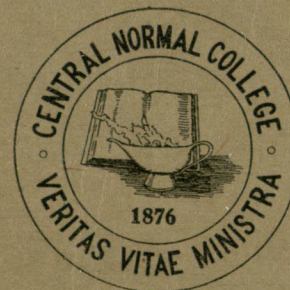


ANNUAL CATALOG

OF

Central Normal College



1920

CENTRAL NORMAL COLLEGE
Danville, Indiana

FACTS WORTH KNOWING

1. The Central Normal College offers a full four year College course leading to the A. B. degree and qualifying students to teach in any Indiana High School.

2. The Central Normal College is a "Standard Normal School" by order of the Indiana State Board of Education.

3. The Central Normal College maintains every term both beginning and advanced classes in nearly all common school subjects and in many high school and college subjects.

4. The Central Normal College guarantees to its students good board, good rooms and good instruction, at a minimum expense.

5. The Central Normal College solicits all students who earnestly seek an education. It counts nothing for a student but ability and effort; nothing against him but low aim.

6. The Central Normal College puts proper, but not undue, emphasis upon athletics.

7. Our students are from good families and good homes, earnest, upright, industrious and self-supporting.

8. Our students room in private families under the refining influence of home life.

9. Our students may enter at any time, pursue the most helpful studies and count their credits on a regular course. They are not compelled to take over studies in which they are already proficient.

10. Our students maintain pleasant relations with both faculty and citizens, as well as with one another.

11. Our students come with a definite purpose and work toward a definite end.

12. Danville is a beautiful town, large enough to supply all the students needs and small enough to lack most of the distractions of a city.

13. Danville is really interested in the welfare of students. Parents may send their sons and daughters with a feeling of safety.

14. Danville water, from flowing artesian wells, is absolutely pure.

15. Danville is one of the most healthful localities in the United States.

16. Danville's chief interest is the College. It is a school town.

17. Danville has six churches. The Masons, Odd Fellows, Modern Woodmen, Knights of Honor and Knights of Pythias all have strong growing organizations.

18. Danville, twenty miles west of Indianapolis, on the Big Four Railroad and the T. H. I & E. Electric line, is easily accessible from all points. Come to Danville.

CENTRAL NORMAL COLLEGE QUARTERLY

VOLUME 20

September 1920

NUMBER 3

ANNUAL CATALOGUE

CENTRAL NORMAL COLLEGE

AND

Commercial Institute

1920

Regular College and Standard Normal School

Published by the
CENTRAL NORMAL COLLEGE
DANVILLE, INDIANA

Entered as Second class matter, July 14, 1910, at Post Office at Danville,
Indiana under the Act of July 16, 1894

GREETING

MY word of greeting to the new student shall be simply the wish that he may be able to put himself into that attitude which will allow the College to mean most for his life. Few events in one's entire career have greater significance than his entrance at college. Here presumably his freedom is wider, his privileges are greater, his opportunities are richer, but the obstacles in his way are mightier, his temptations are strong and his responsibilities are larger. The college course, or such part of it as one may be permitted to take, is the consummation of all one's past and the gateway of his future. At the threshold of the college course many a student whose previous walk has been steady and straight, trips and stumbles so that throughout the remainder of his course he only fumbles and flounders but gets nowhere. But fortunately a larger, vastly larger, number whose step has been unsteady, whose course has not been clear, whose vision has been obscure, have, in their first college year, had a new vision, perceived a new way, found new courage seen life steadily and seen it whole. What shall it do for you, my friend, the new student? In the main the question is yours to answer, but it is ours to help. I can only renew my wish and make a hope. With it I assure you of my sympathy and interest in your welfare and pledge you the help of every member of the faculty of Central Normal College.

JONATHAN RIGDON.

Faculty

JONATHAN RIGDON, Ph. D.—President, Graduate Central Normal College; graduate student and teaching fellow in Clark University; A. B., and Ph. D., Boston, University. Professor of Sociology, Economics and English Grammar.

H. M. WHISLER, A. B.—Vice President, and Head of Teacher's Professional Work. Professor of History and English. (On leave of absence for graduate work till Mid-Spring term of 1921).

W. E. LUGENBEEL, B. S.—National Normal University; Ph. D.; Austin College. Professor of Mathematics and School Management.

J. B. THOMAS, A. M.—Indiana, University; Professor of Biology, Geography and Methods and Director of High School Work.

R. F. RATLIFF, A. B. and A. M.—Indiana, University. Professor of Physics and Chemistry.

FAY O. HORN, A. B.—Indiana University; graduate of the Indiana, State Normal School. Professor of Latin and French and Dean of Women.

MRS. E. E. OLCOTT—Professor of Teachers' Training, Reading and English. (Spring and Summer Terms only).

CAREY W. GASTON, A. B.—Central Normal College. Professor of Mathematics

.....—Bookkeeping, Penmanship and Commercial Law.

.....—Shorthand and Typewriting.

MRS. FRED LUSCOMB—Pupil of F. E. Clark, Pianist, New England Conservatory of Music, Dr. Arnold W. Meyer, Pipe Organist, Washington, D. C., Head of Piano Department.

IRIS DEAN GASTON—Piano graduate, Central Normal College 1900. Graduate student under Professor Edward Ebert-Buchheim, 1900-01. Pipe Organist of the Christian Church since 1897. Piano and organ.

RUTH JORDAN, A. B. (Graduate of Purdue University), Home Economics.

Officers of the College

JONATHAN RIGDON, President.
H. M. WHISLER, Vice President.
C. A. HARGRAVE, Secretary-Treasurer.

TRUSTEES

O. E. GULLEY, Pres.
G. T. PATTISON, Sec'y.
W. C. OSBORNE, Treas.
MORD CARTER, W. T. LAWSON,
J. W. NICHOLS, J. D. HOGATE.

CALENDAR 1920-21

Fall Term, September 21, 1920 to December 9, 1920.
Winter Term, December 14, 1920 to March 3, 1921.
Spring Term, March 8 to May 26, 1921.
Spring, Mid-Term, April 19 to July 7, 1921.
Summer Term, May 31 to August 18, 1921.

ANNUAL COMMENCEMENT, JUNE 25 TO JUNE 30, 1921

Reception to Faculty, Alumni, Students and Trustees, by President and Mrs. Rigdon, June 24.
Reunion, Faculty and Students, June 25.
Baccalaureate Sermon, June 26.
Class Day, June 27.
Recital of Department of Music, June 28.
Alumni Banquet, June 29.
Graduating Exercises, Conferring Diplomas and Degrees, June 30.

Selecting a School

There are but few heavier responsibilities resting upon parents. If the student himself is to select his college he certainly needs all the help available. The following points are among the most important to be taken into consideration:

THE SIZE OF THE SCHOOL.

Occasionally a student, especially if a mature man, or woman does better work when associated with large numbers. A large majority, however, accomplish most, both in the mastery of subjects and in personal development, in a school of only a few hundred, where each student may enjoy a personal acquaintance with every member of the faculty and receive individual assistance.

ATMOSPHERE OF THE SCHOOL.

Every school, like every person, has individuality. This is its character. It is made up of the ideas it emphasizes, the ideals it upholds, its concern for the personal welfare of its students, and the character of the community. A college course should be a preparation for life, and the atmosphere of the college means quite as much for the life of a student as the course of study.

THE RELIGIOUS INFLUENCES.

Two tendencies are clearly noticeable. One is that parents everywhere are caring more and more that their children should take their college course in a christian institution, where the essentials of religion are looked upon as indispensable elements in every complete life. The other is that parents everywhere are caring less and less to have their children take a college course that is shaped and controlled by any sectarian enthusiasm.

THE COURSE OF STUDY.

There never was a time when the practical was so prominent. We have all come to believe that the college course should have some reference to the particular life it is supposed to prepare for. If one is to be a lawyer, editor or preacher, his education should certainly differ in some respects from that of one who hopes to be a farmer,

merchant or engineer. We no longer attempt to run all boys and girls through precisely the same mould. To some extent at least the course of study must be varied to fit the individual differences and to prepare for different vocations.

On the other hand the demand for the classical in education has not disappeared and will not disappear. It is very easy to be too specific in selecting the branches to fit one for a certain vocation. Making a living is of much importance; making a life is of all importance. It is easily conceivable that Logic and Latin and Literature might mean more to the life of a farmer and his family than a course in scientific agriculture. For every one point in which men may be different there are ten in which they must be alike. This may be our cue. We must specialize. We must take some studies because our lives are to be different from those of our fellows. But for every one of such studies, we should take ten others that will help us to live with people like ourselves. And whatever we do, we should not specialize too soon. In this age it is very unwise, to say the least, for a student to begin his special preparation for being a doctor, banker, preacher or farmer before he is well along with his college course.

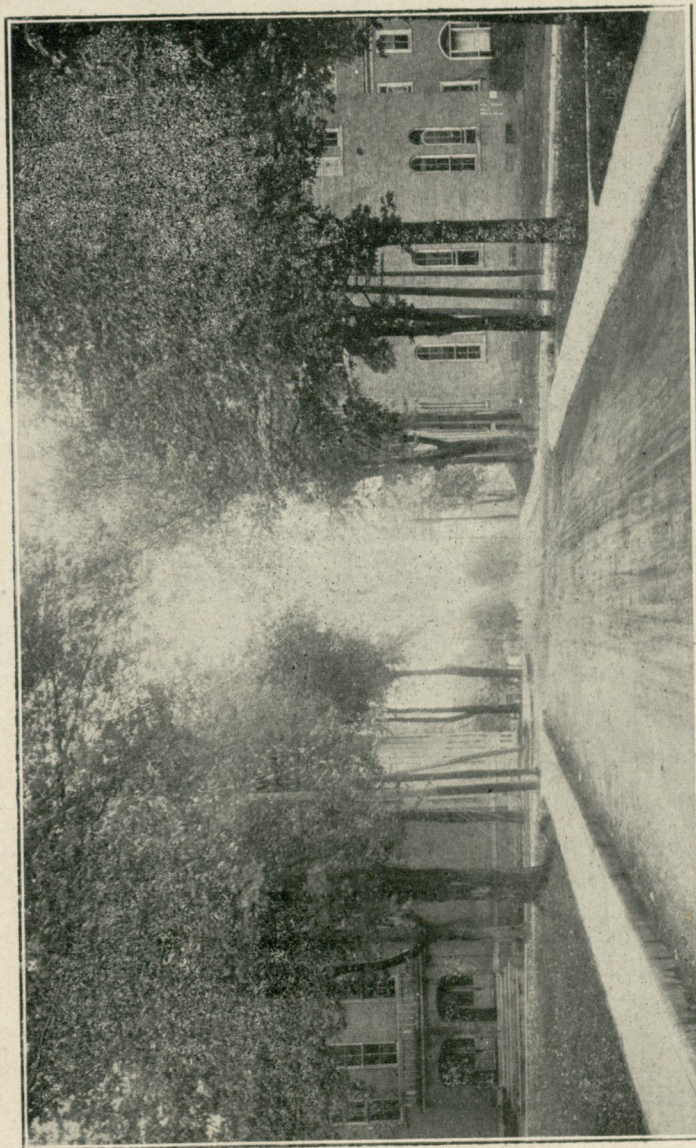
It often occurs that a student has time for and very much needs some branch or branches not included in the particular course he has selected. It may be a preparatory study, a business branch, a class in music or domestic science. Whatever it is, if he feels the need of it, it is a loss to miss it. It would therefore be of great value to a student to have these advantages.

LOCATION OF COLLEGE.

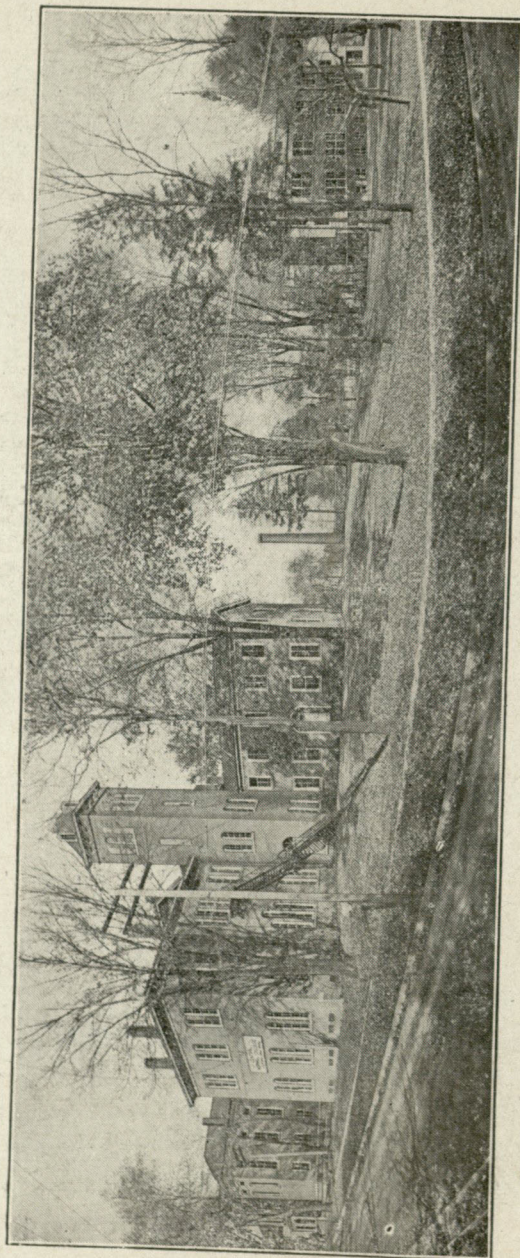
Above everything a healthful location is necessary to successful school work. Good air and good water are more important than costly buildings. Then if possible, every college should have a beautiful location. The Greeks were right: Truth means more and the good is less difficult to attain in the midst of the beautiful.

A few students do best when they go a long distance from home. The large majority, however, are better off within easy reach of home, not more than 50 or 100 or 200 miles away.

The immediate location of college should be free from the dis-



CHAPEL HALL AND RECITATION HALL



Chapel Hall

Recitation Hall

Boiler House

Science Hall

BUILDINGS OF CENTRAL NORMAL COLLEGE, DANVILLE, INDIANA

CENTRAL NORMAL COLLEGE

9

tractions of a city, and yet within reach of those necessities of life that only a city can supply.

FACULTY.

Probably the most important point to be considered is the faculty. The men and women who teach college students must be strong in character and in scholarship. They must teach from choice, not from necessity. They must be constantly progressive. They must have an interest amounting to a passion for truth and for the welfare of young men and young women.

EXPENSES.

In sending a boy or a girl to college, most parents must and all should consider the matter of expense. High thinking has always been and will be always coupled with plain living. One of the duties of the college is to teach its young people that good living is not necessarily expensive living, that very much of the complaint made against the high cost of living belongs rather against the cost of high living. On the one hand, it is unwise for a college student to practice the extreme economy that deprives him of food, clothing and other necessities of efficient work and rapid progress. On the other hand it is foolish for him to imagine that he was sent to college to make a show, to indulge in such luxuries as render all work less efficient and progress impossible.

SOCIAL LIFE.

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.

CENTRAL NORMAL COLLEGE

A Regular College and Standard Normal School.

PURPOSE OF THIS COLLEGE—The time is almost gone when only a few are expected to be educated. Men and Women in all lines of life to succeed must have general intelligence, a large fund of information easily accessible and ability to think and to express their thoughts. These attainments are impossible without a course in college. And this in turn cannot be had in the more expensive institutions with out the expenditure of a large amount of time and money than most men can spare. The Central Normal College meets this emergency in three ways: First, by reducing expenses to a minimum; second, by lengthening the school year to forty-eight weeks; third, by excluding from the course all but essentials. With these facilities for education, any ambitious boy may be the proud possessor of an intellectual fortune, in comparison with which the miser's millions are insignificant. Every day the competition of modern industry is crowding the ignorant closer to the wall, while the opportunities of educated men and women are multiplying and expanding beyond the possibilities of the schools to supply the demand. Many boys and girls who read this paragraph will long for an education but feel that for them there is no way. This is our greeting: Hundreds of boys and girls with no better opportunities have found a way, and you can find one if you will.

