton, James.....Holton, Ind.
 Busby, Miles.....Clayton, Ind.
 Butcher, Hollis.....Bloomington, Ind.

Cain, Marguerite.....Jeffersonville, Ind.
 Cain, Ruth.....Jeffersonville, Ind.
 Cairns, Robert.....Sunman, Ind.
 Callaway, Evalyn.....Deputy, Ind.
 Callaway, Ruby.....Salem, Ind.
 Callon, Mildred.....Trafalgar, Ind.
 Canary, Lawrence.....Clayton, Ind.
 Carder, Frank.....Letts, Ind.
 Carfield, Alta.....Carthage, Ind.
 Carmichael, Blanche.....Columbus, Ind.
 Carmichael, Kenneth.....Columbus, Ind.
 Carmicheal, Oden.....Nashville, Ind.
 Carmichael, Orville.....Columbus, Ind.
 Carnine, Eva Lena.....Vevay, Ind.
 Carrico, Dorothy.....Bicknell, Ind.
 Carson, Mary.....Falmouth, Ind.
 Case, Everett.....Anderson, Ind.
 Cassidy, Homer.....Plainfield, Ind.
 Cassidy, Velma.....Ingalls, Ind.
 Cassity, Opal.....Bainbridge, Ind.
 Chambers, Donald.....Bargersville, Ind.

Chambers, Ray.....Bedford, Ind.
 Chambers, Urmeys.....Bedford, Ind.
 Chandler, Ray.....Indian Springs, Ind.
 Chase, Lloyd.....LaFayette, Ind.
 Cheever, William.....Elizabethtown, Ind.
 Chism, Roberta.....Orleans, Ind.
 Clapp, Edith.....French Lick, Ind.
 Clark, Ferry.....Columbus, Ind.
 Clark, Reggie.....Edinburg, Ind.
 Clark, James L.....West Baden, Ind.
 Clark, Mildred.....Columbus, Ind.
 Clark, Thelma.....Springville, Ind.
 Clayton, Roy.....Linton, Ind.
 Clements, Grover.....Marshall, Ind.
 Clinkenbeard, H.....Charlottesville, Ind.
 Cline, Mary Edith.....Roachdale, Ind.
 Clones, Oscar.....Roachdale, Ind.
 Clossey, Marie.....Bridgeport, Ind.
 Coble, Helen.....Stilesville, Ind.
 Cochran, Alton.....Edinburg, Ind.
 Cohn, John.....Coatesville, Ind.
 Cole, Raymond.....Vevay, Ind.
 Coleman, Clarence.....Marengo, Ind.
 Coleman, Frank.....Covington, Ind.
 Coleman, Robert.....Covington, Ind.
 Collier, Jeanette.....Kirklin, Ind.
 Collins, Aura.....Cuzco, Ind.
 Collins, Cecil.....Scottsburg, Ind.
 Collins, Georgia.....Cuzco, Ind.
 Collins, Minnie.....Cuzco, Ind.
 Combs, Lloyd.....Brownstown, Ind.
 Compton, Wm. F.....Needham, Ind.
 Comstock, Edward.....Shelbyville, Ind.
 Connell, Carl.....Shoals, Ind.
 Conarroe, Robert.....Brookston, Ind.
 Conrad, Hallie.....Laconia, Ind.
 Conrad, Lowell.....Cuzco, Ind.
 Conrad, Theodore.....Dubois, Ind.
 Cook, Clarence C.....Clifford, Ind.
 Coonrod, Herbert.....Monticello, Ind.
 Coons, Lois.....Crawfordsville, Ind.
 Cooper, Samuel.....French Lick, Ind.
 Copeland, Mary E.....Lebanon, Ind.
 Cory, John W.....Wallace, Ind.
 Couch, William.....Patriot, Ind.
 Cox, Alice.....Danville, Ind.
 Cox, Grace.....Danville, Ind.
 Cox, Noble.....Cloverdale, Ind.
 Craig, Shyrl.....Indianapolis, Ind.
 Crawley, Orville.....Danville, Ind.
 Crider, Lottie.....Nashville, Ind.
 Crocker, Floyd.....Osgood, Ind.
 Crone, Esther.....Borden, Ind.
 Crutchfield, Glavis.....Frankfort, Ind.
 Cullen, Terrence.....Morgantown, Ind.
 Cushman, Edward.....Sullivan, Ind.

Dale, Fern.....Lizton, Ind.
 Daniels, Lowell.....Bloomfield, Ind.
 Darlage, Ervin.....Cortland, Ind.
 Darling, Evelyn.....Guilford, Ind.
 Darnell, Harry.....Lebanon, Ind.
 Davenport, Benner.....Jeffersonville, Ind.

Davidson, Gladys	Crawfordsville, Ind.	Evans, Mary J.	Pittsboro, Ind.
Davis, Arthur	Danville, Ind.	Evans, Mary Zenith	Lebanon, Ind.
Davis, Dolph B.	Ramsey, Ind.	Eve, Pearl	Mooreville, Ind.
Davis, D. D.	Mitchell, Ind.	Ewing, Neva	Mitchell, Ind.
Davis, Floyd	Lizton, Ind.		
Davis, Kenneth	Jeffersonville, Ind.	Faith, Maud	Mauckport, Ind.
Davis, Loretta	Depauw, Ind.	Fancher, Floyd	Marengo, Ind.
Davis, Mamie	North Salem, Ind.	Faris, Elizabeth C.	Campbellsburg, Ind.
Dean, Russell	Roachdale, Ind.	Faris, Orin	Medaryville, Ind.
Deckard, Anna Lee	Nashville, Ind.	Farrell, Lawrence	Michigantown, Ind.
Deckard, Leston	Nashville, Ind.	Faulkenberg, Lafe	Branchville, Ind.
Deckard, Murrel	Columbus, Ind.	Faulkinbury, Carol	Lebanon, Ind.
Deffner, Sylvan	Cedar Grove, Ind.	Felknor, Bertha	Orleans, Ind.
Deich, Omar	Orleans, Ind.	Ferree, Lois	Laconia, Ind.
Deich, Maurine	Danville, Ind.	Fields, Kenneth	Morristown, Ind.
DeLay, Gayle	New Marion, Ind.	Finch, Estaline	Hillsboro, Ind.
Dellinger, Mona	Bicknell, Ind.	Finchum, Madison	Quincy, Ind.
Demaree, Gilbert	Franklin, Ind.	Finchum, V. M.	North Vernon, Ind.
Demaree, Mary	Crawfordsville, Ind.	Finchum, Wm. J.	Martinsville, Ind.
Denny, Helen	Bedford, Ind.	Fink, Dottie	Elizabeth, Ind.
Denny, Ida	Freetown, Ind.	Fink, Marguerite	Elizabeth, Ind.
Denny, Robert	Freetown, Ind.	Fish, Opher	Burns City, Ind.
DiCanio, Victor	Passaic, N. J.	Fisher, Inez	Mauckport, Ind.
Dickerson, Doris	Danville, Ind.	Flanagan, Geraldine	Walton, Ind.
Dillon, Rachel	Freedom, Ind.	Fleetwood, Alice	Laurel, Ind.
Dillon, Sarah	Freedom, Ind.	Flick, Leo	French Lick, Ind.
Divine, John	Shoals, Ind.	Flinn, Orin	Fort Ritner, Ind.
Divine, Ruth	Shoals, Ind.	Floyd, Walter	Indianapolis, Ind.
Dixon, Bernice	Commiskey, Ind.	Floyd, William	Frankfort, Ind.
Dmitras, William	LaPorte, Ind.	Ford, Jeanette	Lebanon, Ind.
Dodd, Isabelle	Crawfordsville, Ind.	Fortner, Arthur	Huron, Ind.
Dorsett, Helen	Danville, Ind.	Fortner, Fannie	Huron, Ind.
Dorsett, Ralph	Cloverdale, Ind.	Foster, Cecil	Uniontown, Ind.
Dorsett, Ross	Mooreville, Ind.	Fouts, Leon	Crawfordsville, Ind.
Dowling, Clarence	Bedford, Ind.	Foutty, Dorothy	Bedford, Ind.
Downey, Max	Marshfield, Ind.	Fox, Mazie	Michigantown, Ind.
Downing, Alice	Wolcott, Ind.	Francis, Janies P.	Jeffersonville, Ind.
Downing, Joe	Frankfort, Ind.	Franklin, Edgar	Topeka, Ind.
Doyel, Cline	Crawfordsville, Ind.	Franklin, Leland	Little York, Ind.
Draper, Dorothy	Danville, Ind.	Franklin, Mabel Alice	Danville, Ind.
Drees, Clara	Batesville, Ind.	Franklin, Mary P.	Danville, Ind.
Dulin, John K.	Whitestown, Ind.	Fravel, Arlie E.	Corydon, Ind.
Dunlavy, Esther	Fillmore, Ind.	Fravel, Lora B.	Corydon, Ind.
DuPont, Fred	Tell City, Ind.	Frazier, Dixie	Danville, Ind.
Durell, Nancy	Mt. Vernon, Ind.	Freeman, Herman	Hardonsburg, Ind.
Durham, Blanche	North Salem, Ind.	Freeman, Virgil	West Baden, Ind.
Dyar, Rachel	Shoals, Ind.	Freese, Ernest	Nashville, Ind.
		Fry, Louise	Peerless, Ind.
Eads, Estol	Versailles, Ind.	Fullan, Anne	San Pierre, Ind.
East, Irvine	Heltonville, Ind.	Fuller, Lydia	Jeffersonville, Ind.
Edmondson, Ruth	Huron, Ind.	Fulps, Horace	Danville, Ind.
Edwards, Bernard	Danville, Ind.	Fults, Thelma	New Augusta, Ind.
Edwards, Carina	Quincy, Ind.	Fultz, Cleatis	Salem, Ind.
Edwards, John	Danville, Ind.		
Eggers, Barnes	North Salem, Ind.	Gardner, Lucille	Russellville, Ind.
Ellis, Lucille	Solsberry, Ind.	Gastino, Eva	Danville, Ind.
Elsrod, Warren	Rising Sun, Ind.	Gastino, Grace	Danville, Ind.
Emigholz, Anna	Stilesville, Ind.	Gee, Howard	Bedford, Ind.
Enlow, Roy	Corydon, Ind.	George, Fred	Bedford, Ind.
Esarey, Marcus	St. Croix, Ind.	George, Gladys	Indian Springs, Ind.
Eskew, Mary	N. Salisbury, Ind.	George, Lester	Indian Springs, Ind.
Etienne, Amos	Derby, Ind.	Gerking, Esther	Danville, Ind.
Etienne, Edward	Derby, Ind.	Gesell, Ezra	Brookville, Ind.