HISTORY OF THE COLLEGE—The Central Normal College was organized in 1876, with forty-eight students in attendance. It had no endowment; received no appropriation from church or state. Its founder believed he had a mission, and began his work. Those who were attracted to this school were vastly benefited and became enthusiastic advocates of the "Independent Normal School." Students came from unexpected sources and the growth was rapid. New departments were added, from time to time, and the courses kept abreast of the most progressive educational ideals. The graduates now number several thousand.

RE-ORGANIZED—In 1900 the owner of the institution desiring

to enter upon other business a stock company of Danville citizens bought the college. Numerous improvements were then made and the succeeding years have brought a large number of students to Danville.

Early in 1910 the stockholders voted to turn over all stock to a self-perpetuating Board of Trustees, and to accept all provisions of a new Indiana statute, enacted expressly for such cases, this being the second college to take action under the law. Not a stockholder voted against the proposition. The institution is now on the same basis, as far as ownership is concerned, as Harvard, Yale, and Leland Stanford. Every cent of its income must be devoted to the needs of the college. There is no way by which any individual, unless an employee, can secure one cent. Patrons will know that all money paid to the college will come back to them in increased facilities.

In September, 1918, the Central Normal College became a Junior College, offering two or three years of good, strong college work, looking less to the degree than to the needs of the students. Two years or six terms of work secure for the student a Junior College Certificate, leaving him two years of his A. B. degree. Three years of the work lead to graduation and a Junior College Diploma, leaving the student in possession of that part of a college course that will be most helpful to him in his life work and within one year of his A. B. degree should he desire to take it here or elsewhere. Since June 20, 1913 the Central Normal College has been, and will continue to be, a Standard Normal School.

The Central Normal College is also a regular college offering four full years of college work leading to the degree of Bachelor of Arts.

Our college admission requirements include a full four year commissioned high school course or its equivalent. Any one who lacks part or all this college-preparatory course can take it in our preparatory department, which is commissioned by the state as an Indiana High School.

Our college course is one of 4 full years or 12 terms or 144 week above the high school. It leads to graduation with a diploma and the degree of Bachelor of Arts. Also, it makes one eligible to a life license to teach in Indiana High Schools without examination.

To accommdoate teachers and high school graduates, whose schools

close in April, we have a mid term opening at the middle of the third term. These persons can not enter at the first of the third term, which occurs early in March, and do not wish to await the fourth term which begins late in May.

At this mid-term opening new classes are organized, exactly as at the first of the regular terms. There could be no more favorable time to enter. Classes will be found in almost every subject we teach. These classes are organized to continue twelve weeks. Many teachers remain in college until the close of the summer term, thus securing eighteen weeks' work.

Students who prefer to come two or three weeks before the mid-term opening can usually find suitable classes. The same is true of those who come at a later date. Students enter, almost daily, from March 1st to July 1st.

Courses Offered by the Central Normal College.

I. Teachers' Professional Courses, including:

- (a) Class A Course.
- (b) Class B Course.
- (c) One-Year (36 weeks) Teachers' Training Course.
- (d) Elementary Life License Course (two years).
- (e) Standard Normal or Class C Course (three years).
- (f) High School Life License Course (four years).
- (g) Supervisors' Course in Music (two years)
- (h) Supervisor's Course in Art (two years),
- (i) Supervisors' Course in Home Economics (two years).
- (j) Teachers' Commercial Course (two years).

II. College Course.

- (a) Regular College Course (A. B. Degree), four years.

III. A High School Course.

IV. Courses in the Branches.

V. Business Courses.

- (a) Bookkeeping Course.
- (b) Shorthand Course.
- (c) Typewriting Course.
- (d) Course in Commercial Arithmetic.
- (e) Course in Geography Commercial.
- (f) Course in Practical English.
- (g) Complete Business Course.
- (h) Teachers' Commercial Course (two years).

VI. Music Courses.

- (a) Voice Courses.
- (b) Violin Courses.
- (c) Piano Courses.
- (d) Band and Orchestra Courses.
- (e) Courses in Musical History.
- (f) Courses in Musical Theory.
- (g) Supervisors' Music Course (two years).

- VII. Supervisors' Art Course (two years).
 VII. Vocational Courses. (Summer only).
 VIII. Art Courses.

A CREDIT.

In all our college courses a credit means the successful completion of a terms work in any study, including the necessary preparation and five recitations a week for 12 weeks. One credit equals five hours, or one hour equals one fifth of a credit.

STANDARD OF GRADING.

- | | |
|---------------|-------------|
| A. 95 to 100. | C. 75 to 85 |
| B. 85 to 95. | D. Failure. |

Teachers' Professional Course

The Central Normal College is fully accredited for Class A, Class B and Class C. By the action of our State Teachers' Training Board it has been made one of the three Indiana Standard Normal Schools.

CLASS A COURSE—TWELVE WEEKS

- (1) Introduction to Education.....5 hours
- (2) Psychology.....5 hours
- (3) Teachers' Course in Elementary School Subject.....5 hours
- (4) College Elective.....5 hours

CLASS B COURSE—TWELVE WEEKS IN ADDITION TO CLASS A COURSE

- (1) Principles of Teaching.....5 hours
- (2) Special Methods with observation.....5 hours
- (3) Teachers' Course in Elementary School Subject.....5 hours
- (4) College Elective.....5 hours

ONE YEAR TRAINING COURSE—12 WEEKS IN ADDITION TO COURSES A AND B.

- (1) English.....5 hours

- (2) Sociology or Ethics.....5 hours
- (3) Teachers Course in Elementary School Subject.....5 hours
- (4) College Elective.....5 hours

Note:—The one-year training course must include at least 5 hours of college English, 10 hours would be preferable.

TWO-YEAR ELEMENTARY LIFE LICENSE COURSE—36 WEEKS IN ADDITION TO THE ONE-YEAR COURSE.

FIRST TERM

- English.....5 hours
 History.....5 hours
 Science.....5 hours
 Elementary Subject.....

SECOND TERM

- English.....5 hours
 History.....5 hours
 Science.....5 hours
 Supervised Teaching.....3 hours

THIRD TERM

- Physiology and Hygiene...5 hours
 College Elective.....5 hours
 College Elective.....5 hours
 Supervised Teaching.....2 hours

Notes: (a) In the main the courses must be taken as outlined above. But little if any variation may be made in the professional subjects. In case of the other subjects an occasional substitution may be made if the conditions warrant it

(b) In each of the first four terms of the two year course an unprepared or drill subject should be added to the program listed.

(c) The two year course must include at least 15 hours of college English.

THREE-YEAR (STANDARD NORMAL or CLASS C) COURSE (One year in addition to the two year course)

For the benefit of the many students interested in this course we list below the subjects and credits it must include:

I. Professional Subjects.

- Introduction to Education.....5 hours
 Principles of Teaching.....5 hours
 Educational Psychology.....10 hours
 History of Education.....5 hours
 Teaching of Elementary School Subjects...5 hours
 Testing the results of Teaching.....2 hours
 Directed Observation and Supervised Teaching.

II. COLLEGE SUBJECTS.

English.....	15 hours
Science.....	15 hours
Social Science.....	10 hours
Physiology and Hygiene.....	5 hours
History.....	15 hours
College Electives.....	33 hours

III. Elementary School Subjects—25 hours.

IV. Unprepared or Drill Subjects—25.

(Music, Drawing, Physical Culture, Penmanship).

Notes (1) The college and professional subjects must total 135 hours

(2) The 25 hours of elementary school subjects and 25 hours of drill subjects must be included in this three year-course, but they are not to be counted in making up the 135 hours.

FOUR-YEAR LIFE LICENSE COURSE

To prepare high school teachers. One year in addition to the standard Normal Course Notes.

(1) For this four-year life-license course a total of 180 hours of college credit must be made.

(2) Of these 180 hours, at least 36 hours' credit must be made in professional subjects.

(3) The 36 hours of professional credit must include both directed observation and supervised teaching except in case of student having had 50 months of successful teaching experience.

(4) The provisional-certificate or life-license privilege of this course covers only the subjects in each of which the student had at least 30 hours of College credit.

SUPERVISORS COURSE IN MUSIC (TWO YEARS)

- (1) Elementary Musical Training, including Ear Training, Dictation and Sight Singing.....15 hours
- (2) Harmony.....6 hours
- (3) History of Music.....3 hours
- (4) Appreciation of Music.....4 hours
- (5) Applied Music.....12 hours
- (6) English.....15 hours
- (7) Sociology.....5 hours

- (8) Art Criticism.....5 hours
- (9) Physiology and Hygiene.....5 hours
- (10) Introduction to Education.....5d hours
- (11) Educational Psychology.....5 hours
- (12) Special Methods with Observation and Practice Teaching.....10 hours
- (13) Unprepared or Drill Credits15hours

Notes (a) The course must include 90 hours of College credit, 20 hours of which must be in professional subjects, 40 hours in Music subjects and the remaining 30 hours in other college subjects.

(b) The course must include 15 hours of work in unprepared or drill subjects, but they must not be counted to make the 90 hours.

SUPERVISOR'S COURSE IN ART (TWO YEARS)

Art work.....40 hours

Art and Handwork are used as a language for the expression of ideas and for making mental processes clearer and more definite.

The subjects included are chosen for their educational value. both cultural and practical:

- (a) The expression of ideas
- (b) Selection of material.
- (c) Arrangement of material.
- (d) Creative production.
- (e) Improvement in quality of production.

Art is classified under

1—Form. 2—Color. 3—Design.

Form includes Construction and Representation.

2. Color. The study of laws governing Harmony for dress home, textile or commercial purposes.

3. Design. The development of principles governing personal appearance, craft and industrial production, ability to select, arrange and create.

The work is classified by grades based upon the natural interests of the child, the home, the school and the community.

The course aims at expression through

discussion	modeling	symbolism
dramatization	booklets	historical motifs
picture study	boxes	historical art
drawing	weaving	architecture
painting	toys	pottery
paper cutting	commercial art	jewelry
	book illustration	

English	15 hours
Sociology	5 hours
Art Criticism	5 hours
Physiology and Hygiene	5 hours
Introduction to Education	5 hours
Educational Psychology	5 hours
Special Methods with Observation and Practice Teaching	5 hours
Unprepared or Drill Credits	15 hours

Note (a) The course must include 90 hours of college credit, 20 hours of which must be in professional subjects, 40 in Art subjects and the remaining 30 hours in other college subjects.

(b) The course must include 15 hours of work in unprepared or drill subjects, but they must not be counted to make up the 90 hours.

SUPERVISOR'S COURSE IN HOME ECONOMICS (Two Years.)

The course includes 90 hours of College work.

This course prepares one to teach Home Economics in the public schools.

Chemistry I., III. or V. should accompany or precede the course.

(1) Foods and Cookery	15 hours
(2) Textiles and Sewing	15 hours
(3) Dietetics	4 hours
(4) Home care of the sick and Child Welfare	2 hours
(5) Household Organization and Management	4 hours
*(6) English Grammar	5 hours

(7) Rhetoric & Composition	10 hours
(8) College Electives	15 hours
(9) Introduction to Education	5 hours
(10) Educational Psychology	5 hours
(11) Methods and Observation	5 hours
(12) Supervised Teaching	3 hours
(13) Class Room Management	2 hours
(14) Unprepared or Drill Credits (Penmanship, Typewriting, Vocal Music, Drawing)	20 hours

Note (a) The course means 90 hours of college credit,—Home Economics, 40 hours; Professional Subjects, 40 hours; other college subjects, 30 hours. In addition it must include 20 hours of unprepared work.

* For 5 hours of college credit in English Grammar it must be carried for twelve weeks as a college subject or 24 weeks as a common branch subject.

HOME ECONOMICS I.

(a) Foods and Cookery.

Study of food nutrients; general fundamental principles of cookery; preparation of simple typical foods.

(b) Textiles and Sewing.

Brief history of textiles; study of weaves; study of cotton and linen materials. Laboratory work—practice in stitches, seams, use and adaptation of patterns, machine problems, simple garments.

HOME ECONOMICS II.

(a) Foods and Cookery.

Detailed study of source, production and manufacture of food products; elementary study of the carbohydrate, protein, fat, mineral and vitamin content of food; food requirements of school children.

(b) Textiles and Sewing.

Continuation of course I.; study of wool and silk materials, making cotton garments, mending.

HOME ECONOMICS III.

- (a) **Foods and Cookery.**
Special study of carbohydrates and fats.
Study of leavening agents—making breads, pastry, etc.
- (b) **Textiles and Sewing.**
Chemical study of fabrics. Study of laundry, stain removal etc. Laboratory—simple dressmaking; make-over problems.

HOME ECONOMICS IV.

- (a) **Foods and Cookery.**
Special study of protein foods—principles of cooking them and their place in the diet. A beginning of the study of food preservation will be made.
- (b) **Textiles and Sewing.**
Study of materials for tailored garments; making of simple tailored garments.

HOME ECONOMICS V.

- (a) **Foods and Cookery.**
Food preservation. Study of pure food laws. Menu-making and the planning of and serving meals.
- (b) **Textiles and Sewing.**
Costume design. Advanced sewing.
History of costume.

HOME ECONOMICS VI.**Dietetics.**

This course takes up a study of the food requirements of individuals with regard to climate, sex, occupation, etc. A study of diet in disease is made. Calculated menus for all types of diet are made.

HOME ECONOMICS VII.**Home Care of the Sick and Child Welfare.**

Study is made of the general sanitation of the home and its relation to the prevention of disease; fundamental principles for the home care of the sick are considered. A study of child welfare is made with the especial reference to the problem of malnutrition.

HOME ECONOMICS VIII.**(a) Household Organization and Management.**

A brief history of the family dwelling is given. A study is made of the planning, furnishing, management and care of the house. Business methods in relation to the home are discussed.

- (b) A general survey of Home Economics and its present status in the school system will be given.

TEACHERS' COMMERCIAL COURSE (Two Years)

The course includes 90 hours of college work and in addition, 20 hours of unprepared or drill work.

- | | |
|--|----------|
| (1) Bookkeeping..... | 15 hours |
| (2) Shorthand..... | 15 hours |
| (3) Commercial Arithmetic..... | 5 hours |
| (4) Commercial Law..... | 5 hours |
| (5) Commercial Geography..... | 5 hours |
| * (6) English Grammar..... | 5 hours |
| (7) Rhetoric and Composition..... | 10 hours |
| (8) College Electives..... | 15 hours |
| (9) Introduction to Education..... | 5 hours |
| (10) Educational Psychology..... | 5 hours |
| (11) Methods and Observation..... | 5 hours |
| (12) Supervised Teaching..... | 3 hours |
| (13) Class Room Management..... | 2 hours |
| (14) Unprepared or Drill Credits (Penmanship | |

Typewriting, Vocal Music, Drawing. 20 hours

Notes (a) Students wishing a briefer course to prepare them for office work may elect from this course the studies that are necessary.

(See Pages 51)

* (b) 5 hours of college credit in English Grammar, it may be carried 12 weeks as a college subject or 24 weeks as a common branch.

The College Course

By. Jonathan Rigdon.

This article owes its existence to the author's desire (1) to induce high school graduates to look forward to a college course, (2) to offer them some guidance in selecting the course to be taken and (3) to invite educators to state again the aim of a college course and to formulate the course that will best enable the student to attain the aim.

THE COLLEGE AND THE FUTURE

The tremendous legacy left us by the War is a two-fold responsibility—first that of seeing what the wicked War itself means, and second that of finding the correct solution of the countless problems of reconstruction. Both of these responsibilities, which we are not at liberty to shun, are a long and loud cry for education, more education, education for more people and better education.

It is clear to everybody that the education of the future must somehow be different. How different we shall know better later. Of these two principles we are certain now: (1) *American education must hereafter have a more distinct reference to citizenship in the American Republic.* The subjects studied and the methods of study must make for the Americanization of all our activities and all our interests. We shall of course keep our eyes open to the faults of our government and of our civilization, which must of necessity occasionally creep in, and we shall be more zealous than ever to correct them, but hereafter we shall look with suspicion upon the man or the school that apologizes for our language and our institutions and that seeks to belittle American education by holding up with approval and for the emulation of our children educational methods and practices that are foreign. We must lose no opportunity to improve, but the conduct of the American Soldier, of the American people in the last five years, has left it no longer questionable that our elementary education in its power for initiative and

achievement is second to none in the world. The same is true of our college education. On the whole it is the best to be had. Let us make it better; but let us never again be stupid enough to be ready, or even almost ready, to cast it bodily overboard for a foreign system that would have been utterly unfit for our institutions and that was far from the best even for its own institutions. The first question for the college student to ask is, what shall I study and how shall I study it that I may become a safer citizen of our republic and that in the end I may make our republic safer for its citizens?