Gettelfinger, Clarence	Ramsey, Ind.	Hardsaw, Loren	N. Amsterdam, Ind.
Gettelfinger, Edward	Palmyra, Ind.	Harper, Floyd	Sharpsville, Ind.
Gheen, Ollie	Bloomfield, Ind.	Harper, Neva	Waynetown, Ind.
Gibbs, Rachel	Danville, Ind.	Harper, T. C.	Waynetown, Ind.
Gibson, Elbert	Oriole, Ind.	Harrell, Etta	Bedford, Ind.
Giles, Lorene	Springville, Ind.	Harrison, Mary E.	Danville, Ind.
Gilpin, Charles	Colburn, Ind.	Hart, Neva	Gosport, Ind.
Gilstrap, Lester	Bedford, Ind.	Harvey, Elva M.	Lafayette, Ind.
Gilstrap, Wilber	Bedford, Ind.	Harvey, George	Lafayette, Ind.
Glover, Trellah	Sparksville, Ind.	Hasenour, Anthony	Dubois, Ind.
Goble, Eva	Brazil, Ind.	Hatton, Eva	Flat Rock, Ind.
Goldman, Anna	Branchville, Ind.	Hauck, Edward	Cortland, Ind.
Good, Gaylord	Danville, Ind.	Hawkins, Inez	Marengo, Ind.
Goodpaster, F.	Belle Union, Ind.	Hawkins, Lynn	Otterbein, Ind.
Goodson, Cecil	Danville, Ind.	Hawley, Leonard	Paragon, Ind.
Goss, Clara B.	Palmyra, Ind.	Hawley, Mabel C.	Paragon, Ind.
Gossett, Elsie	North Salem, Ind.	Haworth, Hadley	Danville, Ind.
Gossett, Robert	Letts, Ind.	Hays, Clifford	Eckerty, Ind.
Graham, Fred N.	Danville, Ind.	Hays, Opal	Bloomington, Ind.
Grandstaff, Cecil	Logansport, Ind.	Hays, Wayne	Mauckport, Ind.
Gray, Clarence	Pekin, Ind.	Hays, Wilbur	Mauckport, Ind.
Graves, Mary	Terry, Ind.	Haywood, Estel	Bloomfield, Ind.
Graves, Morris	Solsberry, Ind.	Haywood, James	Bloomfield, Ind.
Graves, William	New Richmond, Ind.	Hazelett, H. H.	Charlottesville, Ind.
Green, Leroy	Milan, Ind.	Heady, Helen	Jamestown, Ind.
Green, Morris	Whitestown, Ind.	Hearn, Ora B.	N. Washington, Ind.
Greiner, Hascal	Branchville, Ind.	Heavin, Pleasant	Fillmore, Ind.
Gregory, Raymond	Patriot, Ind.	Heckman, Mildred	South Bend, Ind.
Griffith, Marvel	Vevay, Ind.	Heitz, Lillian	Madison, Ind.
Griggs, Goldie	Bloomington, Ind.	Helm, Elma	Moore Hill, Ind.
Grimes, Harriett	Danville, Ind.	Helm, Julia	Moore Hill, Ind.
Grimsley, Olive M.	E. St. Louis, Ind.	Helton, Vincin	Danville, Ind.
Grinstead, Herman	Osgood, Ind.	Henderson, G. D.	Odon, Ind.
Gross, Arthur	Greencastle, Ind.	Henning, Edward	Cannelton, Ind.
Gross, Herschel	Greencastle, Ind.	Henry, Esda E.	Jamestown, Ind.
Guilford, James	Kingman, Ind.	Hensler, Lucille	Remington, Ind.
Guthrie, Carolyn	Bedford, Ind.	Hensly, Martha	New Augusta, Ind.
Guthrie, Hortense	Danville, Ind.	Hensly, Loyd	Trafalgar, Ind.
		Herbst, Lelia	Milan, Ind.
Haas, Lucila	Mellott, Ind.	Hert, Esther	Indian Springs, Ind.
Haines, Freeda	Coatesville, Ind.	Hert, May	Bedford, Ind.
Hale, Anna	Bainbridge, Ind.	Hert, Warren A.	Bedford, Ind.
Hale, Edith	Bainbridge, Ind.	Hermeling, Albert	Fillmore, Ind.
Hale, Harold	North Vernon, Ind.	Hess, Dorothy	Danville, Ind.
Hall, Clint	Avoca, Ind.	Heuser, Blanche	DePauw, Ind.
Hall, Elizabeth	Lizton, Ind.	Heuser, William	Ramsey, Ind.
Hall, Helen	Scottsburg, Ind.	Hicks, Virginia	Perrysville, Ind.
Hall, Kenneth	Paoli, Ind.	Hill, Frank	Bloomington, Ind.
Haltom, Odus	Quincy, Ind.	Hill, Jack H.	Edinburg, Ind.
Ham, George	Michigantown, Ind.	Hite, Gladys	Clarksburg, Ind.
Ham, Phillip	Shoals, Ind.	Hites, Mildred	Danville, Ind.
Hamilton, Matthew	Romney, Ind.	Hoar, Helen	Salem, Ind.
Hamilton, Stanley	Bloomfield, Ind.	Hobbs, Lawrence	Scircleville, Ind.
Hamm, Earl	Bloomington, Ind.	Hodge, Estil	Coatesville, Ind.
Hammond, J. Frank	Milltown, Ind.	Hodgin, Mildred	Battle Ground, Ind.
Hancock, Ellen	Zionsville, Ind.	Holley, Helen M.	Bloomfield, Ind.
Hand, Edna	Danville, Ind.	Hollingsworth, M.	Coatesville, Ind.
Hanner, Chester	Kurtz, Ind.	Holt, Eva	Shoals, Ind.
Hanner, Merritt	Kurtz, Ind.	Holtzman, Clarence	Fulda, Ind.
Harbison, Ruth	Bedford, Ind.	Hooker, Violet	Nabb, Ind.
Hardin, Harold	Greenfield, Ind.	Hoopengardner, Esther	Ossian, Ind.
Harding, Francis	Indianapolis, Ind.	Hoopengardner, Ethel	Ossian, Ind.
Hardsaw, Daniel	N. Amsterdam, Ind.	Hoover, Harley	Columbus, Ind.

Horne, Juanita.....Danville, Ind.
 Horner, Clinton.....Corydon, Ind.
 Horton, Pauline.....Aurora, Ind.
 Hottell, Francis.....Winchester, Ind.
 Houchin, Teddy R.Oakland City, Ind.
 Housman, Faye G.....Danville, Ind.
 Houston, Elmo.....Cloverdale, Ind.
 Howell, Richard.....LaFayette, Ind.
 Hubbard, Robert.....Munster, Ind.
 Hudson, Cyrus.....Bloomfield, Ind.
 Hudson, Ellis.....Little York, Ind.
 Hudon, Gilbert.....Solsberry, Ind.
 Hudson, Joseph.....Bloomfield, Ind.
 Hufford, Margery.....Danville, Ind.
 Hughes, Claude.....Danville, Ind.
 Huitt, Goldia.....Lizton, Ind.
 Humphrey, M.....Smithville, Ind.
 Humphreys, Grace.....Lebanon, Ind.
 Humphreys, Hilda.....Bloomfield, Ind.
 Hunt, Kenneth.....Sheridan, Ind.
 Hunt, Marvel.....Danville, Ind.
 Hunter, Dally.....Lewisville, Ind.
 Hunter, Morris.....Coatesville, Ind.
 Hurst, Carl.....Fillmore, Ind.
 Hyde, Pauline.....Vevay, Ind.

Inge, Roselyn.....Russellville, Ind.
 Ingle, Gerald.....Tunnelton, Ind.
 Innes, Iris.....Indianapolis, Ind.
 Irick, Justin.....Kirklin, Ind.
 Irvin, Wm. A.....Oxford, Ind.
 Isom, Cleo.....Mitchell, Ind.
 Isom, Vennis.....Greenwood, Ind.

Jackman, Imogene.....Shoals, Ind.
 Jackson, Freda.....Burney, Ind.
 Jackson, Lafayette N.Manchester, Ind.
 Jay, Roy C.....Bridgeport, Ind.
 Jay, Wilma E.....Bridgeport, Ind.
 Jenkins, Ronda.....South Bend, Ind.
 Johns, Howard.....Elizabeth, Ind.
 Johnson, Edwin.....Danville, Ind.
 Johnson, Edith.....Gosport, Ind.
 Johnson, Elda.....Peerless, Ind.
 Johnson, Harrell.....Covington, Ind.
 Johnson, Irene.....Crothersville, Ind.
 Johnson, Louise.....Commiskey, Ind.
 Johnson, Mary B.....Danville, Ind.
 Johnson, Ralph.....Scottsburg, Ind.
 Johnson, Thelma.....Clayton, Ind.
 Johnson, Wilmer.....Morristown, Ind.
 Jones, Agnes.....Charlestown, Ind.
 Jones, Florence.....Lebanon, Ind.
 Jones, Gladys.....N. Washington, Ind.
 Jones, Harold.....Austin, Ind.
 Jones, Lillie.....Shoals, Ind.
 Jordan, Fern.....North Salem, Ind.
 Jordan, Joe.....Danville, Ind.
 Jordan, Lowell.....Crothersville, Ind.
 Joseph, Naomi.....North Salem, Ind.
 Joseph, Mabel.....North Salem, Ind.
 Joyce, Vivian.....Danville, Ind.

Keith, Elga.....Henryville, Ind.
 Keith, Gertrude.....Rising Sun, Ind.
 Kelch, Arlene.....Gessie, Ind.
 Kelly, Dorothy.....Michigantown, Ind.
 Kelly, Laurel.....Clermont, Ind.
 Kelso, James.....Indianapolis, Ind.
 Kelso, Maxine.....Greensburg, Ind.
 Kelso, Zola.....Greensburg, Ind.
 Kemp, James.....Union City, Ind.
 Kemp, Robert.....Holland, Ind.
 Kennedy, Floyd.....Scottsburg, Ind.
 Kennedy, Lenna.....Scottsburg, Ind.
 Kenworthy, Lloyd.....Salem, Ind.
 Kerby, Aleda.....West Baden, Ind.
 Kern, John W.....Bedford, Ind.
 Kernodle, Evelyn.....Jamestown, Ind.
 Kerr, Fletcher.....N. Richmond, Ind.
 Kersey, Mary.....Danville, Ind.
 Kessinger, Madge.....Losuct, Ind.
 Key, Amza.....Georgetown, Ind.
 Kidd, Helen.....Muncie, Ind.
 Kienly, Georgiana.....Lafayette, Ind.
 Kiewitt, Mildred.....Crothersville, Ind.
 King, Pearl.....Evans Landing, Ind.
 Kintner, Carl.....Corydon, Ind.
 Kirchhoff, Stella.....Sandusky, Ind.
 Kirk, Madeline Ogle.....Danville, Ind.
 Kirtley, Edna.....Brownsburg, Ind.
 Kissling, Henry.....Oriole, Ind.
 Knetzer, Mary Lou.....Pittsboro, Ind.
 Knight, Chester.....Taswell, Ind.
 Knoy, Paul.....Paragon, Ind.
 Konkle, Mildred.....Canaan, Ind.
 Kopp, Otto C.....Corydon, Ind.
 Kruger, Robert.....Medaryville, Ind.
 Kruger, Thelma.....Medaryville, Ind.
 Kurtz, Charles.....North Salem, Ind.

Lackey, Magell.....Danville, Ind.
 LaFollette, J.....Crawfordsville, Ind.
 LaGrange, Clyde.....St. Croix, Ind.
 Lake, Forest.....Martinsville, Ind.
 Lamb, Agnes.....New Harmony, Ind.
 Lampkins, Ray.....Smithville, Ind.
 Landis, Millard.....Jasonville, Ind.
 Lane, Mary.....Advance, Ind.
 Lanman, Loren.....Ranger, Ind.
 Lanum, Robert.....Danville, Ind.
 Larmer, Anna.....North Salem, Ind.
 Lash, Jesse.....Franklin, Ind.
 Lawler, Elbert H.....Winchester, Ind.
 Layman, Andrew.....Cayuga, Ind.
 Leach, Marie.....Bedford, Ind.
 Leak, Margaret.....Lizton, Ind.
 Lec Clier, Charles.....Danville, Ind.
 Leitzman, Sewell.....Danville, Ind.
 Lemley, Ralph.....Edinburg, Ind.
 Lemmel, Ethel.....Lowell, Ind.
 Lemmon, Walter.....Elizabeth, Ind.
 Lenning, Frank.....Linton, Ind.
 Lester, Vada.....Vevay, Ind.
 Lewis, Ansel.....Indianapolis, Ind.
 Lewis, Forrest.....Campbellsburg, Ind.