(2) *The American College must hereafter even more than in the past seek to develop a high level of intelligence for the masses of our people rather than to make technical experts of a few.* If ever there was any doubt, there certainly is none now, that the real strength of a nation lies a million times more in the general culture of all the people than in the special and conspicuous attainments of the few. Our educational system is founded upon the idea of democracy. Recent history has not only shown this to be the correct basis, it has proved that it is in every way desirable to give more prominence to the idea. Not how much education our colleges can give to the favored few, but how can we give the essentials of an education to all. Then, again in selecting a college course of study, let our question be, not what will set us apart and distinguish us from the masses, but rather what will enable us more largely and more effectively to participate in the life of all the people.

A college course is now imperative for every one for whom it is possible. Positions seeking capable men are more and more insistent upon a college course as a necessary qualification. The time has already arrived when one cannot look forward to a desirable high school position unless he has had full four years of college work above the high school, and the time is not far distant when the A. B. degree must be held by every one who teaches in the grades. The same will be true of all those seeking responsible business positions or desirable places in government service.

Of course it is the college work one does that gives him

power, but the college degree is the only evidence the public has that an applicant has done the work. A college degree is highly desirable and is soon to be necessary. One is justified in looking forward to it and has a right to be proud of it.

Only a small percent of high school graduates are able to continue their college course without interruption till they finish it. This should not deter anyone from beginning such a course. Every high school graduate should be urged to begin his college course as soon as possible, pursue it as long as possible drop out and work if he must, but continue his course to the end just as soon as circumstances will permit. Every college faculty will gladly advise any student who is not quite clear as to the particular college course that is best suited to his needs.

(1) All educated persons, all the professions, and nearly all other lines of activity are urging every student to complete a college course.

(2) Not more than one student in a hundred begins his college course with an intelligent conception of what the course is to do for him or with any understanding of the principles determining what it should include.

In view of these two facts I beg to submit the following discussion as at least the beginning of what others may develop into something worth-while and in the hope that until something better does appear it may aid some students to decide more intelligently upon their college work.

The discussion is written from the point of view that (1) our chief concern should be for a college course that leads to liberal education, (2) that everybody's next interest should be in a college course that prepares young people to teach in the public schools and (3) that these two aims are much more closely related than they are commonly supposed to be. Certainly a teacher should have some specific professional or pedagogical training so that he may know the most effective way of presenting the school subjects, but it is even more important that he be able to take a liberal view of all subjects and of the children studying them. Nothing short of a liberal education will make

possible this proper perspective and large outlook indispensable for a good teacher.

The public school is the largest industry, the work of the public school is the largest and most vital activity, within the bounds of our country. The public schools are capable of more good and more mischief than any other industry. More institutions depend upon the public schools than upon anything else. More people are interested in the public schools,—more defend them and more denounce them,—than in any other institution. All this approval and criticism is with reference to the outlook upon life the school leaves the child in possession of. This outlook, the teacher cannot help the child to acquire unless he has it himself, and the only thing that will help him to have it is a liberal education.

These truths, if they are truths, are my excuse for thinking of A College Course and A Teachers College Course as if they were almost one and the same thing.

Every educated person is now expected to have completed a college course leading to a degree.

Every student should give consideration to what his particular college course is to include. One course is not as good as another. The college course for the teacher must be a teachers' college course.

But, fortunately, in these modern times, when education is everybody's concern, when education is the world's chief activity when the business of education is the greatest business in which any man can engage, when the questions of education are the largest, the most vital, questions that loom above the intellectual horizon of every intelligent person,—the college course that is best for the teacher can hardly be bad for anyone else. It certainly could not be bad for the lawyer, the preacher, the editor, the business man, the statesman, the social worker, the woman in her home or in her club.

In selecting his college course, a student needs all the thought he can give to it and all the outside help he can secure. It must not be a college course that merely happens, but one that has been built upon principles. It must rest upon Psycho-

logy and it must reach to the intermost relations of life. It must impart to him the spirit of research combined with breadth of interest. It must lead to individual efficiency and the ability to adjust oneself to his various social groups. It must be an education, and it must serve as the foundation of all future education.

I. WHAT A COLLEGE COURSE SHOULD CONTAIN.

- (1) A few, two or three, subjects to be studied intensively.
- (2) A wide range of subjects.
- (3) Another group of subjects to be studied less intensively than the first and more intensively than the second, but sufficiently for at least a degree of completeness and a connected view of the field.

Or, in another view, the College Course should include:

- (a) Required Subjects.
- (b) Preferred Subjects.
- (c) Elective Subjects.

II. WHAT A COLLEGE COURSE SHOULD RESULT IN

- (1) A habit of intensive Research.
- (2) Breadth of Interest.
- (3) Ability to Think Accurately, Clearly, Forcefully.
- (4) Accurate, clear, forceful Expression, oral and written knowledge and of thought.
- (5) Large Culture.
- (6) American Ideals.

SUGGESTIONS

In connection with the plan outlined above, these suggestions may be noted:-

Under I.

- (1) The first provides for the major and minor subjects, imparts habits of study and research, offers an opportunity for scholarship and furnishes at least a point of view from which one may see his life work. It must include a major subject pursued three years or until 9 credits or 45 hours have been earned in it. In addition it must include one or more minor

subjects each pursued for two years or until 6 credits or 30 hours have been earned in it.

(2) The second includes the one term subjects. It gives breadth of interest, a basis for large culture, and helps one to adjust himself to a varied social circle. There are many subjects as Geology, Psychology, Education, Economics, Political Science, Sociology, Philosophy, Ethics, Logic, that may be pursued profitably even for one term. In a term in any one of these subjects a student may know its field, its fundamental principles, its outstanding problems, and the methods and men that have sought their solution,—and in a liberal education this is eminently worthwhile. Whether a longer time than one term devoted to any of these subjects is better or not so good depends upon what it compels the student to miss in other fields. The specialist who declares that omitting a subject altogether is always preferable to studying it only for a term, may see some light in his own little field, but he certainly has no conception of a college course in its relation to a liberal education and he misses altogether the meaning of a liberal education for life. A college course is not to make specialists, but to help students to become broad-minded men and women able to live with other men and women and to participate effectively and happily in the solution of social problems.

(3) The third includes the one-year or 3 credit- or 15-hour subjects. Certain subjects as Language, Mathematics, Physics, Chemistry, should either not be attempted or should be pursued for at least one year. Less time will yield only a scrappy conception instead of a connected view. If one feels that he must have more time for a subject he must make it either a major or a minor.

(a) English, at least two years or six credits of it, should be required in every college course intended for people who are to speak the English language and to live under American institutions. To this there should be no exception. Some may prefer to include other subjects in the preferred group. They may be right. English is the only one I am absolutely sure of.

(b) Certain other subjects which need not be required in

every college course form a class of preferred subjects. Foremost among these, in view of the momentous and ever-present question of citizenship, is History and particularly, American History. It is highly desirable also, that every student should have at least an elementary course in Biology, in view of the fact that education is seeking to give itself a biological basis. Also it would be good for every student to have at least a year in some physical science, in order that, in addition to becoming acquainted with the subject matter, he may master the scientific method of thinking. It would be good also for one to include a modern language. Then, in consideration of the large importance of Psychology and Education in everybody's thinking, these two should be preferred. Also any one of the branches listed as one-term subjects should be preferred for at least this amount of attention.

(c) A modern college course in a democratic country should also leave a number of subjects as purely elective, to be taken or omitted, at the option of the individual student.

With these principles and suggestions in mind, I submit for consideration on the part of every student, the following as

A MODEL COLLEGE COURSE

English ¹	9 Credits or 45 hours
History.....	6 Credits or 30 hours
Science.....	6 Credits or 30 hours
Psychology.....	2 Credits or 10 hours
Education.....	2 Credits or 10 hours
Language or Math.....	3 Credits or 15 hours
Geology.....	1 Credit or 5 hours
Philosophy.....	1 Credit or 5 hours
Logic.....	1 Credit or 5 hours
Ethics.....	1 Credit or 5 hours
Economics.....	1 Credit or 5 hours
Political Science.....	1 Credit or 5 hours
Sociology.....	1 Credit or 5 hours
Art Criticism.....	1 Credit or 5 hours
Total	36 Credits or 180 hours

NOTES

(a) As used here "credit" and "hour" mean term-credit and hour, not semester, and it is assumed that the college offering the course is on the three-study or 15-hour basis.

(b) We are to keep in mind that we are talking about a college course, and not at all about a university or graduate course.

(c) It is intended that the course outlined above, shall be only suggestive and not in any way an iron clad-requirement to be made by every student. It is believed, however, that few students would go wrong in taking it exactly as marked out.

(d) Instead of making English the major study the student who prefers to do so may major in any other, line provided he includes at least two years of English.

(e) Any student wishing to qualify under the laws of Indiana for teaching in the High School may substitute professional study for one or more of the one term studies, and may add to his daily program of three subjects one common school subject. Also he may make such other modification of the course as will enable him to have at least two years in each subject he may wish to give High School Instruction in.

(f) The course as outlined, or any approved modification of it leads to a diploma and the degree of Bachelor of Arts.

(g) It is submitted chiefly for the guidance of students wishing a college course and uncertain as to what it should contain.

(h) Incidentally it is submitted to evoke the criticism of thinkers entitled to an opinion on what a liberal education is and what college course will most effectively lead to it.

English

In any American education English is fundamental. Its importance grows daily. If one cannot read, speak and write English proficiently and effectively he is not educated. Accurate, clear and forceful English is an unmistakable mark of culture. Whatever else may be included in a college course, English must not be missed or slighted. Let English be prominent in every course of study.

ENGLISH I.—The principles of Rhetoric and the study of literary forms exemplifying these principles, together with weekly exercises in composition, and conferences with the instructor concerning written work.

ENGLISH II.—The principles of Rhetoric, the more effective illustrations of the same from standard literature, together with daily exercises in composition writing, and conferences with the instructor concerning written work.

ENGLISH III.—English Literature,—a comprehensive study of English authors and their contributions, with the students' written criticisms and appreciations.

ENGLISH IV.—American Literature,—a comprehensive study of American authors and their contributions with the students' written criticisms and appreciations.

ENGLISH V.—American Poetry,—A comprehensive view of the field of American poetry followed by an intensive study of certain poems selected as types.

ENGLISH VI.—American Prose,—A general survey of American prose followed by an intensive study of particular selections chosen as types.

ENGLISH VII.—English Poetry. A general survey of English prose with an intensive study of particular types.

ENGLISH VIII.—English Prose. A general survey of English prose with an intensive study of particular types.

ENGLISH IX.—The Novel. The principles of fiction that enable it to be art; the great writers of fiction and their most important

works; their educational and ethical value; stress is laid upon books by the modern writers of the 19th and 20th centuries.

ENGLISH X.—The Short Story. The study of plot, exercises in short stories as written by Poe, Irving, Clemens and more recent writers.

ENGLISH XI.—The Drama and Shakespeare. The principles of dramatic composition. The early drama. Its development. A critical study of two or three of Shakespeare's dramas.

ENGLISH XII.—Public Speaking I. 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.

ENGLISH XIII.—Public Speaking II.—Bible reading and reading from Shakespeare. Bearing before an audience. Preparation and delivery of addresses. More frequent public appearances in readings, addresses and plays.

ENGLISH XIV.—Tennyson and Browning. A particular study of the lives and works of those two poets with a conception of the Victorian Age; the first six weeks are devoted to Tennyson's longer poems; the second six weeks are given to an intensive study of Browning's poems, narrative poems, dramatic monologues and dramas.

ENGLISH XV.—English Grammar. The structure of the English sentence and the principles that govern its syntax. The classification of Sentences, Clauses, and Phrases. How to think the Parts of Speech, their classes, properties and constructions. Special attendance given to Relative Pronouns, Conjunctive Adverbs, Infinitives, Participles, Transitive and Intransitive Verbs, Attributive and Copulative Verbs, Active and Passive Voice and other grammatical difficulties, together with careful attention to the application of all principles to correct speech. English Grammar so presented as to achieve the mental discipline that the subject is capable of.

History

HISTORY I.—Ancient History. A glance at the Orient and a study of Greek and Roman History to the decline of the Roman Empire.

HISTORY II.—Medieval History. Traces the development of Europe and its civilization from the decline of the Roman Empire to the opening of the sixteenth century. It tries to treat medieval Europe as a whole and to hang the story upon a single thread. The feudal state, the self-centered town, the diversity and vigor of local law and custom are all given attention as well as the pope and clergy.

HISTORY III. Modern and Contemporary Europe, noting particularly the facts that later are to have bearing on American History.

HISTORY IV.—English History. The rise of the English nation, the large events in English history and the development of the institutions that later have become American.

HISTORY V.—American History. The discovery and exploration of America, character of the settlers, colonial institutions, the Revolution, organization and development of the Federal Government, the rise of political parties, closing with the administration of John Quincy Adams.

HISTORY VI. American History. Conflict over Slavery, the Civil War, Reconstruction, industrial progress. Spanish American War, and America's part in the Great European War.

Social Sciences

Jonathan Rigdon, Professor

SOCIAL SCIENCES I.—Economics. A study of the element including the force of production, the laws of consumption, the principles of exchange and distribution.

SOCIAL SCIENCES II.—Political Science. A study of the fundamental forms of government in their relation to the life of the people, how human life influences, and is influenced by forms of government.

SOCIAL SCIENCES III.—Sociology. A study of the general principles of group activity, what forces make for group activity and how group activity may help or hinder the welfare of the individual.

Physics and Chemistry

R. F. Ratcliff, Professor

Jesse Hendricks: Laboratory Assistant in Physics

Roger Easley, Laboratory Assistant in Chemistry

PHYSICS

The courses in Physics are arranged to meet the needs of the following classes of students:

(1) Teachers who wish to be prepared to take charge skillfully of a good laboratory in a commissioned or other high school. The call for teachers who can do this satisfactory is becoming more imperative each year, and the supplying of this need may be considered a primary purpose of this department. Many of our graduates are now filling such positions.

(2) Students who are preparing for courses in Medicine, or in Mechanical or Electrical Engineering.

(3) Students who take Physics as a part of a general modern education. Courses 1 and 3 inclusive are arranged particularly for this general purpose and are intended also to serve as the foundation for the other more advanced and somewhat more specialized courses.

EQUIPMENT.

The equipment includes sufficient apparatus for performing all the standard experiments of all the recent published lists for secondary schools and most of those usually performed in a three or four-year College Course.

It includes four Sartorius balances, a Jolly photometer, spectro-

meters three Leeds and Northrup boxbridges, one L. and N. decade box. five L. and N. galvanometers, one L. N. Ostwald potentiometer, a chloride accumulator storage battery, wireless telegraphy apparatus X-ray apparatus, twelve Weston and American ammeters and voltmeters, induction motor, one-half kilowatt generator, one-fourth horse power commercial motor, etc.

Additions are made to our supply of apparatus each year. The equipment includes all the simple apparatus of the average well-equipped high school laboratory as well as much of a higher and more complicated character.

We are furnishing a great many teachers to take charge of the laboratories of commissioned and other high schools, and the special advantages we offer consist in part of the two following items: 1 The prospective high school teacher is here given abundant practice in the assembling and use of such apparatus as he is likely to have to use in his teaching as well as in the making of such pieces as can be made to advantage in the ordinary shop. (2) He is also taught the manipulation of much that is more delicate and of a higher grade and so gains the more comprehensive view needed by the teacher.

COURSES IN PHYSICS.

PHYSICS I. Mechanics and Heat: Fundamental units and Laws. Force and motion. Composition and Resolution of forces. Gravitation. Newton's Laws. Dynamics. Mechanics of Fluids. Methods of Thermometry. Heat and Temperature. Specific Heat. Mechanical Equivalent. Heat of fusion and of vaporization.