Liggett, Robert.....Rising Sun, Ind.
 Lindley, Hiram.....Kingman, Ind.
 Lindley, Wilma.....Cates, Ind.
 Lindsey, Ida F.....Mitchell, Ind.
 Lindsey, Josephine.....Mitchell, Ind.
 Lingeman, Mary.....Brownsburg, Ind.
 Lingenfelter, Donald.....Mauckport, Ind.
 Littell, Emil.....Eminence, Ind.
 Lively, Jessie.....Heltonville, Ind.
 Livengood, Hurst.....French Lick, Ind.
 Livengood, Max.....Wallace, Ind.
 Long, Donald.....Peru, Ind.
 Lopp, Clyde.....Elizabeth, Ind.
 Lopp, Howard.....Laconia, Ind.
 Lopp, Murl.....Elizabeth, Ind.
 Lopp, Pauline.....Mauckport, Ind.
 Lotich, Charles.....Crandall, Ind.
 Low, W. N.....Greensburg, Ind.
 Lowe, John H.....Needham, Ind.
 Lowe, Edith.....Avoca, Ind.
 Lowe, Mary D.....Cartersburg, Ind.
 Lucas, Cevet.....Advance, Ind.
 Lucas, Dale.....Clifford, Ind.
 Lurton, Charles.....Commiskey, Ind.
 Lurton, Kathleen.....Commiskey, Ind.
 Luse, Frank.....Indianapolis, Ind.
 Lutes, Clarence.....Portland, Ind.
 Lutes, Ernest.....Freetown, Ind.
 Lutes, Nellie.....Freetown, Ind.
 Luther, Lois.....New Albany, Ind.
 Lyles, Fern.....Salem, Ind.
 Lynch, Owen.....Doolittle Mills, Ind.
 Lynn, Gladys.....Mitchell, Ind.
 Lyskowski, Edwin.....Lanesville, Ind.
 Lyskowski, M.....Lanesville, Ind.
 Lytle, Hazel.....Austin, Ind.

Mackey, Carlos.....Danville, Ind.
 Major, Vernon.....Arcadia, Ind.
 Maners, William.....Danville, Ind.
 Manion, Ada.....Brownstown, Ind.
 Marcilliat, Cornelia.....Terry, Ind.
 Marks, Mary C.....Bloomington, Ind.
 Marsh, Claude.....Versailles, Ind.
 Marshall, Lebert.....Salem, Ind.
 Martin, Bernice.....Pekin, Ind.
 Martin, Frank.....Danville, Ind.
 Martin, Freda.....Greensburg, Ind.
 Martin, Hugh.....Palmyra, Ind.
 Martin, John.....Pekin, Ind.
 Martin, Susie.....Derby, Ind.
 Martin, William.....Pekin, Ind.
 Martin, Raymond.....Indianapolis, Ind.
 Marting, Herald.....Danville, Ind.
 Martz, Marion.....Roachdale, Ind.
 Mason, Kermit.....Elizabeth, Ind.
 Mason, Malcolm.....Solsberry, Ind.
 Matlock, Wilma.....Campbellsburg, Ind.
 Mathews, Celena N.Amsterdam, Ind.
 Mathews, Madge.....Frankfort, Ind.
 Mathias, Ralph.....Dubois, Ind.
 Maxwell, Margaret.....Frankfort, Ind.
 May, Clovis.....Avoca, Ind.

May, Mary M.....Glenwood, Ind.
 May, Sherrill.....Brownsburg, Ind.
 Meeks, Jessie.....Danville, Ind.
 Meier, Mary Mc.....Deputy, Ind.
 Melloan, Lorraine.....Whiteland, Ind.
 Menchhofer, Esther.....Batesville, Ind.
 Menchhofer, Nilda.....Batesville, Ind.
 Merrilees, Evangeline.....Beechwood, Ind.
 Meyer, Lela.....Bluffton, Ind.
 Meyer, Walter.....Shoals, Ind.
 Michael, Gayle.....Clayton, Ind.
 Michel, Harold.....Osgood, Ind.
 Michel, Norman.....Osgood, Ind.
 Michel, Rhoda.....Sunman, Ind.
 Miles, Leslie.....Uniontown, Ind.
 Milhon, Ervin.....Eminence, Ind.
 Miller, Chas. F.....English, Ind.
 Miller, Clarence.....Mt. Comfort, Ind.
 Miller, Clifford.....Corydon, Ind.
 Miller, Edgar.....Corydon, Ind.
 Miller, Ernest.....N. Middletown, Ind.
 Miller, Gervus.....Lynn, Ind.
 Miller, Herman.....Corydon, Ind.
 Miller, Hollis.....Mauckport, Ind.
 Miller, Howard.....Corydon, Ind.
 Miller, Mary R.....West Lebanon, Ind.
 Miller, Mary M.....English, Ind.
 Miller, Maysel.....Mt. Comfort, Ind.
 Miller, Myrtle.....Salem, Ind.
 Miller, Vivian.....Mauckport, Ind.
 Mills, Dale.....Cuzco, Ind.
 Mills, Emma E.....Danville, Ind.
 Mills, Leon.....Cuzco, Ind.
 Mills, Pansy.....Danville, Ind.
 Milnes, Clarence.....Nashville, Ind.
 Minneman, Cornelius.....Sunman, Ind.
 Minneman, Gertrude.....Sunman, Ind.
 Mitzenberg, Lulah.....Kempton, Ind.
 Mohr, Elizabeth.....George School, Pa.
 Moncrief, Cecil.....Ridgeville, Ind.
 Money, Wayne.....Indianapolis, Ind.
 Monroe, Malcolm.....Hanover, Ind.
 Montgomery, Frank.....Shelbyville, Ind.
 Montgomery, Kerbie.....Central, Ind.
 Moon, Dessie.....Orleans, Ind.
 Moore, Bertha.....Lebanon, Ind.
 Moore, Beulah.....Frankfort, Ind.
 Moore, Cecil.....Solsberry, Ind.
 Moore, Edna.....Frankfort, Ind.
 Moore, Garnet.....Connersville, Ind.
 Moore, Marguerite.....Bedford, Ind.
 Moore, Marjorie.....Rossville, Ind.
 Moore, Nathan.....New Palestine, Ind.
 Moore, Nina.....Avoca, Ind.
 Moore, Talmage.....Danville, Ind.
 Moore, W. Dean.....Columbus, Ind.
 Moore, Verne.....Zionsville, Ind.
 Moran, Alice.....Danville, Ind.
 Moreland, Mary.....Indianapolis, Ind.
 Morris, Elizabeth.....Hope, Ind.
 Morrison, Eunice.....Frankfort, Ind.
 Morrison, Glen.....North Vernon, Ind.
 Mosier, Helen.....Edinburg, Ind.

Motsinger, Alma.....	Medora, Ind.	Oakes, Lee.....	Marengo, Ind.
Motsinger, Inez.....	Medora, Ind.	Ogle, George.....	Cloverdale, Ind.
Mounts, Edgar.....	Danville, Ind.	Ogle, Theron.....	Eaton, Ind.
Mull, Harold R.....	Waldron, Ind.	O'Hair, Ethel M.....	Greencastle, Ind.
Mullen, Clark.....	Danville, Ind.	Orr, Lorene.....	Scircleville, Ind.
Munden, Curtis.....	Little York, Ind.	Oldshue, Clara M.....	Waveland, Ind.
Murr, J. Bruce.....	Speed, Ind.	Oliver, Lowell.....	Morgantown, Ind.
Myers, Bernice.....	Mulberry, Ind.	Orem, Wray.....	Shelbyville, Ind.
Myers, Marjorie.....	Osgood, Ind.	Osborn, Maxine.....	Danville, Ind.
Myers, Ruth.....	Osgood, Ind.	Osborne, Miriam.....	Danville, Ind.
Mynatt, Geraldine.....	Hazelwood, Ind.	Osting, Bessie.....	New Point, Ind.
McAllister, Willis.....	Oakland City, Ind.	Owen, Frances.....	North Salem, Ind.
McCammack, Kendel.....	Danville, Ind.	Owen, Hilbert.....	Cicero, Ind.
McClellan, Loyd.....	Stilesville, Ind.		
McClung, Edith.....	Danville, Ind.	Pace, Geraldine.....	Danville, Ind.
McCormick, Juanita.....	Lebanon, Ind.	Parker, Fern.....	Stilesville, Ind.
McCoun, Alice.....	Danville, Ind.	Parker, Grace.....	Colfax, Ind.
McCullough, Evelyn.....	Greencastle, Ind.	Parker, Lois.....	Danville, Ind.
*McCutcheon, Olive.....	DePauw, Ind.	Patrick, Imogene.....	Roachdale, Ind.
McDonald, Noel.....	Rego, Ind.	Patton, Estel.....	English, Ind.
McGannon, M.....	Paris Crossing, Ind.	Peabody, Cora.....	Rising Sun, Ind.
McGuirk, Charles A.....	Pekin, Ind.	Peak, Dorothy.....	Vevay, Ind.
McGuirk, Francis.....	Pekin, Ind.	Pearl, Lawrence.....	Lafayette, Ind.
McGuirk, Isaleen.....	Pekin, Ind.	Pearson, Hubert.....	Alton, Ind.
McIntyre, Augusts.....	St. Paul, Ind.	Peek, Robert.....	Shoals, Ind.
McKeehan, Gracie.....	Rockville, Ind.	Perkins, John E.....	Hamlet, Ind.
McKinney, Ernest.....	Medora, Ind.	Peters, Arie.....	Vallonia, Ind.
McKinney, Mary.....	Kirklin, Ind.	Peters, Avis.....	Greenfield, Ind.
McMannis, Walter.....	Lebanon, Ind.	Peterson, Marion.....	Pittsboro, Ind.
McMasters, Foster A.....	Indianapolis, Ind.	Petro, Vonda.....	Trafalgar, Ind.
McMullen, Dolph.....	Aurora, Ind.	Petty, J. H.....	Underwood, Ind.
McMullen, Robert.....	Aurora, Ind.	Pfeiffer, Arlene.....	Milltown, Ind.
McNeely, Maurice.....	Trafalgar, Ind.	Phares, Mildred.....	Shelbyville, Ind.
McNutt, Jane.....	Bedford, Ind.	Phillips, Edith.....	Amo, Ind.
		Phillips, Lewis.....	Terre Haute, Ind.
Nading, Ruth.....	Hope, Ind.	Phipps, Clarence.....	Campbellsburg, Ind.
Nale, Reba.....	Pekin, Ind.	Pickett, LuRay.....	Sheridan, Ind.
Nale, Opal.....	Pekin, Ind.	Pickett, Myrtle.....	Fillmore, Ind.
Nash, Raughlia.....	Darlington, Ind.	Pierce, Clarence.....	Danville, Ind.
Naugle, Carl.....	Pekin, Ind.	Pierce, Neona.....	Danville, Ind.
Nauman, Eric.....	Decatur, Ind.	Pinkerton, Florence.....	Danville, Ind.
Neal, Ovid.....	Brownsburg, Ind.	Pinkerton, Janet.....	Danville, Ind.
Neese, Pearl.....	Frankfort, Ind.	Pinnick, Clarice.....	French Lick, Ind.
Neier, Virgil.....	Cloverdale, Ind.	Pitman, Faye.....	Central, Ind.
Neimeyer, Harry.....	New Point, Ind.	Pitts, Anna.....	Bedford, Ind.
Newbold, Agnes.....	Greenfield, Ind.	Plummer, Chester D.....	Columbus, Ind.
Newby, Frances.....	Marysville, Ind.	Plummer, Emerson.....	Scotland, Ind.
Newman, Marion.....	Danville, Ind.	Plummer, Wm. H.....	Bloomfield, Ind.
Nice, Clyde.....	Hardinsburg, Ind.	Poe, Nolan.....	Marengo, Ind.
Nice, Lamoin.....	Star City, Ind.	Poe, Olive.....	Marengo, Ind.
Nicely, Paul.....	Zionsville, Ind.	Poer, Rupert.....	Morristown, Ind.
Nichols, Elwood.....	Brownsburg, Ind.	Pope, Arthur.....	Fountaintown, Ind.
Nicholson, H. T.....	Indian Springs, Ind.	Pope, John.....	Pittsboro, Ind.
Nicholson, Kenneth.....	Indian Springs, Ind.	Pope, Myrtle.....	Pittsboro, Ind.
Niles, Mae.....	Charlottesville, Ind.	Porter, Hady.....	Shoals, Ind.
Noble, Joseph.....	Noblesville, Ind.	Pottorff, Ruby.....	Paragon, Ind.
Noggle, Thomas.....	Greensburg, Ky.	Powell, Hazel.....	West Baden, Ind.
Norman, Faye.....	Jamestown, Ind.	Powers, Helen.....	Columbus, Ind.
Norris, William.....	Kingman, Ind.	Prather, Coral.....	Perrysville, Ind.
Northcott, Lincoln.....	Lizton, Ind.	Price, Arthur.....	Tangier, Ind.
		Price, Robert.....	Bridgeport, Ind.
		Pritchard, Walter.....	Linton, Ind.
		Proud, Beulah.....	New Carisle, Ind.

*Deceased.