Carhart's College Physics. Recitation and lectures three days per week. Laboratory two days.

PHYSICS II.—Electricity and Magnetism: Elementary Phenomena. Potential Capacity. Ohm's Law. Electrical Units. Box bridge. Induction. Dynamo. Motor. Induction Coil. X-rays. Wireless Telegraphy. Efficiency of Electric stove. Electro Calorimetry. Electro Chemical Equivalents.

Lectures and recitations three days. Laboratory two days.

PHYSICS III.—Sound and Light: Wave Motion. Velocity of sound. Adiabatic Modulus. Measurement of wave length of light. Refraction Interference. Polarization.

Lectures three days. Laboratory two days per week.

PHYSICS IV—Electricity and Magnetism—: Sensibility of Galvanometers. Potentiometer. Power losses in electric lines. Ballistic Galvanometer. Electrolytic conduction. Potential and Capacity. Efficiency of Electric Motors.

Hadley's Magnetism and Electricity is used as text with Millikan and Mills, Timbie, and Karapetoff's Electrical Testing as Laboratory Manuals.

Recitation and Lectures three days, laboratory two days.

PHYSICS V—Continuation of Physics IV: Permeability. Hysteresis curves. Mutual and self induction. Laboratory experiments with alternating currents. Impedance. Sine curves. Power factor. Induction Motor.

PHYSICS VI—Heat for Advanced Students: Continuity of State. Mechanical Relations. Laws of Thermodynamics. Kinetic Theory. Carnot's Cycle. Radiation. Entropy.

Edser's Heat as text.

Recitation and lectures three days. Laboratory two days.

CHEMISTRY

GENERAL STATEMENT—The courses in Chemistry are arranged according to the same general plan, and, to a considerable degree for the same general purpose as those in Physics. Chemistry I and II are given every year, the other courses are given alternate years.

CHEMISTRY I—General Chemistry. Chemical changes, nature and types. Preparation and study of the common gases, acids, bases, salts, non-metallic elements. Recitations and lectures three days per week. Laboratory work two days per week.

CHEMISTRY II—General Chemistry. Use of chemical balance, Chemical equivalents. Neutralization, titration. Determination of strength of acids and alkalis. Strength of vinegar. Bleaching and other industrial processes. Chemistry of soap-making. Purification of drinking water. Allotropy. Groups of elements. Periodic Law. Chemical tests and simple analysis.

Recitations three days per week. Laboratory two days.

CHEMISTRY III—Organic Chemistry. Paraffines, Ole-

finer. Acetylene series. Making of organic chemical compound Carbohydrates. Amines and Nitro compounds.

CHEMISTRY IV.—Organic Chemistry. Aromatic hydrocarbons. Diazo compounds and preparation of dyes. Chemistry of Coal Tar Products.

CHEMISTRY V.—Household Chemistry. A course adapted particularly for those taking Domestic Science, Chemistry of Foods. Baking powders. Chemistry of digestion. Textile fibers. Bleaching and Bluing.

CHEMISTRY VI.—Analytical Chemistry. Lectures and recitations one day per week. Laboratory four days. Scott's Qualitative Analysis as guide.

CHEMISTRY VII.—Gravimetric Analysis. Allen's Quantitative Analysis is used as laboratory guide. Recitation one day, laboratory four days.

CHEMISTRY VIII.—Volumetric Analysis. Standardization of acids and bases. Oxidation and reduction. Analysis of ores. Sanitary water analysis. Analysis of fertilizers.

Biology

J. B. Thomas, Professor

BIOLOGY I.—Botany.

BIOLOGY II.—Zoology

BIOLOGY III.—Physiology.

Geology

GEOLOGY I.—A course giving attention to the various forces that are modifying the crust of the earth, and giving also an insight into the geologic periods, and the development of life in past ages. This course includes much field work. Chamberlin and Salisbury's College Geology is the recommended text.

Geography

GEOGRAPHY I.—This course is planned to introduce the student to the various geographic factors that influence the social activities of the race. It seeks to portray the relation between earth facts and man facts. Gregory, Kellar and Bishop's Physical and Commercial Geography is recommended text.

Mathematics

MATHEMATICS I. Solid Geometry. Complete course embracing lines, planes, dihedral angles, polyhedral angles, polyhedrons, cylinders, cones and spheres, much original work. This course is offered for those whose high school course did not include it.

MATHEMATICS II.—College Algebra. Fundamental Processes with rigid development of laws and uses of signs; Fractions simple equations and their graphs; Binomial Theorem for positive integral exponents; Extracting Roots; Radicals and General Theory of Exponents; Quadratic Equations and applications.

MATHEMATICS III.—College Algebra. Equations of Higher Degree; General Theory of Equations; Practical Problems in Equations of Higher Degree; Series; Theorem of Undetermined Coefficients; Binomial Theorem for all kinds of exponents; Logarithms and applications; Permutations and Combinations.

MATHEMATICS IV.—Trigonometry. Relation to Geometry; Development of Trigonometrical Functions; Solutions of all kinds of triangles by laws of similar Triangles; Development of Formulas; Applications of Formulas to Solutions of Triangles; Practical application to surveying and Physics; Solutions of Trigonometrical Equations; Napier's rule for right spherical triangles; oblique spherical triangles; applications to terrestrial and celestial spheres.

MATHEMATICS V.—Plane Analytics. Introductory work in college Algebra and Trigonometry. Fundamental ideas. Development and application of the equations of the common curves:

straight line, circle, ellipse, parabola, hyperbola. Equations of the higher planes curve, Polar equations and transformation of coordinates. Practical applications of the truth developed.

MATHEMATICS VI.—Solid Analytics. Thorough discussion of equations of second degree. Methods of discovering the curve of an equation. Spirals and their applications. Development of equations of lines and planes in space. Equations of Solids of revolution. Applications of laws discovered. Discussion of equations of the third degree. Investigations of properties of higher equations.

MATHEMATICS VII.—Differential Calculus. Introductory work from College Algebra, Trigonometry, and Analytics. Fundamental principles. Meaning, kinds and illustrations of differentiation. Applications of the formula and processes in the sciences.

MATHEMATICS VIII.—Integral Calculus. Fundamental principles developed. Processes developed and applied. Practical applications.

MATHEMATICS IX.—Differential Equations. Murray's or Cohen's text used. The object of the course is, to give a fundamental knowledge of this wonderful division of mathematics and its applications.

MATHEMATICS X.—Surveying. Field work of 2 to 4 hours per week. All the work required of County Surveyors. Road Surveying and drainage emphasized. This course follows Courses II, III, and IV.

MATHEMATICS XI.—Descriptive Astronomy. This course may be taken with only elementary training in Mathematics. The object of the work is to make the student familiar with the relation of the earth and the other celestial bodies to an extent required of cultured men and women.

Latin

F. O. Horn, Professor

The study of the Latin in its own right, remains an invaluable discipline, and it affords the basis for a clearer, more accurate understanding of English. In fact it is the very foundation of English.

LATIN I and II.—The elements of Latin with daily English and Latin exercises are studied; Latin forms and construction, and derivations are emphasized; Latin Grammar.

LATIN III and IV.—Caesar. This course consists of translation, with exercises in composition based on the same.

LATIN V and VI.—Cicero. In this course are included the four orations against Cataline, the defense of Archias, the Manilian law; in the Grammar and Composition, attention is centered upon the uses of Subjunctives. This course is especially beneficial to those interested in debating and public speaking.

LATIN VII and VIII.—Virgil's Aeneid. Translation with scansion and metrical reading; Composition one day a week.

LATIN IX.—Livy. Books XXI and XXIII. Composition or Latin Literature during the Augustan age, one day a week.

LATIN X.—Horace-Odes. Composition and Literature one day a week.

LATIN XI.—Terence-Phormio or Plautus Trinummus.

LATIN XII.—Tactius-Agricola or Germania.

LATIN XIII. Teacher's Course. This course is designed to meet the needs of those desiring to teach Latin. The course consists of sight reading, of composition and observation in the Danville High School, followed by a discussion of the best methods of teaching Latin in high schools.

French

F. O. Horn, Professor

Never before in our history has the demand or the interest been so great in the French language as at the present time. Our Course combines a conversational method with a course in classical reading.

FRENCH I.—Elementary Course in Grammar, Reading, and Composition with daily conversation in French.

FRENCH II.—Conversation, Grammar and Composition continued with the reading of extra stories.

FRENCH III.—Irregular Verbs. Conversation, Composition and Reading continued. A great deal of time is devoted to easy and rapid translation.

FRENCH IV.—Translation of some good French text with conversation three times each week; advanced grammar and conversation two days.

FRENCH V.—L'Abbe Constantin or some other text of equal difficulty with conversation involving various idioms and composition one day each week.

FRENCH VI.—French Drama. History of French drama and stage, followed by the reading of two plays.

Educational Psychology

Jouathan Rigdon, Professor

EDUCATIONAL PSYCHOLOGY I—A comprehensive study of the elementary principles of Psychology, with special reference to their educational application, based upon Betts' "The Mind and Its Education."

EDUCATIONAL PSYCHOLOGY II—A more intensive study of mental processes and with a more detailed application to education, based upon Thorndike.

EDUCATIONAL PSYCHOLOGY III—Applied Psychology, a critical discussion of the principles and laws governing mental processes, with a view to determining what practical use may be made of them in Teaching, Learning, Speaking, Writing, Religion, Art, Salesmanship, Health, War.

Education

H. M. Whisler, Professor.

EDUCATION I—Introduction to Education. A large conception of Education, its meaning, its scope, its aims and its means. The educational bearing of various lines of study, of industrial and other activities. The learning attitude, the teaching attitude. The definition of the teacher's academic and the professional equipment,

and the lines of study most helpful to a teacher. The teacher's habits and personality. The teacher's problem and what will help in its solution. An introductory course looking toward the educational orientation of the beginning teacher.

EDUCATION II—Teaching of Elementary School Subjects, including primary methods and special method or technique of handling the fundamental school subjects.

EDUCATION III—Principles of Teaching. A study of the fundamental principles of the teaching process, including schoolroom organizations and management, and the use of standard tests.

EDUCATION IV—History of Education, a survey of the field from the earliest times to the present—Oriental, Greek, Roman, Early Christian Education, Mediaeval and Modern systems, a progressive development of educational theory and practice.

EDUCATION V—History of Education. An intensive study of elementary education since the Reformation. The transition of education from a religious to a secular basis. A comparative study of Nineteenth Century systems and theories.

EDUCATION VI.—Directed Observation and Supervised Teaching. The time is divided between actual teaching and observation, supplemented by a study of the organization and presentation of lessons.

EDUCATION VII—Directed Observation and Supervised Teaching. Presupposes Education. (Preferably in Major and Minor subjects.)

EDUCATION VIII.—High School Methods, dealing with the problems of high school instruction and administration. It is designed for prospective high school teachers and for experienced teachers that feel the need of such a course.

EDUCATION IX—A critical examination of the underlying principles of Education, its ideals and its aims. Particular attention is given to the ideas of readjustment, heredity, recapitulation, play, formal discipline and the relation of education to society,—all looking toward an outline of a theory of education from the point of view of evolution. Based on "Henderson's Principles of Education

School of Music

Courses Maintained in Piano' Organ, Voice Culture, Violin, Band and Orchestral Instruction

EXPLANATION OF COURSES OF STUDY.

Five courses are offered:

1. A course in Piano and Theory.
2. A course in Voice Culture and Theory.
3. A course in Violin and Theory.
4. A teachers' course in Public School Music.
5. Complete course on all Band Instruments.

The purpose of musical education is twofold—to cultivate the taste, and to impart technical skill. The foundation of musical education is scientific. It consists in the knowledge of the principles of Musical Art and acquaintance with its history. Without this, knowledge of music is of little value as a means of culture.

But music is more than a science. It is an art; and to be appreciated it must be studied as an art. The ear must be trained to distinguish and the mind to appreciate the harmony of sound, and the voice and fingers trained to produce the same.

The method by which these results are reached must be nicely adapted to the individual—to his natural capacity, to his stage of advancement and aptitude for improvement.

In making out the course in music it is necessary to recognize the fact that artistic talent varies more than intellectual, and it is impossible to lay out a definite set of studies and pieces for every pupil to follow, or to prescribe the time required for a given degree of attainment.

The selection of suitable exercises, the cultivation of good style of execution the proper interpretation of musical classics, all these and many other considerations must be wisely weighed and decided, or the teachers' work may be worse than useless.

The following will show the grade of music required, selections from which will be used according to the judgment of the teacher.

Preparatory Course

This department is intended to meet the wants of amateurs, who have not time or inclination to enter upon the extended course of study, but who desire the best possible instruction during the time they devote to it.

Elements of Notation and Technique, formation of Major and Minor Scales, Kohler's Practical Method, Czerney's or Kohler's First Studies, Kohler's Op. 181, or Duvrenoy's Opus 120, Mason's Technique, Schmidt's Opus 16. Clementi's Sonatas, easy selections from Classical and Modern composers.

The full course of study in the piano department is intended to occupy at least two years; but advanced pupils, whose previous instruction has been correct, are graded in this department according to their proficiency on entering. In such cases pupils are not required to remain for the entire time specified.

FIRST YEAR—FORTY-EIGHT WEEKS.

Bertini's Studies, Op. 29; Heller's Studies, Opus 46; Heyden's Sonatas 718; Heller's Studies, Op. 16; Turner's Octave Studies; Koehler, Op. 128; selections from classical and modern composers each year.

SECOND YEAR—FORTY-EIGHT WEEKS.

Kullak's Octave, Op. 48, part 2; Mozart's Sonatas; Bach Inventions; Cramer's Studies; Clementi Gradus; scale and arpeggios in their different forms throughout the course.

Each candidate for graduation will be required to take a course in Musical History and Harmony.

Programs are given during the year at which the pupils will perform selections from the music studied in their regular course of instruction, thereby enabling them to exercise their powers and to acquire that confidence which is necessary to a creditable performance before an audience.

Important to the Student—In comparing courses of several colleges, student should not forget that our year includes forty-eight weeks.

A strong student may be able to accomplish more than the regular course in two years. If so, additional work will be provided.

We guarantee our instructors to be as competent as those of other colleges, in which the lesson charges are twice as high.

Students will be classified at the college office at the time of enrollment.

Students that are applicants for graduation will take their second year's work with Mrs. Luscomb. All others may take of either Mrs. Luscomb or Mrs. Gaston.

TUITION IN MUSIC.

1. One term of 24 half-hour lessons, two or more per week, from Mrs. Luscomb, \$18.00
2. One term of 24 half-hour lessons, two per week, from Mrs. Gaston, \$12.00.
3. See page 8 for tuition charges for partial program of classes in connection with music lessons.
4. Lessons missed on account of sickness can be made up at any time. Lessons missed from any other cause can be made up during the term, providing the teacher has the time and is notified in advance of the contemplated absence.

RENT OF MUSICAL INSTRUMENTS FOR PRACTICE.

(a) Pianos and Organs—The rent per term of twelve weeks is as follows:

- (1) One hour per day, \$2.50.
- (2) Two hours per day, \$4.00.
- (3) Three or more hours per day, \$1.75 per hour.

Note—It is always better to practice on a college instrument where you will not be disturbed, and where you will not feel that you are disturbing some one else.

(b) The rent per term of 12 weeks on any band instrument is \$1.00.

Note—Bring your horn with you. The college cannot supply all applicants.

SHORT COURSES ON PIANO AND ORGAN.

A student of any grade can enter at any time and begin at once. Courses of any number of weeks will be provided. Some students remain but twelve weeks. A music teacher can complete the entire course by spending the winters only in college.

Special attention is given to those just beginning.

OTHER STUDIES.

It is not necessary for the student to devote the entire time to music. Our observation teaches us that it is not best to do so. Many students carry a regular literary course and take one or two private lessons in music per week. Every music student should carry at least one other subject. We recommend French, General History or Literature to those taking regular piano courses, but allow liberty in choosing. One does not make most rapid progress by devoting the entire time to one subject. The best rest comes from a change of work.

A diploma will be awarded on completion of any of the full courses in this department.

Graduating fees for any course in music, \$5.00.

VOICE CULTURE AND THEORY.

The most perfect of all musical instruments is the human voice. But to make it truly effective, cultivation and development are necessary. An uncultivated voice, however superior in quality, is of less real value to its possessor, and to the world, than one not so rich naturally, but thoroughly trained and under perfect control. The course will be adapted to the student. The course embraces correct mode in breathing, both in inspiration and in expiration; correct position of the vocal organs; correct tone reflection or resonance; correct physical deportment in the delivery of solo work.

COURSE OF STUDY FOR VOICE.

GRADE 1.

Preparatory Vocal Exercises; Concone Book I; selected easy songs.

Grade 2.

Bonaldi's Vocal Exercises: Concone Book I; more difficult songs.

Grade 3.

Concones' 25 lessons. Abt's Scale and Arpeggio Practice; Emory Harmony. Selected songs.

Grade 4.

Panseron's Vocal Exercises; Colorature Arien; Concone's exercises

THE VIOLIN

This master instrument is found to be in more homes than any other. The desire to learn it is universal. Many persons are wasting valuable hours of practice by using bad methods. All such should have the instruction of skilled performers and teachers.

COURSE OF STUDY FOR VIOLIN

Grade 1.

Hermann Violin School: Division I., II. and III select piece in the first position. Pleyel Op. 8.

Grade 2.

Hermann Violin School: Division IV. Easy solos by Dancia and others.

Grade 3

Hermann Violin School: Division V. Hermann Op. 20. Solo by Wienwski, Bohm and others.

Grade 4.

Kreutzer's Etudes. Solos by Raff, DeBeriot and others.

ORCHESTRA.

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

Summer Art Work

Under the personal direction of Roda Selleck:

The Central Normal College maintains a two year Art course to teach and supervise Art in the public schools. The course includes 90 hours of work, all of college grade. Of these 90 hours; 40 hours are in Art, 30 hours in other college subjects and 20 hours in Professional subjects including *Introduction to Education, Educational Psychology, Special Methods of Teaching Art, Directed Observation and Supervised Teaching*. In addition to these 90 hours, the student must have also 15 hours of unprepared or drill credit in such subjects as *Penmanship, Sight Singing and Physical Culture*.

Regular Art Work may be done throughout the entire year. Or students may use the Fall, Winter and Spring quarters in working off the other college credits and the professional credits, leaving the Art Work nearly all to be done under the personal direction of Rod a Selleck in the Summer term.

Bookkeeping Course

Everyone should know something about the science of bookkeeping whether he intends to put his knowledge of it to practical use or not. It is essential that the farmer, the merchant, the lawyer, the housewife, or persons of any other vocation, be acquainted with the art of keeping accounts properly. The bookkeeping student of today is the bookkeeper or business man of tomorrow. If he has a knowledge of the correct principles, as bookkeeper, he will apply them, or, as manager he will see that they are applied by the bookkeeper.

The purpose of this course is to present the correct principles of bookkeeping and accounting—principles advocated and practiced by modern bookkeepers and accountants. The work is devoted to the illustration of the special methods of labor saving forms of bookkeeping as employed in the modern business offices of wholesale and retail business, cost accounting, etc. Banking is given in either the

departmental plan of the larger banks or in the simplified banking as it is used in the smaller banking institutions. All of the work is accompanied with the important commercial papers and legal documents in use.

Every student advances as rapidly as he can. One for whom the subject is difficult may have as much time as he needs, while another for whom it is easy may advance as rapidly as he wishes. The course is four terms, or forty-eight weeks course, three hours per day for average student work, but many complete it in two or three terms. Students taking other subjects may take only one or two hours each day. Students may enter this class any day during the school year.

Students in the Business School may take as many studies in other departments of the college as they wish without extra tuition charge. This is a valuable feature not to be found in most commercial schools. This course includes:

Bookkeeping, three hours per day until finished.

Business English, one term or until finished.

Arithmetic, one term or until finished.

Rapid Calculation, one term.

Commercial Law, one term.

Penmanship, one hour per day until finished.

Spelling, one term.

NOTE:—Teachers will be excused from Business English, Arithmetic, Rapid Calculation, and Spelling if they desire.

SHORTHAND OR STENOGRAPHERS COURSE

The uses of shorthand are rapidly increasing and the demand for competent stenographers was never greater. The government, owing to conditions caused by the war, is now employing thousands of stenographers, both men and women. Increase in industrial activities in like manner has increased the demand for stenographers and bookkeepers until it is only a question of sufficient preparation for one to get a good position.

Our course embraces a thorough study of the principles of Gregg Shorthand, dictation, typewriting and office training. The advanced students are given practical training and office experience by being

required to perform the duties of an office stenographer in which actual correspondence is received and sent out. The course includes:

Gregg Shorthand, two terms or until finished.

Typewriting, two terms or until finished.

Dictation, one term or until finished.

Business Penmanship, one term.

Business English, one term or until finished.

Office Training, one term.

Spelling, one term.

TYPEWRITING

We give the touch method of typewriting. The student is required to write from dictation as well as from printed or written matter. Care of machine, manifold, tabulating, letter-writing, legal forms, etc., are taught. Shorthand students are required to transcribe their notes directly into correct letter forms. A small fee for the use of machine is the only additional charge for this course when taken with any of our other courses.

High School Course

The Academic Department has been commissioned by the State Board of Education of Indiana, and grants commissioned high school diplomas to those completing the course. The course, as laid down conforms to the regulations of the above board and is strong. Students from other states will find it will be accepted everywhere, as a sufficient preparation for entering college, university, technical school or medical college.

This department is under supervision of the State Inspector of High Schools and has the same standing as any other high school.

One advantage in taking this course here is that of securing vocational and commercial subjects, not to be had in many public schools. The student may choose one or two as a part of the regular course. The subjects from which to select are domestic science, bookkeeping, shorthand, typewriting, and commercial law.

Advanced standing is allowed for work done in other high schools. The student will be placed where his former work justifies.

If you are beyond public school age, or for any other reason do not wish to attend a public school, you can secure your course here. The expenses are reasonable.

One may secure a commissioned diploma when he has completed a minimum of thirty-two month's of work and made forty-two credits. A credit is given for one term of twelve weeks of five recitation periods each, the length of the period being fifty minutes. Four credits may be made each term. Vocal Music and Drawing are required to the extent of seventy-two lessons in each of the subjects.

Statement of credits required in each subject for diploma:

English.....	9 credits
Foreign Language.....	6 credits
Science (three in each of two sciences)....	6 credits
Mathematics.....	6 credits
European History.....	3 credits
U. S. History.....	2 credits

Since we have four terms each year, this course can be completed in less than three calendar years.

Hardly two students will elect the same studies. The following is a sample course:

FIRST YEAR		
Alg. 1	Alg. 2	Alg. 3
Gram. 1	Gram. 2	Rhet. 1
U. S. History. 1	U. S. History. 2	Ancient History
Latin or French	Latin or French	Latin or French
SECOND YEAR		
Alg. 4	Geom. 1	Geom. 2
Rhet. 2	Rhet. 3	A. Lit.
Mediaeval His.	Physics 1	Physics 2
Latin or French	Latin or French	Latin or French
THIRD YEAR		
Drawing	Com. Arith.	English
Geom. 3	Reading	Botany 2 or Chem.
E. Lit.	Botany or Chem.	Physiology
Physics 3	Drawing	Bookkeeping

FOURTH YEAR

Botany 3 or Chem.	Drawing
Civics	Bookkeeping
Music	Elective
Physical Geography	Elective

Course in Common Branches

A mastery of the common school subjects should constitute a basis of every liberal education. If one is deficient in his knowledge of the common branches he is obliged to purchase all his future progress at an enormous cost. It is a fatal mistake to be satisfied with but a hazy grasp of these subjects, thinking that a study of higher subjects will clear it up. A systematic study of the common branches under expert teachers is in every way a saving of time and effort.

English Grammar

Students of education are as far as ever from agreement with reference to the place that English Grammar should hold in the scale of values. Its correct status may be set forth as follows:

- (1) There are very few good teachers of the subject.
- (2) Most students begin it reluctantly and omit it or drop it gladly.
- (3) All who omit it soon have occasion to regret it and throughout their future efforts at education feel greatly handicapped.
- (4) All students who are fortunate enough to study English Grammar under a skilful teacher become greatly interested in it and are much benefitted.

GRAMMAR I.—A brief study of syntax—sentence structure, classes of sentences, phrases and clauses. A comprehensive and intensive study of the parts of speech, parsing, filling blanks, and the formation of original sentences to illustrate the construction named

by the teacher. Relative and conjunctive pronouns, conjunctive adverbs, infinitives, participles and other grammatical difficulties receive careful attention—all with special emphasis upon business English.

GRAMMAR II.—A brief study of the parts of speech and a comprehensive and intensive study of syntax—sentence structure, classes of sentences, phrases, and clauses. Analysis of sentences, and the formation of original sentences, phrases and clauses to illustrate the classes named by the teacher. Careful attention to be given to correct form, particularly proper business forms.

Arithmetic

Arithmetic has always been and will continue to be an essential part of an elementary education. In these courses we aim to give students a degree of mastery in arithmetical computation and an understanding of how to teach the subject in the grades and in the high school.

ARITHMETIC I.—This course includes the subjects usually treated in Arithmetic with emphasis placed upon the fundamental operations, fractions, and the application of percentage. The course is planned especially for beginning teachers but may be taken by others who desire a thorough review of the subject. The work is based upon Payne's Practical Arithmetic.

ARITHMETIC II.—This course covers the entire field but in a more advanced form than Course I. Difficult subjects are treated thoroughly.

The Course is based upon Van Tuyl's Commercial Arithmetic.

Geography

Geography means more than ever before, and it has a meaning for more people. The great war has put all the people of the world to studying Geography.

GEOGRAPHY I—General Geography. Fundamental facts in Mathematical and Physical Geography; Surface and climate; industries as determined by surface, climate and people; study of the countries with their industries and resources; forms of government and character of the people; location and development of principal cities; changes wrought by the great World War.

Commercial Geography. Effect of physical and astronomical conditions; development of the resources of the earth; manufacturing, mining, transportation centers and causes of their location. Character of the people determining industries; laws of commercial activity; effects of the World's War on commercial and economic activities.

Reading

READING I.—The course includes both oral and silent reading. The student is drilled in proper oral expression and also in rapid and accurate interpretation of subject matter. Much emphasis is placed upon how to teach reading in the grades.

U. S. History

To day the United States looms large, not only with ourselves but with the world. Education will hereafter take more account of American History and American institutions. Henceforth we shall see all countries and all subjects from the view-point of the United States. This new outlook should begin in our common branch study of U. S. History.

U. S. HISTORY I.—Discovery, explorations, colonial history beginning of the Federal Government, rise of political parties, acquisition of territory, extending up to the Civil War.

U. S. HISTORY II.—The Civil War, reconstruction, internal development, civil service, industrial progress, Spanish American War, America in the World War.

Physiology

A knowledge of the functions of the organs of the body and of the laws of hygiene constitutes the basis of health and efficiency.

PHYSIOLOGY I and II.—A course designed to give such knowledge of the subject as the teacher must possess in order to pass the examinations for license and to teach the subject. The rules of hygiene are based upon the anatomy and physiology of the organ or system being considered. The selection of food, sanitation, and the germ theory of diseases are considered.

Penmanship

The coming of the typewriter has not done away with the demand for legible hand-writing. Every one in the course of his life work will be obliged to do enough writing with a pen to make a plain easy penmanship well worth while.

PENMANSHIP I.—Principles and practice of hand-writing.

Drawing

It is now impossible for one to teach children without being able to draw and to teach them to draw.

DRAWING I.—This course thoroughly accomplished the two objects named above, and covers the work needed by the teacher of this subject in the public schools.

U. S. HISTORY I.—Discovery, exploration, colonial history, beginning of the Federal Government, rise of political parties, acquisition of territory, extending up to the Civil War.
U. S. HISTORY II.—The Civil War, reconstruction, internal development, civil service, industrial progress, Spanish American War, America in the World War.

Danville and How to Reach It

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

Danville is on the Big Four Railroad, and the Terre Haute, Indianapolis & Eastern Electric Line, only twenty miles west of Indianapolis. The Big Four goes almost everywhere. One can go to the nearest Big Four station and buy a ticket direct to Danville. Cars on the T. H. I. & E. leave Indianapolis almost every hour of the day and evening.

THE DANVILLE PEOPLE

The Danville people, all of them—young and old, men and women laboring men, business men and professional men—take a personal interest in the welfare of our students. They appreciate fully the great advantage it is to a town and community to have in its midst from 100 to 800 ambitious, well-behaved young men and women exclusively engaged in intellectual pursuits. In return, the citizens of Danville gladly welcome our students in their places of business, their homes and their churches. More than one struggling student has received substantial aid from Danville men and women, and many scores of them have been even more benefited by the kindly advice of our fellow townsmen.

TELEPHONE CONNECTIONS

Long distance lines from all parts of the country run into the college office and the Presidents residence.

BUILDINGS AND GROUNDS

Our college campus is small but beautiful. Our buildings,

Recitation Hall, Chapel Hall and Science Hall, have been erected with reference to convenience. Students can get from one to another easily and without walking long distances. The Carnegie Library, owned by the town of Danville, is used constantly by the students of the college. Our genial capable librarian, Miss Lou Robinson, is ready and willing at all times to aid our students. They in turn appreciate her courtesies and do everything possible to lighten her labors. This building also is within easy reach.

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 undertaken extensive improvements. Driveways and walks are being constructed in accordance with a plan made by a Cincinnati landscape artist.

What concerns the college most is the laying out of a superb baseball diamond and the construction of a beautiful and commodious grandstand. There also are two shelter houses for the competing teams. Toilet and dressing rooms have been provided in the grandstand. The town water is available 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 building.

DEAN OF WOMEN

To care for the special needs of our large and increasing number of young women, we have found it advisable to employ a Dean of Women.

Parents who send their daughters to the Central Normal College may rest absolutely secure in the fact that the Dean will look after the comfort and welfare of each young woman.

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. Care is always given to those who need it, and parents are kept informed as to the condition of student's health.

CHAPEL EXERCISES

At 8:30 every morning we hold our Chapel exercises, which all students are welcome to attend. Though the attendance at these Chapel Exercises is altogether voluntary, it is remarkably good. The best students are seen here regularly and many of them attribute their success chiefly to the inspiration and enthusiasm caught at these exercises. The exercises include the devotional part, led by some member of the faculty or a minister of one of the various churches, music by the entire school, brief addresses, literary and scientific reports and experiments.

Chapel Exercises should be placed first on the program of every student. A student's attendance at Chapel modifies his grade.

Y. M. C. A.

The Y. M. C. A. is a very strong organization in the Central Normal College. The majority of our young men belong to it and attend regularly. The religious spirit of the institution is exceedingly strong. Nearly all members of the faculty do active church work and special efforts are made at all times to interest and instruct the students in moral and religious subjects.

The Y. M. C. A. holds its meetings each Sunday evening. These meetings are addressed by students, members of the faculty and ministers of the city.

Y. W. C. A.

The Y. W. C. A. has a splendid hall well furnished and supplied with a piano. The members meet every Sunday evening at 6 o'clock. A large per cent. of the young women of the college belong to this organization.

RULES AND REGULATIONS

(Adopted by the Board of Trustees, July 6, 1903)

1. All tuition is payable in advance to the Secretary and Treasurer of the college.
2. Tuition is never refunded, but in case of sickness or an absence of two or more consecutive weeks, a due bill will be given for the lost time. This can be used at any future time.
3. Due-bills are not transferable outside of the immediate family.
4. The president of the college and the faculty will give careful attention to the moral conduct of the students.
5. Students will be dismissed for neglect of duty and improper conduct.
6. Students will be dismissed at the discretion of the President of the college.
7. In order that the college records may be complete, and proper reports made to parents, guardians and school officials, it is necessary that the college have full control of the students' 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.

COLORED STUDENTS

From the first it has been, and now is, the custom of the college not to admit colored students.