Pruett, Bonnie B.....	Burns City, Ind.	Rohn, Leola.....	Advance, Ind.
Pruett, Ollin.....	Pittsboro, Ind.	Rohrbaugh, Raymond.....	Frankfort, Ind.
Pruitt, Harold.....	Frankfort, Ind.	Roller, Allegra.....	Medora, Ind.
Pruitt, Mildred.....	Frankfort, Ind.	Rominger, Charlotte.....	Hope, Ind.
Pumphrey, Garnet.....	Sharpsville, Ind.	Root, Virgil.....	Milroy, Ind.
Purlee, Lillian.....	Salem, Ind.	Rose, Margaret.....	Jeffersonville, Ind.
Putt, Dwight.....	Ashley, Ind.	Rosecrans, Velma.....	Lapel, Ind.
		Rosen, Atwood.....	Jamestown, Ind.
Quackenbush, Cora.....	Bedford, Ind.	Ross, Amy.....	Bedford, Ind.
Quebbeman, Jessie.....	Corydon, Ind.	Ross, Dorothy D.....	Crawfordsville, Ind.
Quilleon, Gerald.....	Danville, Ind.	Ross, Eugene.....	North Salem, Ind.
		Ross, J. Russell.....	Milltown, Ind.
Randolph, Irene.....	Danville, Ind.	Ross, Juanita.....	Otto, Ind.
Rariden, Minnie.....	Bedford, Ind.	Ross, Lorena.....	Otto, Ind.
Ratcliff, Donald.....	Kingman, Ind.	Ross, Robert.....	Danville, Ind.
Ratts, Helen.....	Hall, Ind.	Rotert, Irene.....	Indianapolis, Ind.
Ray, Burnettia.....	Peerless, Ind.	Routh, Hortense.....	Zionsville, Ind.
Ray, Harry.....	Mt. Comfort, Ind.	Ruch, Charles.....	LaFayette, Ind.
Ray, Helen E.....	Danville, Ind.	Ruch, Helen.....	LaFayette, Ind.
Ray, Laura.....	Austin, Ind.	Ruch, Robert.....	LaFayette, Ind.
Ray, Stanford.....	Oolitic, Ind.	Rumsey, Carl.....	Aurora, Ind.
Rayl, Clyde.....	Smithville, Ind.	Rush, Hazel.....	Gosport, Ind.
Rea, Delmar.....	Holton, Ind.	Rutherford, Ed.....	Campbellsburg, Ind.
Reagan, Alma.....	New Albany, Ind.	Ryan, Martha.....	Hillisburg, Ind.
Reas, Guy.....	Corydon, Ind.		
Record, Nellie.....	Indianapolis, Ind.	Sadler, William.....	Martinsville, Ind.
Rector, H. L.....	Plainfield, Ind.	Sallee, Harold.....	Campbellsburg, Ind.
Reeves, Charles.....	Eminence, Ind.	Sanders, Carl.....	Kingman, Ind.
Reeves, Edward.....	West Point, Ind.	Sanders, Lois.....	Mitchell, Ind.
Reeves, Floyd.....	West Point, Ind.	Sanders, Winifred.....	Franklin, Ind.
Reeves, Gifford.....	West Point, Ind.	Sandy, Rose Marie.....	Paragon, Ind.
Reeves, Orville.....	West Point, Ind.	Sass, Louis.....	Michigan City, Ind.
Reily, Alma.....	Mitchell, Ind.	Sass, Phyllis.....	Danville, Ind.
Reutebuch, Arthur.....	Winamac, Ind.	Satterfield, Margaret.....	Terry, Ind.
Reutebuch, Edward.....	Star City, Ind.	Savage, Anna.....	Shoals, Ind.
Reutebuch, Hilda.....	Star City, Ind.	Sawyer, Bertha.....	Newport, Ind.
Reynolds, Charles.....	Crothersville, Ind.	Schafer, Pearl.....	Bremen, Ind.
Reynolds, Martha.....	Brownstown, Ind.	Schiller, Martin.....	Shoals, Ind.
Rhoades, Gertrude.....	Fairland, Ind.	Schnautz, Henry.....	Evansville, Ind.
Richard, Beulah.....	Mauckport, Ind.	Scholl, Mildred.....	Connersville, Ind.
Richardson, Charles.....	Metamora, Ind.	Scott, Gladys.....	Ewing, Ind.
Richert, Orlen.....	N. Middletown, Ind.	Scott, Henry.....	Corydon, Ind.
Richman, Robert.....	Huron, Ind.	Scott, Jeannette.....	Lizton, Ind.
Rickenbaugh, Harold.....	Uniontown, Ind.	Scott, Ralph.....	Ewing, Ind.
Rickenbaugh, Ora.....	Uniontown, Ind.	Scott, Raymond.....	Greensburg, Ind.
Rickert, Harold.....	Rome, Ind.	Scudder, Mabel.....	Vevay, Ind.
Riddle, Gerald.....	Beechwood, Ind.	Scudder, Wendall.....	Mishawaka, Ind.
Ridenour, Bertha.....	Riceville, Ind.	Seal, Helen.....	Indianapolis, Ind.
Riggs, Amos.....	Bedford, Ind.	Sears, Herbert.....	Danville, Ind.
Riggs, Ruth.....	Tangier, Ind.	Seipel, Fairy.....	Corydon, Ind.
Riley, Virgil.....	Attica, Ind.	Sellers, Helen.....	North Salem, Ind.
Riney, Henry.....	Indianapolis, Ind.	Sellers, Katherine.....	North Salem, Ind.
Ripperdan, Jesse.....	N. Amsterdam, Ind.	Seneff, Edward.....	Cuzco, Ind.
Robbins, Fred A.....	Pittsboro, Ind.	Sergesketter, Bernard.....	Fulda, Ind.
Robbins, Irene.....	Ladoga, Ind.	Shadday, Elmo.....	Vevay, Ind.
Robbins, Irene S.....	North Salem, Ind.	Shadday, Esther.....	Shelby, Ind.
Robbins, Marnell.....	Pittsboro, Ind.	Shake, Iola.....	Quincy, Ind.
Roberts, Jesse.....	Charlestown, Ind.	Sharp, Catherine.....	North Salem, Ind.
Robertson, L. D.....	Indianapolis, Ind.	Sharp, Josef.....	Coatesville, Ind.
Rodebeck, Matilda.....	Mt. Comfort, Ind.	Shaw, Ina.....	Danville, Ind.
Roerk, Herman.....	Memphis, Ind.	Shaw, Olivia.....	Lafayette, Ind.
Rogers, Lucile.....	Crawfordsville, Ind.	Shaw, Ralph.....	Danville, Ind.
Rogers, William F.....	Columbus, Ind.	Shearer, Almeda.....	Michigantown, Ind.

Shelburne, Esther Zionsville, Ind.
 Shelton, Amos Hadley, Ind.
 Sherrill, Wayne New Amsterdam, Ind.
 Sherwood, Howard Mitchell, Ind.
 Shirk, Nina B. Silverwood, Ind.
 Short, Blanche D. Bedford, Ind.
 Shuler, Paul Stilesville, Ind.
 Shultz, Reginald Charlottesville, Ind.
 Shutcs, Ruth Hebron, Ind.
 Sibbitt, Alta Fillmore, Ind.
 Sigler, Kenneth Jeffersonville, Ind.
 Silver, Xerxes Zionsville, Ind.
 Simler, Leonard Central, Ind.
 Sims, Irene R. Sheridan, Ind.
 Skidmore, James W. Lafayette, Ind.
 Slagle, Vivian Pittsboro, Ind.
 Smalley, Lodelle Danville, Ind.
 Smallwood, Ruby Brookville, Ind.
 Smallwood, William Brookville, Ind.
 Smedley, Albert Cloverdale, Ind.
 Smiley, Mary E. Elnora, Ind.
 Smith, Anna Quincy, Ill.
 Smith, Atwood Waynetown, Ind.
 Smith, Donel B. Martinsville, Ind.
 Smith, Herald Loogootee, Ind.
 Smith, Helen I. Coatesville, Ind.
 Smith, Herbert W. Indianapolis, Ind.
 Smith, Herman Bargersville, Ind.
 Smith, Hortense Zionsville, Ind.
 Smith, Kenneth West Lebanon, Ind.
 Smith, Maude D. Cortland, Ind.
 Smith, Oscar Lebanon, Ind.
 Smith, Otho Indian Springs, Ind.
 Smith, Pearl E. Greenwood, Ind.
 Smith, Perry C. Logansport, Ind.
 Smith, Raymond Coal City, Ind.
 Smith, Serelda Lebanon, Ind.
 Smith, Wendell Fillmore, Ind.
 Smithey, Jess Indianapolis, Ind.
 Smithly, Allen Elkhart, Ind.
 Snedaker, Inez Versailles, Ind.
 Snoddy, Leah Rae Perrysville, Ind.
 Snoddy, Marvin Bloomfield, Ind.
 Snyder, Dean Rossville, Ind.
 Soliday, Eulah Salem, Ind.
 Somers, Miriam Kokomo, Ind.
 Soots, Merle North Salem, Ind.
 South, Rowena Bainbridge, Ind.
 Sowder, Waldemar Smithville, Ind.
 Sowers, Clifford Boswell, Ind.
 Sowers, Martha Greensfork, Ind.
 Speer, Pauline Orleans, Ind.
 Spencer, John E. Thorntown, Ind.
 Spencer, Julia Thorntown, Ind.
 Spidel, Glen Sheridan, Ind.
 Spivey, Mary Thorntown, Ind.
 Sprague, Edgar Freetown, Ind.
 Springmeyer, Olive Greensburg, Ind.
 Spurgeon, Simon Salem, Ind.
 Spurgeon, William Sheridan, Ind.
 Stadler, Mary Columbus, Ind.
 Staggs, Beulah Cates, Ind.
 Stalker, Floyd Westfield, Ind.