LIBRARY

The college Library is open all day and every student is welcome. Here is a well-selected lot of books, intended not to make a show but to be a working library. Both the books and the services of the Librarian are for the use of the student. Here the student soon learns to use a library—an essential part of every education.

In addition to our books we have access to the Indiana State Library, in all research work. When themes are assigned to members of a class the President of the college asks the State Librarian to send suitable books. These are forwarded promptly and the college pays the transportation charges. There is no expense to the student. In this way our students have unusual library facilities. Being nearer

to Indianapolis than any other college, we can better use the state's magnificent collection of books.

Prospective students may be sure the library facilities are adequate.

THE CARNEGIE LIBRARY

Mr. Andrew Carnegie presented a new library to Danville. This is within three blocks of the college and is free to students. The College Library is and always has been as free to citizens as to students. Now with these three great collections of books, our facilities for investigation are excellent. This library is open of evenings. The student finds there many periodicals not provided in the college Library.

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 than ten times as many students as we can supply. If you desire a position—a profitable one—come and let us get you ready for it.

EXPENSES

Expenses in the Central Normal College are the lowest possible consistent with high-grade instruction, the health and general welfare of the student. No school offers more for one tuition. One tuition of \$24.00 entitles the student to a full program of regular studies for one term of 12 weeks.

GENERAL TUITION

- | | |
|--|---------|
| (1) For one term of 12 weeks, Paid in advance..... | \$24.00 |
| (2) For any single-hour study one term..... | 12.00 |
| (3) For any two hour study one term..... | 20.00 |
| (4) For any six weeks or less..... | 15.00 |

MUSIC TUITION

- | | |
|--|---------|
| (1) One term of 24 half-hour lessons, 2 or more a week, with Mrs. Luscomb..... | \$18.00 |
| (2) One term of 24 half-hour lessons, 2 or more a week, with Mrs. Gaston..... | \$12.00 |

NOTE—Lessons missed on account of illness may be made up within the term if the teacher is notified of the absence in advance.

DIPLOMAS

(1) College.....	\$5.00
(2) Standard Normal.....	5.00
(3) Teachers Commercial Course.....	5.00
(4) Shorthand or Bookkeeping.....	3.00
(5) High School.....	5.00
(6) Music Supervisor's Course.....	5.00
(7) Voice, Violin, Piano, each.....	5.00
(7) Art or Home Economics Course.....	5.00

LABORATORY FEES

Physics, per term.....	\$2.00
General Chemistry per term.....	3.00
Analytic Chemistry, per term.....	4.00
Manual Training per term.....	3.00
Domestic Science, per term.....	3.00

TYPEWRITER RENT

One hour per day, per term.....	\$2.50
Two hours per day, per term.....	4.50

PIANO RENT

(1) One hour per day, per term.....	\$2.50
(2) Two hours per day, per term.....	4.00
(3) Three hours per day, per term.....	5.25
(4) Four hours per day, per term.....	7.00

LIBRARY FEE

A library fee of \$1.00 per term entitles a student to use the college library.

NOTE—All library fees are expended for books which are immediately placed at the convenience of our students.

BOARD

The College owns no dormitories, and operates no boarding houses. Citizens of Danville room and board the students. There are no large rooming houses. A student rooms in one home and walks to another for meals. College authorities consult with boarding house keepers as to the rates that should be charged. Every one

understands that the college will maintain a boarding house, in case there should be any indication of unreasonable prices.

For nearly forty years the prevailing price for board was \$1.50 per week. The rapid increase in cost of provisions, due to the war in Europe, made advances necessary, nearly five years ago. The lowest price, at the present time, is \$3.50 per week. This price will continue next school year. There will be other houses, and restaurants, at higher prices, thus giving the student a choice.

There is no better food market than Indianapolis, from which place we have low freight rates. Our experienced boarding house keepers know how to buy. We are confident that our students get more for their money than they would in other college towns.

ROOMS

Room Rent is 50 cents to \$1.50 per week, to each student, two in a room.

There are no dormitories. Students room in the homes of citizens, the ideal way. The rooms are furnished with everything needed except personal toilet articles. Bring these with you, such as comb, brushes and towels. Gentlemen's rooms are cared for daily by the family. Lady students prefer to care for their own rooms.

The price depends upon the character of the furniture, and that which is furnished. In a room at 50 cents to 75 cents per week, the student furnishes fuel, and sometimes light. Nearly all homes now have electric light, but many do not have furnaces. In a fine home, where electric light, heat, and bath are furnished, the price varies from \$1.00 to 1.50 per week. The prices are usually less than the dormitory rates in other college towns, and the living conditions are much better.

What Superintendents Think of Us

Fulton, Mo., July 23, 1918.

To Whom It May Concern:

As a representative of one of the largest publishing houses of the country it has been my pleasure to visit many of the colleges and Normal Schools of the Middle West. In no school have I found such a spirit as exists at the Central Normal College at Danville. The students love their school, and they at all times, put forth their best efforts to make it bigger and better.

If I were a high school graduate and anticipated attending school next year I would come to the Central Normal College, because the faculty is good, the location ideal, the moral superb, living expenses low, and the school spirit the best in the state.

Respectfully submitted

Thomas E. Nichols,

Supt. of Fulton, Mo., Public Schools and Representative of Public School Methods.

STUDENTS OF 1919-1920

GRADUATES 1919-1920

COLLEGE COURSE, DEGREE OF A. B.

Joe C. Burgess..... Randolph, Ind. Charles N. McBrayer. Hendricks, Ind.
H. Allen Wood..... Hendricks, Ind.

STANDARD NORMAL COURSE

Orville Blue..... Hendricks, Ind.	Gladys Louise Johnson .. Jackson, Ind.
Myrtle Mae Comer..... Hendricks, Ind.	May Masten..... Hendricks, Ind.
Leroy L. Cook..... Hendricks, Ind.	Purl N. Nunemaker..... Grant, Ind.
Frank Felkins..... Morgan, Ind.	Vivian Tansel..... Hendricks, Ind.
Jennie C. Huston..... Marion, Ind.	Myrel Thomas..... Hendricks, Ind.
Ruth Hadley..... Hendricks, Ind.	Victor Wilson..... Green, Ind.
Zelma Harwood..... Hendricks, Ind.	

TWO YEAR LIFE LICENSE COURSE

Mary Ader..... Putnam Ind.	Lillian Kibler..... Jennings, Ind.
Verda Blunt..... Scott, Ind.	Edith Little..... Jasper, Ind.
Myrtle Mae Comer..... Hendricks, Ind.	Iva Lott..... Jackson, Ind.
Bessie Chambers..... Hendricks, Ind.	Walter L. Myers..... Warren, Ind.
Veda Coombs..... Hendricks, Ind.	Mable Marting..... Hendricks, Ind.
Charles A. Collier..... Monroe, Ind.	Leota Marshall..... Hendricks, Ind.
Ella Mae Fidler..... Morgan, Ind.	Olevia McCoun..... Hendricks, Ind.
Edna Hand..... Hendricks, Ind.	Ruth Pattison..... Hendricks, Ind.
Ruth M. Hannum..... Greene, Ind.	Thomas Earl Rawlings..... Perry, Ind.
Beryl Hadley..... Marion, Ind.	Bonnie Lola Russell..... Parke, Ind.
Helen Hadley..... Hendricks, Ind.	Mable Speer..... Orange, Ind.
Katherine Hines..... Clark, Ind.	Martha Alice Stum..... Boone, Ind.
Norma Heinlein..... Ripley, Ind.	Vivian Tansel..... Hendricks, Ind.
Gladys Louise Johnson .. Jackson, Ind.	Nellie Lee White..... Switzerland, Ind.

COMBINED BUSINESS COURSE

Opal Bosstick..... Hendricks, Ind.	Francis H. McMullen .. Dearborn, Ind.
Earl Morton Bruce .. Montgomery, Ind.	Ona Blanche Martin. Washington, Ind.
Helen Ewbank..... Montgomery, Ind.	Joseph W. Richter... Switzerland, Ind.
Eva F. Knight..... Washington, Ind.	George Stroup..... Tipton, Ind.
Lester T. Lee..... Jefferson, Ind.	

BOOKKEEPING

Emil Hostetler..... Decatur, Ind.	Omar Musselman..... Greene, Ind.
Wilbur Ransom..... Greene, Ind.	

SHORTHAND

Norma Heinlein..... Ripley, Ind.

MUSIC SUPERVISORS COURSE

Veda V. Coombs.....Hendricks, Ind. Virgillia R. Galnomer....Clinton, Ind.
 Millie F. Reed.....Hendricks, Ind.

ART SUPERVISORS COURSE

Millie F. Reed.....Hendricks, Ind.

HIGH SCHOOL COURSE

J. D. Allee.....Putnam, Ind. Lester T. Lee.....Jefferson, Ind.
 Charles F. Bales.....Monroe, Ind. Harriet McClain.....Hendricks, Ind.
 Ralph Casey.....Farette, Ind. E. J. McAfee.....Clark, Ind.
 Charles A. Collier.....Monroe, Ind. Jas. E. Moore.....Hancock, Ind.
 Raymond Demaree.....Ripley, Ind. Guy Reas.....Harrison, Ind.
 Donnus Denny.....Putnam, Ind. Joseph Richter.....Switzerland, Ind.
 Virginillia Galnomer.....Clinton, Ind. Clarence Tapscott.....Clark, Ind.
 Lillian Kibler.....Jennings, Ind. Mrs. Hazel Wilson.....Greene, Ind.

STUDENTS OF BOOKKEEPING

Arnold, Beulah.....Hendricks, Ind. Lewis, E. D.....Jackson, Ind.
 Arnold, Edna.....Putnam, Ind. Leitzman, Sewell.....Hendricks, Ind.
 Arnold, Bernice.....Hendricks, Ind. Marting, Nell.....Hendricks, Ind.
 Ayers, Mary.....Hendricks, Ind. Martin, Ona B.....Washington, Ind.
 Bales, Chas.....Jefferson, Ind. Musselman, Omar.....Greene, Ind.
 Bales, Basil.....Hendricks, Ind. McCammack, Florence Hendricks, Ind.
 Bruce, Earl.....Montgomery, Ind. Mitchell, Alta.....Hendricks, Ind.
 Bosstick, Opal.....Hendricks, Ind. Moore, Gertrude.....Rush, Ind.
 Bosstick, Glen.....Hendricks, Ind. Miles, Kreigh.....Hendricks, Ind.
 Berry, Quincy.....Hendricks, Ind. McPheeters, Opal.....Hendricks, Ind.
 Blunk, Ruth.....Morgan, Ind. Oliver, Nella.....McClean, Ill.
 Camichael, Herschel.....Brown, Ind. Parker, Spiegel.....Hendricks, Ind.
 Cook, Harold.....Hendricks, Ind. Parker, Mary.....Hendricks, Ind.
 Clark, Roy.....Hendricks, Ind. Peacock, Lena.....Hendricks, Ind.
 Darnall, Margaret.....Hendricks, Ind. Peacock, Kemper.....Montgomery, Ind.
 Dobbs, Rosalee.....Putman, Ind. Pugh, Beulah.....Parke, Ind.
 Ewbank, Helen.....Montgomery, Ind. Ransom, Wilbur.....Greene, Ind.
 Emig, Elmer.....Hendricks, Ind. Richter, Joseph.....Switzerland, Ind.
 Elgin, Lydia F.....Washington, Ind. Rice, Carol.....Ohio, Ind.
 Garriott, Simeon.....Washington, Ind. Reid, Ellsworth.....Marion, Ind.
 Glass, Nellie.....Tipton, Ind. Roach, Sarah.....Hendricks, Ind.
 Gearity, Elizabeth.....Cayuhoga, Ohio. Roush, Mary.....Brown, Ind.
 Gentry, Leota.....Hendricks, Ind. Squire, Arthur.....Parke, Ind.
 Hall, Ortha.....Lawrence, Ind. Smith, Elizabeth.....Hendricks, Ind.
 Hadley, Esther.....Hendricks, Ind. Stroupe, George.....Tipton, Ind.
 Hadley, Herschel.....Hendricks, Ind. Stuart, Ethel.....Hendricks, Ind.
 Harrison, Roy.....Hendricks, Ind. Stuart, Wiltsie.....Hendricks, Ind.
 Heinlein, Norma.....Ripley, Ind. Summers, Bessie.....Hendricks, Ind.
 Hostetler, Emil.....Decatur, Ind. Sullivan, Paul.....Boone, Ind.
 Higgins, H. M.....Hendricks, Ind. Shutts, Mabel.....Hendricks, Ind.
 Huff, Neal.....Hendricks, Ind. Terry, Ruby.....Hendricks, Ind.
 Hungate, Harry.....Marion, Ind. Templetown, Yolande.....Newton, Ind.
 Hobson, Lelia.....Parke, Ind. Thompson, Imogene.....Clinton, Ind.
 Harvey, Rhoda.....Vermilion, Ind. VerDow, Luzena.....Hendricks, Ind.
 Jones, Edythe.....Putnam, Ind. VerDow, Hazel.....Hendricks, Ind.
 Knight, Eva.....Washington, Ind. Walters, Katherine.....Hendricks, Ind.
 Kepple, Gordon.....Shelby, Ind. Walton, Colinette.....Hendricks, Ind.
 Lee, Lester T.....Jefferson, Ind. Waggoner, Floyd.....Shelby, Ind.

STUDENTS OF TYPEWRITING 1919-1920

Ayers, Raoul.....Hendricks, Ind. Johnson, Mary.....Hendricks, Ind.
 Ayres, Mary.....Hendricks, Ind. Johnson, Ruby.....Lawrence, Ind.
 Arnold, Edna.....Putnam, Ind. Jones, Edythe.....Putnam, Ind.
 Armstrong, Robt.....Hendricks, Ind. Kepple, Gordon.....Shelby, Ind.
 Allee, Jewell.....Putman, Ind. Knight, Eva.....Washington, Ind.
 Arnold, Beulah.....Hendricks, Ind. Lee, Lester T.....Jefferson, Ind.
 Arnold, Bernice.....Hendricks, Ind. Little, Edith.....Jasper, Ind.
 Bales, Basil.....Hendricks, Ind. May, Sherrell.....Hendricks, Ind.
 Beaman, Doris.....Hendricks, Ind. Martin, Ona B.....Washington, Ind.
 Branaman, Marie.....Jackson, Ind. Marting, Nelle.....Hendricks, Ind.
 Bridges, Harry.....Decatur, Ind. Mendel, Leona.....Dearborn, Ind.
 Brock, Richard.....Washington, Ind. Mendle, Goldie.....Dearborn, Ind.
 Brown, Wallace.....Rush, Ind. McMullen, Francis.....Dearborn, Ind.
 Boyd, Blanche.....Lawrence, Ind. McClellan, E. E.....Washington, Ind.
 Bradshaw, Wilfred.....Spencer, Ind. Morge, Harry.....Harrison, Ind.
 Bostick, Opal.....Hendricks, Ind. Morge, Mrs. Harry.....Harrison, Ind.
 Bruce, Earl.....Montgomery, Ind. McCammack, Florence Hendricks, Ind.
 Copeland, Pansy.....Hendricks, Ind. Musselman, Omar.....Greene, Ind.
 Carey, Anna.....Jennings, Ind. Milburn, Herman.....Dubois, Ind.
 Comer, Myrtle Mae.....Hendricks, Ind. McClung, Minnie.....Hendricks, Ind.
 Chambers, Rollo.....Lawrence, Ind. Moore, Gertrude.....Rush, Ind.
 Carmichael, Herschel.....Brown, Ind. O'Daniel, Wm.....Putnam, Ind.
 Collins, Glen.....Jackson, Ind. Pavy, Louise.....Decatur, Ind.
 Couch, Paul.....Switzerland, Ind. Phlegley, Leona.....Vigo, Ind.
 Crawley, Orville.....Hendricks, Ind. Parker, Mary.....Hendricks, Ind.
 Campbell, Beulah.....Hendricks, Ind. Peacock, S. Kemper Montgomery, Ind.
 Cook, Harold.....Hendricks, Ind. Peek, Gertrude.....Shelby, Ind.
 Clarke, Roy.....Hendricks, Ind. Pugh, Beulah.....Parke, Ind.
 Darnall, Margaret.....Hendricks, Ind. Richter, Joseph.....Switzerland, Ind.
 Demaree, Raymond.....Ripley, Ind. Ransom, Wilbur.....Greene, Ind.
 Dobbs, Rosalee.....Putnam, Ind. Roush, Mary.....Brown, Ind.
 Ewbank, Helen.....Montgomery, Ind. Rine, Lloyd.....Jennings, Ind.
 Ellis, Edith.....Dubois, Ind. Reid, Ellsworth.....Marion, Ind.
 Edwards, Pauline.....Hendricks, Ind. Stewart, Willis.....Hendricks, Ind.
 Elgin, Lydia.....Washington, Ind. Stewart Edith.....Hendricks, Ind.
 French, Katherine.....Ripley, Ind. Stroup, Geo.....Tipton, Ind.
 Fields, Tarrance.....Crawford, Ind. Stewart, Ethel.....Hendricks, Ind.
 Glass, Nellie.....Tipton, Ind. Smith, Elizabeth.....Hendricks, Ind.
 Gentry, Leota.....Hendricks, Ind. Sullivan, Paul.....Boone, Ind.
 Grantham, Opal.....Putnam, Ind. Summers, Bessie.....Hendricks, Ind.
 Gentry, Ellen.....Hendricks, Ind. Sharp, Henry M.....Warrick, Ind.
 Goodwin, Floetta.....Putnam, Ind. Steward, Hazel.....Shelby, Ind.
 Hale, Edith.....Jennings, Ind. Storm, Esther.....Boone, Ind.
 Hadley, Esther.....Hendricks, Ind. Templeton, Yolande.....Newton, Ind.
 Hadley, Ruth.....Hendricks, Ind. Thompson, Imogene.....Clinton, Ind.
 Hungerford, Zella.....Hendricks, Ind. Tredway, Mae.....Martin, Ind.
 Horne, Juanita.....Hendricks, Ind. Walters, Katherine.....Hendricks, Ind.
 Huff, Neal.....Hendricks, Ind. Wetzell, Nettie.....Jennings, Ind.
 Heinlein, Norma.....Ripley, Ind. Werishing, Ralph.....Morgan, Ind.
 Hobson, Lelia.....Parke, Ind. West, Everett.....Hendricks, Ind.
 Hostetler, Emil.....Decatur, Ind. Williams, Harry.....Washington, Ind.
 Huffman, Myrtle.....Scott, Ind. Walton, Colinette.....Hendricks, Ind.
 Hurst, Chas F.....Putnam, Ind. VerDow, Hazel.....Hendricks, Ind.
 Harvey, Rhoda.....Vermilion, Ind.

STUDENTS OF SHORTHAND 1919-1920

Arnold, Beulah.....Hendricks, Ind. Arnold, Edna.....Putnam, Ind.
 Arnold, Bernice.....Hendricks, Ind. Ball, Hazel.....Lawrence, Ind.
 Ayers, Mary.....Hendricks, Ind. Bales, Basil.....Hendricks, Ind.

Bosstick, Opal.....	Hendricks, Ind.	McCammack, Florence	Hendricks, Ind.
Bruce, Earl.....	Montgomery, Ind.	McMullen, Francis H.	Dearborn, Ind.
Carmichael, Herschel.....	Brown, Ind.	Moore, Gertrude.....	Rush, Ind.
Darnall, Margaret.....	Hendricks, Ind.	McClung, Minnie.....	Hendricks, Ind.
Dobbs, Rosalee.....	Putnam, Ind.	Parker, Mary.....	Hendricks, Ind.
Elgin, Lidia.....	Washingsn, Ind.	Peacock, Kemper.....	Montgomery, Ind.
Ewbank, Helen.....	Montgomery, Ind.	Richter, Joseph.....	Switzerland, Ind.
Gentry, Ellen.....	Hendricks, Ind.	Roush, Mary.....	Brown, Ind.
Glass, Nellie.....	Tipton, Ind.	Smith, Elizabeth.....	Hendricks, Ind.
Hostetler, Emil.....	Decatur, Ind.	Stewart, Ethel.....	Hendricks, Ind.
Heinlein, Norma.....	Ripley, Ind.	Stewart, Wiltsie.....	Hendricks, Ind.
Hobson, Lelia.....	Parke, Ind.	Stroup, George.....	Tipton, Ind.
Hadley, Esther.....	Hendricks, Ind.	Summers, Bessie.....	Hendricks, Ind.
Johnson, Mary.....	Hendricks, Ind.	Sullivan, Paul.....	Boone, Ind.
Jones, Edythe.....	Putnam, Ind.	Templeton, Yoland.....	Newton, Ind.
Knight, Eva.....	Washington, Ind.	Thompson, Imogene.....	Clinton, Ind.
Kepple, Gordon.....	Shelby, Ind.	VerDow, Hazel.....	Hendricks, Ind.
Lee, Lester T.....	Jefferson, Ind.	Walton, Colinette.....	Hendricks, Ind.
Martin, Ona B.....	Washington, Ind.	Walters, Katherine.....	Hendricks, Ind.

STUDENTS OF VOICE

Barker, Lura.....	Warrick, Ind.	Hobson, Lelia A.....	Howard, Ind.
Boyle, Albert.....	Benton, Ark.	McClain, Harriet.....	Hendricks, Ind.
Bennett, Bessie.....	Hamilton, Ind.	Mitchell, Edith L.....	Dubois, Ind.
Coombs, Veda.....	Hendricks, Ind.	Pennington, Clara.....	Hendricks, Ind.
Coleman, Courtney.....	Harrison, Ind.	Schultz, Ernest J.....	Pulaski, Ind.
Deibel, Lula.....	Clark, Ind.	Sieg, Frances.....	Harrison, Ind.
Glass, Nellie.....	Tipton, Ind.	Swisher, Mary R.....	Grant, Ind.
Good, Geraldine.....	Boone, Ind.	Stewart, Joy.....	Shelby, Ind.
Grantham, Opal.....	Putnam, Ind.	Smith, Frances.....	Clark, Ind.
Henderson, Lelah.....	Hendricks, Ind.	VanWinkle, Nina.....	Perry, Ind.
Huffman, Myrtle.....	Scott, Ind.	Wright, Maye.....	Hendricks, Ind.
Heinlein, Norma.....	Ripley, Ind.	Zieg, Leola.....	Cass, Ind.

STUDENTS OF DRAMATIC ART

Cummings, Elnora.....	Hendricks, Ind.	Metsker, John.....	Hamilton, Ind.
Cline, Thelma.....	Johnson, Ind.	Shrout, Basil.....	Hancock, Ind.

STUDENTS OF EXPRESSION

Glasgow, Leonard.....	Harrison, Ind.	Johnson, Gladys.....	Jackson, Ind.
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VIOLIN STUDENTS

Hadley, Maxine.....	Hendricks, Ind.	Shepherd, Chester.....	Brown, Ind.
Huston, Jennie.....	Marion, Ind.	Smith, Frances.....	Clark, Ind.
McCoun, Alice.....	Hendricks, Ind.	Tinder, Georgia.....	Hendricks, Ind.
Shull, Floyd.....	Hancock, Ind.		

STUDENTS OF PIANO 1919-1920

Armstrong, Margaret.....	Hendricks, Ind.	Blankenship, Phyllis.....	Morgan, Ind.
Baker, Pansy.....	Hendricks, Ind.	Benz, Emma.....	Crawford, Ind.
Bosstick, Opal.....	Hendricks, Ind.	Beaver, Gladys.....	Warren, Ind.
Bosstick, Beryl.....	Hendricks, Ind.	Biggs, Beulah.....	Hendricks, Ind.
Barrett, Mrs A. G.....	Hendricks, Ind.	Crane, Eva.....	Benton, Ind.
Barker, Lura.....	Warrick, Ind.	Carithers, Marie.....	Parke, Ind.
Benbow, Fairy.....	Hendricks, Ind.	Cline, Thelma.....	Johnson, Ind.
Bryan, Grace.....	Jackson, Ind.	Comer, Leona.....	Hendricks, Ind.
Baliff, Beryl.....	Hamilton, Ind.	Curtis, Maxine.....	Hendricks, Ind.

Clark, Gertrude.....	Hendricks, Ind.	Mitchell, Alta E.....	Hendricks, Ind.
Cox, Grace.....	Hendricks, Ind.	McElhany, Elizabeth.....	Marion, Ind.
Cox, Gladys.....	Hendricks, Ind.	McCoun, Alice.....	Hendricks, Ind.
Davis, Muriel.....	Marion, Ind.	Montgomery, Mabel.....	Hendricks, Ind.
Davis, Helen.....	Hancock, Ind.	Moone, Ione.....	Hendricks, Ind.
Davis, Vida.....	Lawrence, Ind.	Miller, Mabel.....	Hendricks, Ind.
Dennison, Bertha.....	Franklin, Ind.	Niswander, Jno. M. Jr.	Hendricks, Ind.
Dunlap, Katherine.....	Hendricks, Ind.	Neese, Pearl.....	Hendricks, Ind.
Emly, Clarissa.....	Washington, Ind.	Osborn, Miriam.....	Hendricks, Ind.
Edwards, Hazel.....	Davies, Ind.	Parker, Clona.....	Hendricks, Ind.
Edwards, John.....	Hendricks, Ind.	Parker, Mary.....	Hendricks, Ind.
Finnegan, Clara.....	Clinton, Ind.	Perry, Nellie.....	Jennings, Ind.
Foster, Elloree.....	Hendricks, Ind.	Pratt, Fleurange.....	Decatur, Ind.
Fleece, Hubert.....	Hendricks, Ind.	Pavy, Louise.....	Putnam, Ind.
Gibson, Clarice.....	Hendricks, Ind.	Pickett, Ella H.....	Putnam, Ind.
Garriott, Bertha.....	Jackson, Ind.	Ramsey, Dorothy.....	Hendricks, Ind.
Gearity, Elizabeth.....	Cuyahoga, Ill.	Scott, Ova.....	Hendricks, Ind.
Gregory, Ruth.....	Hendricks, Ind.	Shirley, Lois.....	Hamilton, Ind.
Green, Minnie Lotich.....	Shelby, Ind.	Sarig, Harold S.....	Marion, Ind.
Hadley, Claire.....	Hendricks, Ind.	Schenck, Leona.....	Harrison, Ind.
Hine, Naomi.....	Boone, Ind.	Schneider, Edna.....	Davies, Ind.
Huffman, Myrtle.....	Scott, Ind.	Smith, Dorris, E.....	Putnam, Ind.
Harbison, Eunice.....	Putnam, Ind.	Shubert, Julia.....	Clarke, Ind.
Howell, Hettie E.....	Randolph, Ind.	Smith, Frances.....	Rush, Ind.
Horton, Floyd H.....	Hamilton, Ind.	Stickford, Opal.....	Pulaski, Ind.
Hess, Anna.....	Switzerland, Ind.	Schultz, Erenet J.....	Harrison, Ind.
Huff, Cleo.....	Hendricks, Ind.	Schneider, Edna.....	Hendricks, Ind.
Hobson, Lelia A.....	Parke, Ind.	Shane, Margaret.....	Hendricks, Ind.
Johnson, Hilda.....	Scott, Ind.	Shuckman, Dorothy.....	Hendricks, Ind.
Jordan, Lillian.....	Jackson, Ind.	Sears, Herbert.....	Hendricks, Ind.
Kennedy, Marie.....	Hendricks, Ind.	Spear, Hazel.....	Washington, Ind.
Kiser, Ethel.....	Hendricks, Ind.	Tredway, Mae.....	Hendricks, Ind.
Love, Elnora.....	Jennings, Ind.	Thompson, June.....	Hendricks, Ind.
Lochmuller, Lodoscia.....	Hendricks, Ind.	Underwood, Doris.....	Hendricks, Ind.
Leak, Lawrence.....	Hendricks, Ind.	Veatch, Grace.....	Hendricks, Ind.
Marker, Helen.....	Hendricks, Ind.	Walters, Katharine.....	Hendricks, Ind.
Marker, Ruby.....	Hendricks, Ind.	Whitehead, Maurine.....	Perry, Ind.
Marker, Laura M.....	Hendricks, Ind.	Wheeler, Ruth.....	Brown, Ind.
Martin, Ona B.....	Washington, Ind.	Wood, Imogene.....	Hendricks, Ind.
McClain, Harriett.....	Hendricks, Ind.	Watkins, Mary.....	Hendricks, Ind.
McClain, Elenor.....	Hendricks, Ind.	Walls, Minnie.....	Hendricks, Ind.
Mace, Effie.....	Scott, Ind.		

GENERAL LIST 1919-1920

Abbott, Florence M.....	Dearborn, Ind.	Allen, Gladys.....	Lawrence, Ind.
Acra, Alma.....	Shelby, Ind.	Allen, Fay.....	Lawrence, Ind.
Adams, Carrie E.....	Monroe, Ind.	Allen, Edna.....	Putnam, Ind.
Adams, Doris.....	Morgan, Ind.	Allman, Gertrude.....	Jackson, Ind.
Ader, Helen.....	Hendricks, Ind.	Almond, Emma O.....	Hendricks, Ind.
Airhart, Mary E.....	Hendricks, Ind.	Ammerman, Manley R.....	Wayne, Penn.
Albright, Rachel.....	Clay, Ind.	Anderson, Grafton.....	Sullivan, Ind.
Allee, J. D.....	Putnam, Ind.	Anderson, Paul N.....	Marion, Ind.
Allee, Velma.....	Putnam, Ind.	Anthony, Cloyd.....	Brown, Ind.
Allee, Yehlma.....	Putnam, Ind.	Anthony, L. Herbert.....	Brown, Ind.
Allen, Margaret.....	Martin, Ind.	Armstrong, John.....	Lawrence, Ind.
Allen, Howard Lee.....	Brown, Ind.	Armstrong, Harry.....	Wayne, Ind.
Allen, Arsinol.....	Hendricks, Ind.	Armstrong, Robert.....	Hendricks, Ind.