Stanley, Joy Danville, Ind.
 Stanley, Ralph Danville, Ind.
 Starkey, Bryant Cates, Ind.
 Starr, Lewis Kewanna, Ind.
 Staton, Glen Pittsboro, Ind.
 Steele, Jeanette Jamestown, Ind.
 Steidle, Charles Windfall, Ind.
 Stemler, Gladys Jeffersonville, Ind.
 Stephenson, Alma Marengo, Ind.
 Stephenson, Elizabeth N. Augusta, Ind.
 Stephenson, John Danville, Ind.
 Stephenson, Simpson
 Campbellsburg, Ind.
 Stepp, Gertrude Campbellsburg, Ind.
 Stepp, Margaret Campbellsburg, Ind.
 Stevens, Carmen DePauw, Ind.
 Stevens, C. D. Vevay, Ind.
 Stevens, Ernest Corydon, Ind.
 Stevens, Herman Elizabeth, Ind.
 Stevens, Kenneth Corydon, Ind.
 Stewart, Albert Harrodsburg, Ind.
 Stewart, Clarence Harrodsburg, Ind.
 Stewart, Gordon Elizabeth, Ind.
 Stiles, Hope Indianapolis, Ind.
 Stockdale, Homer Monon, Ind.
 Stokesberry, C. Mooresville, Ind.
 Stone, Henry Greencastle, Ind.
 Stone, Miriam Clayton, Ind.
 Stowers, Truman Kirklin, Ind.
 Stroud, Kenneth New Albany, Ind.
 Stuart, Carol Danville, Ind.
 Stuart, Russell Westfield, Ind.
 Stuart, Ollie Smithville, Ind.
 Stuffle, Clair Montgomery, Ind.
 Stull, Glen Smithville, Ind.
 Stump, Lois Bloomington, Ind.
 Sturdevant, Geneva Pekin, Ind.
 Sturdevant, Nora Pekin, Ind.
 Suiter, Ruby Roachdale, Ind.
 Sullivan, Buren Lebanon, Ind.
 Surface, Lawrence Darlington, Ind.
 Sutton, Clyde Medora, Ind.
 Sutton, Thomas Kingman, Ind.
 Swaby, Audie Linton, Ind.
 Swarens, Merrill Ramsey, Ind.
 Sweany, Mabel Henryville, Ind.
 Swinford, Neva Lebanon, Ind.
 Swope, Beulah Lebanon, Ind.
 Swope, Martha Lebanon, Ind.

Tam, Fred Burnettsville, Ind.
 Tanksley, Norman Heltonville, Ind.
 Taylor, Ben Central, Ind.
 Taylor, Kenneth Gosport, Ind.
 Taylor, Lee Cannelton, Ind.
 Taylor, Millard Bedford, Ind.
 Tedrow, Thelma Bedford, Ind.
 Teives, Mary M. New Albany, Ind.
 Terrell, Cletis Pekin, Ind.
 Terrell, Lendall Salem, Ind.
 Terry, Turman Marengo, Ind.
 Thomas, Chester Battle Ground, Ind.
 Thompson, Ferris Cortland, Ind.

Thompson, Kermit Dubois, Ind.
 Thompson, Lawrence Danville, Ind.
 Thompson, Maurice Danville, Ind.
 Thompson, Mildred Roachdale, Ind.
 Thompson, Myrtle Frankfort, Ind.
 Thompson, Noble Pittsboro, Ind.
 Thompson, Robert Lizton, Ind.
 Thompson, Russell Freedom, Ind.
 Thorn, Pearl New Albany, Ind.
 Timberlake, Margaret Mauckport, Ind.
 Tobin, James Greencastle, Ind.
 Todd, Boyd Oaklondon, Ind.
 Towell, Doris Danville, Ind.
 Tribby, Berniece Greencastle, Ind.
 Trisler, Winfred Smithville, Ind.
 Trosky, Louis Indianapolis, Ind.
 Trotter, J. M. North Salem, Ind.
 Tucker, Homer Corydon, Ind.
 Turner, Vestal Bedford, Ind.

Ulm, Wilma Tipton, Ind.
 Uland, Ivan Solsberry, Ind.
 Underwood, Perry Indianapolis, Ind.
 Unger, Cleon Frankfort, Ind.
 Unroe, Roy Frankfort, Ind.
 Utterback, Earl Bargersville, Ind.
 Utz, Bernadine New Salisbury, Ind.

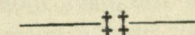
Van Conia, Shirley Tobinsport, Ind.
 Van Slyke, Frank Solsberry, Ind.
 Van Vliet, Eugenia Newport, Ind.
 Van Winkle, Cecil Brooklyn, Ind.
 Vaughan, Anna Greencastle, Ind.
 Vaughan, Ivan Coatesville, Ind.
 Vaughan, Jewell Fillmore, Ind.
 Veatch, Mary C. Connorsville, Ind.
 Verbar, Genevieve N. Vernon, Ind.
 Vest, Lyte Montgomery, Ind.
 Victor, Leonidas Brookston, Ind.
 Vincent, A. K. Crothersville, Ind.
 Volk, Adeline Batesville, Ind.
 Volk, Regina Batesville, Ind.
 Volz, Evelyn Sunman, Ind.
 Voyles, Olen Salem, Ind.

Wade, Robert Campbellsburg, Ind.
 Waggoner, Pricey Freetown, Ind.
 Wagner, Arkanas Bedford, Ind.
 Wagoner, Lyman Williams, Ind.
 Wagoner, Thelma Williams, Ind.
 Wagoner, Wm. Henry Williams, Ind.
 Walker, Ernest Danville, Ind.
 Walker, Leona C. Campbellsburg, Ind.
 Walker, Paul Trafalgar, Ind.
 Wall, Myron Winchester, Ind.
 Walls, Avis Danville, Ind.
 Walls, Frank Masury, Ohio.
 Walls, Willard Cannelton, Ind.
 Walters, George Solsberry, Ind.
 Walts, Robert English, Ind.
 Walts, Owen DePauw, Ind.
 Warden, Robert Sharpsville, Ind.
 Warrick, Orval Jasonville, Ind.

Washburn, Dale Buffalo, Ind.
 Wass, Grace Davenport, Ind.
 Waters, Mary O. Pittsboro, Ind.
 Watkins, Audie Cartersburg, Ind.
 Watson, Golda Central, Ind.
 Watson, Harold Danville, Ind.
 Watson, James H. Marysville, Ind.
 Watson, Kenneth Gosport, Ind.
 Watson, Margia Central, Ind.
 Way, Glenn Doris Quincy, Ind.
 Way, Lucile Shoals, Ind.
 Way, Russell Quincy, Ind.
 Wear, Pauline Danville, Ind.
 Weathers, John F. Salem, Ind.
 Weaver, Leone Williamsport, Ind.
 Webster, Jessie Greensburg, Ind.
 Webster, R. M. Burns City, Ind.
 Weinantz, Russell Greenfield, Ind.
 Wenning, W. H. Indianapolis, Ind.
 Wershing, Phyllis Paragon, Ind.
 Wessel, Anna Brownsstown, Ind.
 Whalen, Marguerite Bedford, Ind.
 Whaley, Leo Kyana, Ind.
 Wheeler, Faye H. Danville, Ind.
 Wheeler, Ralph New Albany, Ind.
 White, Mabel Hillsboro, Ind.
 White, Margaret Mooresville, Ind.
 White, Russell H. Valparaiso, Ind.
 White, Tula Quincy, Ind.
 White, Will Trafalgar, Ind.
 Whiteman, Elnora Taos, New Mexico.
 Whiteman, Paul Taos, New Mexico.
 Whittinghill, Armyn Danville, Ind.
 Whittinghill, Lucille Dubois, Ind.
 Whittinghill, Sophia Dubois, Ind.
 Whittinghill, Grace Danville, Ind.
 Whittinghill, Mary Danville, Ind.
 Whyte, Joyce Danville, Ind.
 Wilkins, Merritt Campbellsburg, Ind.
 Williams, Clyde Paoli, Ind.
 Williams, John Esco Danville, Ind.
 Williams, Ladoscia Danville, Ind.
 Williams, Louise Pittsboro, Ind.
 Williams, O'Lieva Danville, Ind.
 Williams, Roy Rosedale, Ind.
 Williams, Ruth Shelbyville, Ind.
 Williams, Wilma Lebanon, Ind.
 Williamson, Burr Columbus, Ind.
 Williamson, LaVerne Columbus, Ind.
 Williar, Edwin Laconia, Ind.
 Windell, Stanley Corydon, Ind.
 Wilson, Curtis Reynolds, Ind.
 Wilson, David Upland, Ind.
 Wilson, Dwight Roachdale, Ind.
 Wilson, Elizabeth Roachdale, Ind.
 Wilson, Helen W. Plainfield, Ind.
 Wilson, Isaac Huron, Ind.
 Wilson, Loomis Florence, Ind.
 Wilson, Loren Morgantown, Ind.
 Wilson, Orval Noblesville, Ind.
 Wilson, Ralph Danville, Ind.
 Winslow, Ruby Salem, Ind.
 Winter, Inez Star City, Ind.

Wisehart, Yetive.....	New Castle, Ind.	York, Bonnie Jean.....	Dexter, Ind.
Wiseman, Odessa.....	N. Salisbury, Ind.	Young, Frank.....	Knox, Ind.
Wolfe, Clarence.....	Laconia, Ind.	Young, John M.....	Tipton, Ind.
Wolfe, Roy.....	Corydon, Ind.	Young, Ralph.....	Harrodsburg, Ind.
Wood, Allen C.....	Jeffersonville, Ind.	Young, Thomas.....	Burnettsville, Ind.
Wood, Annabelle.....	Fountain, Ind.		
Wood, Elsie.....	Zionsville, Ind.		
Wood, George.....	Zionsville, Ind.		
Wood, Laurel.....	Zionsville, Ind.	Zehr, Elmer.....	Dubois, Ind.
Wood, Vernon.....	Hillisburg, Ind.	Zetterberg, Mabel...	Greensburg, Ind.
Wooden, Marshall...	Bloomington, Ind.	Zimmer, Edward.....	Sunman, Ind.
Woody, Margorie.....	Thorntown, Ind.	Zimmerman, Carl.....	Sunman, Ind.
Worrell, Mary.....	Danville, Ind.	Zimmerschied, K.....	Frankfort, Ind.
Wright, Elmer.....	Lizton, Ind.	Zollars, Olive.....	Shoals, Ind.
Wulber, Zehner.....	Sunman, Ind.		

Reasons for Seclecting Central Normal College



1. Peabody College made an investigation of the noted people mentioned in Whose Who In America as to the teacher's training colleges they attended, and Central Normal College ranked second in Indiana.

2. An investigation that was made of the thirty-seven institutions which trained the teachers of Indiana in 1930 showed that according to numbers the Central Normal College ranked third as to principles and superintendents; sixth as to total teachers; and third as to the length of time C. N. C. teachers remained in the teaching professions. This is a very high rank when compared with thirty-seven institutions.

3. The average tenure of Indiana teachers is four years, but the average tenure of Central Normal teachers is seven and one-half years, which is almost twice as much.

4. Three of Indiana's noted State Superintendents of Public Instruction began their education at the Central Normal College.

5. Legal offices, such as, Vice President of the United States, U. S. Senators, and Representatives, Ambassadors, Governor of Indiana, Judges and Chief Justice of the Indiana Supreme Court, Attorney General and a host of other legal offices have been or are now filled with Central Normal College alumni.

6. Over 50,000 people began their educational career at the Central Normal College, and many of them are now holding positions of great responsibility at home, and in many foreign nations.

7. Graduates of Central Normal College are in demand. Most of them usually have positions before the senior year is completed.

8. Central Normal College will give you what you need. Very few cases ever arise which can not be properly adjusted.

9. Danville is furnished with water from deep wells which is not excelled by any. The death rate in Danville is not half as much as the average death rate is per thousand in Indiana.

10. Danville is a town known for its culture and refinement. Students room in private homes and are not required to room in dormitories.

11. Danville is one of Indiana's most beautiful towns, and is located on a paved highway twenty miles west of Indianapolis.

12. The Central Normal College is a growing institution. The enrollment has practically doubled in three years.

13. The Central Normal College is doing everything possible to show students how to teach as well as how to master and organize subject matter.

14. Emphasis is placed on learning a few things well rather than to be introduced to many things which are soon forgotten.

15. The Central Normal College is known as the "Friendly" School. Everybody is on an equality. No class distinction or snobbishness exists. Everybody works for the good of all and the good of the College.

16. Students of the Central Normal College are usually limited in means and must economize carefully while in school. Thus, they learn the principles of saving and managing which partly accounts for their successful life after leaving college.

17. The Central Normal College emphasizes majoring in many fields rather than specializing in one subject. Thus C. N. C. graduates do not have such a difficult task in getting positions.

18. Board, room and tuition are much lower than in many other similar institutions. See prices in this catalog.

19. Teachers in Central Normal College give much individual attention to students that need extra help.

20. The Central Normal College does not try to see how many students can be failed, but how many can be properly trained for successful living.

21. The Central Normal College is not a denominational school, but it has a true religious spirit. Students are always encouraged to go to church and Sunday School. Reverence is emphasized by all.

22. Our teachers are well trained. They get positions and are successful.

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TOTAL INDIANA ATTENDANCE BY COUNTIES 1876-1932

Adams.....	32	Lawrence.....	1374
Allen.....	42	Madison.....	340
Benton.....	390	Marion.....	1167
Bartholomew.....	603	Marshall.....	26
Blackford.....	63	Martin.....	652
Boone.....	1556	Miami.....	98
Brown.....	746	Monroe.....	533
Carroll.....	361	Montgomery.....	1203
Cass.....	325	Morgan.....	1111
Clark.....	567	Newton.....	35
Clay.....	536	Noble.....	24
Clinton.....	576	Ohio.....	126
Crawford.....	669	Orange.....	653
Daviess.....	704	Owen.....	322
Dearborne.....	624	Parke.....	1095
Decatur.....	617	Perry.....	844
DeKalb.....	24	Pike.....	160
Delaware.....	267	Porter.....	6
Dubois.....	336	Posey.....	146
Elkhart.....	51	Pulaski.....	117
Fayette.....	255	Putnam.....	1725
Floyd.....	184	Randolph.....	475
Fountain.....	512	Ripley.....	328
Franklin.....	172	Rush.....	629
Fulton.....	49	Scott.....	473
Gibson.....	239	Shelby.....	1336
Grant.....	145	Spencer.....	538
Greene.....	666	Starke.....	22
Hamilton.....	698	St. Joseph.....	46
Hancock.....	801	Steuben.....	1
Harrison.....	1291	Sullivan.....	509
Hendricks.....	7885	Switzerland.....	272
Henry.....	344	Tippecanoe.....	472
Howard.....	262	Tipton.....	508
Huntington.....	165	Union.....	130
Jackson.....	1151	Vanderburg.....	93
Jasper.....	190	Vermillion.....	188
Jay.....	74	Vigo.....	148
Jefferson.....	525	Wabash.....	54
Jennings.....	481	Warren.....	383
Johnson.....	539	Warrick.....	473
Knox.....	277	Washington.....	1145
Kosciusko.....	11	Wayne.....	144
LaGrange.....	19	Wells.....	142
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LaPorte.....	37	Whitley.....	45

Total for Indiana 46,540

Several thousand have attended from other states and foreign countries.

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