Arnold, Alice R.	Decatur, Ind.	Blunt, Verda	Scott, Ind.
Arnold, Edna	Putnam, Ind.	Bogan, Edith	Boone, Ind.
Arnold, Bernice	Hendricks, Ind.	Bogard, Mary	Lawrence, Ind.
Arnold, Beulah	Hendricks, Ind.	Bohnert, Henrietta	Ripley, Ind.
Asbell, Ernest	Martin, Ind.	Bolton, Howard	Cass, Ind.
Ash, Mary	Shelby, Ind.	Bolin, Russell	Warrick, Ind.
Atkins, Orpha	Boone, Ind.	Boring, Sydney Ralph	Hancock, Ind.
Austin, Verner	Crawford, Ind.	Bosstick, C. C.	Hendricks, Ind.
Axsom, Martha	Monroe, Ind.	Bosstick, Opal	Hendricks, Ind.
Ayers, Mary	Hendricks, Ind.	Bosstick, Berge	Hendricks, Ind.
Ayers, Raoul	Hendricks, Ind.	Bosstick, Glenn	Hendricks, Ind.
Bagshaw, James E.	Washington, Ind.	Botkin, Clifford	Monroe, Ind.
Bailey, Albert Russell	Perry, Ind.	Bottoff, Mildred	Jackson, Ind.
Bailey, Lester E.	Hamilton, Ind.	Bowden, Scade C.	Lawrence, Ind.
Bailey, Virgil	Boone, Ind.	Bowers, Herman	Washington, Ind.
Bailey, Bessie L.	Fountain, Ind.	Boyd, Blanche	Lawrence, Ind.
Baird, Nancy	Hendricks, Ind.	Boyd, Dorothy	Parke, Ind.
Baird, Marie	Hendricks, Ind.	Boyle, Albert L.	Benton, Ark.
Baker, Alga	Scott, Ind.	Bradshaw, Wilfred	Spencer, Ind.
Baker, Pensy	Hendricks, Ind.	Brady, Beulah	Hendricks, Ind.
Baker, Fern	Clark, Ind.	Bramble, Ransom N.	Parke, Ind.
Baker, Pearl	Clark, Ind.	Branaman, Marie	Jackson, Ind.
Baker, Elvin	Washington, Ind.	Brenner, Ivah	Warren, Ind.
Baker, Jennie, Lind	Hamilton, Ind.	Brinley, Mary	Harrison, Ind.
Bales, Basil	Hendricks, Ind.	Bridges, Harry	Decatur, Ind.
Bales, Charles F.	Jefferson, Ind.	Bridges, Loma M.	Henry, Ind.
Baliff, Amy	Hamilton, Ind.	Brown, Bennie B.	Morgan, Ind.
Baliff, Beryl	Hamilton, Ind.	Brown, Wallace	Rush, Ind.
Ballard, Lucy	Jackson, Ind.	Brown, Gertrude	Marion, Ind.
Ball, Hazel	Lawrence, Ind.	Brown, Mabel	Jackson, Ind.
Barker, Lura	Warrick, Ind.	Brown, Ethel	Decatur, Ind.
Barker, E. Ruth	Hendricks, Ind.	Brookshire, Dora Mae	Grant, Ind.
Barker, Ruth	Hendricks, Ind.	Brookshire, Naomi	Greene, Ind.
Barker, Bernice	Parke, Ind.	Brock, Fred	Jackson, Ind.
Barker, James	Warrick, Ind.	Brock, Richard	Washington, Ind.
Barrett, John	Hendricks, Ind.	Broyles, Bessie B.	Marion, Ind.
Barrett, Mrs. A. G.	Hendricks, Ind.	Bruce, Earl	Montgomery, Ind.
Bartoo, Gertrude	Hendricks, Ind.	Bruce, Elsie	Montgomery, Ind.
Barwick, Agnes	Warren, Ind.	Brubeck, Grayce D.	Orange, Ind.
Bass, Emerson	Shelby, Ind.	Bryan, Grace	Jackson, Ind.
Beaman, Doris	Hendricks, Ind.	Bullington, Roy C.	Washington, Ind.
Beaman, Verlain	Owen, Ind.	Bunten, Edna	Hendricks, Ind.
Beatty, Emma Garnet	Jackson, Ind.	Burnside, Inah	Parke, Ind.
Beatty, Opal	Jackson, Ind.	Burns, Jennie	Boone, Ind.
Beiler, Beatrice	Marshall, Ind.	Burgess, Joe C.	Randolph, Ind.
Benz, Florence	Crawford, Ind.	Butler, Charles W.	Henry, Ind.
Benz, Emma	Crawford, Ind.	Butts, Thelma A.	Jackson, Ind.
Bennett, Bessie	Hamilton, Ind.	Cain, Catherine	Scott, Ind.
Benbow, Fairy	Hendricks, Ind.	Cain, Thos. E.	Scott, Ind.
Berg, Verda	Harrison, Ind.	Callahan, Maude	Jackson, Ind.
Berry, Quincy	Hendricks, Ind.	Callahan, C. C.	Clark, Ind.
Bever, Elizabeth	Warren, Ind.	Callow, Nellie	Johnson, Ind.
Biggs, Gladys	Warren, Ind.	Calvert, Iva May	Johnson, Ind.
Biggs, Beulah	Hendricks, Ind.	Calvert, Bertha	Johnson, Ind.
Black, Clyde	Owen, Ind.	Camp, Edith	Hamilton, Ind.
Blair, Arthur	Scott, Ind.	Campbell, Katherine	Shelby, Ind.
Blakenship, Phyllis	Morgan, Ind.	Campbell, Beulah	Hendricks, Ind.
Bledsoe, Alvin	Dubois, Ind.	Carnahan, Sidney	Daviess, Ind.
Blue, Orville	Hendricks, Ind.	Carmichael, Forrest	Brown, Ind.
Blunk, Ruth	Morgan, Ind.	Carmichael, Geoffrey	Brown, Ind.
Blunk, Nettie	Morgan, Ind.	Carmichael, Bessie	Brown, Ind.
		Carmichael, Herschell	Brown, Ind.

Carithers, Marie	Parke, Ind.	Cummings, Elnora	Hendricks, Ind.
Carey, Anna	Jennings, Ind.	Cummins, May	Dubois, Ind.
Carter, Madeline	Warren, Ind.	Cunningham, Gladys	Jackson, Ind.
Casey, Ralph B.	Fayette, Ill.	Curtis, Leona	Morgan, Ind.
Chambers, Bess	Hendricks, Ind.	Cutsinger, Pansy	Martin, Ind.
Chambers, A. D.	Lawrence, Ind.	Darnall, Margaret	Hendricks, Ind.
Chandler, Lillie	Hendricks, Ind.	Davis, Eula	Hendricks, Ind.
Chance, Cecil	Pike, Ind.	Davis, Helen	Hancock, Ind.
Chanley, Albert	Dubois, Ind.	Davis, Muriel	Marion, Ind.
Chipman, Carrie G.	LaPorte, Ind.	Davis, Mamie	Hendricks, Ind.
Chumbley, Marvin	Pike, Ind.	Davis, Vida	Lawrence, Ind.
Clark, Mary E.	Harrison, Ind.	Dawson, Ruth	Henry, Ind.
Clark, Hattie	Daviess, Ind.	Dean, Retta	Monroe, Ind.
Clark, Ethel M.	Hendricks, Ind.	Deckard, Fern	Monroe, Ind.
Clark, Gertrude	Hendricks, Ind.	Deibel, Lula L.	Clark, Ind.
Cobb, Thelma	Marion, Ind.	DeLong, Chas. L.	Jackson, Ind.
Collins, Glen	Jackson, Ind.	Demaree, Raymond	Rush, Ind.
Collins, Callis	Dubois, Ind.	DeMoss, Lowell H.	Pike, Ind.
Collins, Bessie	Scott, Ind.	DeMott, Georgia	Franklin, Ind.
Coleman, Nell	Hamilton, Ind.	Denison, Bertha	Jackson, Ind.
Collier, Chas. A.	Monroe, Ind.	Denny, Helen	Putnam, Ind.
Comer, Myrtle Mae	Hendricks, Ind.	Denny, Donus E.	Washington, Ind.
Comer, Leora	Hendricks, Ind.	Denny, Zella	Jennings, Ind.
Connelly, Rhoda E.	Parke, Ind.	Deputy, Ethel	Parke, Ind.
Connelly, Geo. W.	Parke, Ind.	Dixon, Thelma	Lawrence, Ind.
Conner, Loga	Jackson, Ind.	Doane, Estella	Putnam, Ind.
Conner, Louise	Owen, Ind.	Dobbs, Rosalee	Putnam, Ind.
Crown, Hollis L.	Morgan, Ind.	Dooley, Weyburn	Hendricks, Ind.
Coons, Lola M.	Hendricks, Ind.	Dougan, Mary M.	Hendricks, Ind.
Coombs, Veda V.	Hendricks, Ind.	Drake, Loyd	Dubois, Ind.
Coombs, H. A.	LaPorte, Ind.	Drillette, Dorothy	Harrison, Ind.
Cook, Harold	Hendricks, Ind.	Dunkin, Hobart	Putnam, Ind.
Cook, Leroy	Hendricks, Ind.	Dunlap, Kathryn	Hendricks, Ind.
Cooper, Helen Blanche	Fountain, Ind.	Dyer, L. Everett	Rush, Ind.
Copeland, Helen	Boone, Ind.	Easley, Verna	Sangamore, Ill.
Copeland, Pansy	Shelby, Ind.	Easley, Roger	Hendricks, Ind.
Costin, Marie	Owen, Ind.	Eckert, Sylvia	Dubois, Ind.
Cotner, Jessie	Benton, Ind.	Eckert, Blanche	Dubois, Ind.
Couch, Paul	Switzerland, Ind.	Eckles, Hazel	Putnam, Ind.
Cox, Olive	Dubois, Ind.	Eckles, Ethel	Putnam, Ind.
Cox, Grace	Hendricks, Ind.	Edmonson, Ruth	Hendricks, Ind.
Cox, Gladys	Hendricks, Ind.	Edmonson, Caroline	Jackson, Ind.
Clark, Urban, Otto	Hendricks, Ind.	Edwards, Ruth	Hendricks, Ind.
Clark, Albert W. Jr.	Hamilton, Ind.	Edwards, Pauline	Hendricks, Ind.
Clark, Monzell F.	Brown, Ind.	Edwards, John	Hendricks, Ind.
Clark, Floyd	Hendricks, Ind.	Edwards, Hazel	Daviess, Ind.
Clark, Roy	Hendricks, Ind.	Elgin, Lydia	Washington, Ind.
Clements, Grover	Putnam, Ind.	Elliott, Lucile	Miami, Ind.
Clements, Carl	Orange, Ind.	Ellis, Edith	Dubois, Ind.
Cline, Thelma	Johnson, Ind.	Ellis, Mabel	Dubois, Ind.
Cline, Flossie	Morgan, Ind.	Elliott, Clara	Henry, Ind.
Crabbe, Nellie	Greene, Ind.	Emery Charles	Clinton, Ind.
Crabbe, Jennie	Green, Ind.	Emig, Elmer	Hendrick, Ind.
Craig, Lester	Marion, Ind.	Emly, Clarissa	Washington, Ind.
Crawley, Orville	Hendricks, Ind.	English, Neva	Martin, Ind.
Craig, Delta V.	Scott, Ind.	Ewbank, Helen	Montgomery, Ind.
Crone, Eva	Benton, Ind.	Fancher, Claude	Orange, Ind.
Crosier, Helen	Harrison, Ind.	Farmer, Nina V.	Martin, Ind.
Crooks, Inez	Cass, Ind.	Farrier, Inez	Martin, Ind.
Cronkhite, Florence	Warren, Ind.	Farrell, Vincent	Boone, Ind.
Crider, Arthur L.	Hancock, Ind.	Faubion, Nina	Lawrence, Ind.
Crise, Donald	Decatur, Ind.	Felkins, Frank	Morgan, Ind.

Fickle, Ledger	Clinton, Ind.	Gum, Laura A.	Clinton, Ind.
Fidler, Ella Mae	Morgan, Ind.	Habenicht, Louisa	Dearborn, Ind.
Fields, Tarrence	Crawford, Ind.	Hadley, Maxine	Hendricks, Ind.
Finchum, Vergil	Morgan, Ind.	Hadley, Ruth	Hendricks, Ind.
Finnegan, Clara	Clinton, Ind.	Hadley, Beryl	Hendricks, Ind.
Fish, Opher	Martin, Ind.	Hadley, Claire	Hendricks, Ind.
Flasherty, Elizabeth	Benton, Ind.	Hadley, Helen	Hendricks, Ind.
Fleener, Geo. R.	Brown, Ind.	Hadley, Herschel A.	Hendricks, Ind.
Fletcher, Grace, R.	Morgan, Ind.	Hadley, Esther	Hendricks, Ind.
Fletcher, Mary G.	Morgan, Ind.	Hagan, Annetta	Spencer, Ind.
Fleence, Hubert	Hendricks, Ind.	Hague, Minard	Washington, Ind.
Flint, Sandy A.	Putnam, Ind.	Haines, Lee N.	Martin, Ind.
Fogleman, T. B.	Hamilton, Ind.	Hall, Fern	Greene, Ind.
Foreman, Ethel	Carroll, Ind.	Hall, Ortha	Lawrence, Ind.
Foster, Elloroe	Hendricks, Ind.	Hall, Helen	Scott, Ind.
Foster, Doris	Warren, Ind.	Hale, Edith Lucile	Jennings, Ind.
Forbis, Burrell Fountain	Harrison, Ind.	Hale, Martha	Jennings, Ind.
Frazier, Walter	Brown, Ind.	Hamm, Dorothy	Parke, Ind.
Freed, Vella	Daviess, Ind.	Hamill, Eveth	Carroll, Ind.
French, Katherine	Ripley, Ind.	Hampton, Claude	Montgomery, Ind.
Funk, Olive	Harrison, Ind.	Hancock, Otto B.	Harrison, Ind.
Galbraith, Glen W.	Decatur, Ind.	Hannum, Ruth M.	Greene, Ind.
Galnomer, Virgillia	Clinton, Ind.	Hand, Edna	Hendricks, Ind.
Gardner, Elsie	Jasper, Ind.	Hanger, Ernest	Crawford, Ind.
Garland, Hylda Louise	Dubois, Ind.	Harnet, Marie	Shelby, Ind.
Garland, Dallas	Dubois, Ind.	Harmon, Alfred	Harrison, Ind.
Garriott, Pearl	Jackson, Ind.	Harbinson, Mrs. Eva	Putnam, Ind.
Garriott, Simeon	Washington, Ind.	Harbinson, Eunice	Putnam, Ind.
Garriott, Bertha	Jackson, Ind.	Harris, Revella	Dubois, Ind.
Garrison, Irene	Warrick, Ind.	Harrison, Roy	Hendricks, Ind.
Gearity, Elizabeth	Cuyahoga, Ohio	Harbaugh, Fleeta	Hendricks, Ind.
Gentry, Mrs. Ellen	Hendricks, Ind.	Harbaugh, Eileen	Jackson, Ind.
Gentry, Ione	Hendricks, Ind.	Harrison, Marvin	Jasper, Ill.
Gentry, Leota	Hendricks, Ind.	Harvey, Roda	Vermillion, Ind.
Gephart, Elizabeth	Benton, Ind.	Harwood, Zelma	Hendricks, Ind.
Gerichs, G. W.	Perry, Ind.	Harris, Clarence E.	Ripley, Ind.
Gheen, Ollie	Greene, Ind.	Harris, Stephen	Jackson, Ind.
Gibson, J. E.	Decatur, Ind.	Hathaway, Adah	Fountain, Ind.
Gibson, Elbert	Perry, Ind.	Hayes, Vera B.	Montgomery, Ind.
Gibson, Clarice	Hendricks, Ind.	Hayes, Donald	Parke, Ind.
Giles, Mrs. Achsah	Lawrence, Ind.	Hayes, Norah	Marion, Ind.
Glasgow, Leonard	Harrison, Ind.	Hazlett, Marguerite	Parke, Ind.
Glass, Nellie	Tipton, Ind.	Hazlrigg, Horace	Ripley, Ind.
Glasson, Irene	Parke, Ind.	Heavin, Albert	Putnam, Ind.
Glaze, Mary S.	Harrison, Ind.	Heinlein, Norma	Ripley, Ind.
Goddard, Frances	Putnam, Ind.	Helker, Raymond C.	Dearborn, Ind.
Goldman, Lawrence	Crawford, Ind.	Henderson, Edith	Green, Ind.
Good, Geraldine	Boone, Ind.	Henderson, Cleophas	Green, Ind.
Goodin, Estin	Fountain, Ind.	Henderson, Lela K.	Hendricks, Ind.
Goodin, Susie	Fountain, Ind.	Hendricks, Jesse C.	Hendricks, Ind.
Goodwin, Floetta	Putnam, Ind.	Hendrickson, Harvey	Warrick, Ind.
Grantham, Opal	Putnam, Ind.	Hess, Anna	Switzerland, Ind.
Gray, Edw.	Washington, Ind.	Higgins, Harvey M.	Hendricks, Ind.
Gregory, Ollie, T.	Boone, Ind.	Hine, Naomi	Boone, Ind.
Gregory, Ruth	Hendricks, Ind.	Hines, Katherine	Clark, Ind.
Green, Minnie Lotich	Shelby, Ind.	Hobson, Lelia A.	Parke, Ind.
Grooms, Helen	Hendricks, Ind.	Hobson, Edna	Howard, Ind.
Gruver, Nellie	Perry, Ind.	Hodson, Joyce	Hamilton, Ind.
Gruver, Edris	Perry, Ind.	Hochne, Frank W.	Cass, Ind.
Guest Thomas	Harrison, Ind.	Hochne, George A.	Cass, Ind.
Gulde, Carl E.	Rush, Ind.	Hochne, Mrs. Lura	Cass, Ind.
Gum, Edith	Clinton, Ind.	Hogshire, James A. Jr.	Boone, Ind.

Hollett, Harmon B.	Hendricks, Ind.	Kennedy, Curtis	Hendricks, Ind.
Hollowell, Coy	Washington, Ind.	Kennedy, Marie	Hendricks, Ind.
Holmes, Gertrude	Harrison, Ind.	Keppel, Hilda	Shelby, Ind.
Holt, Harry O.	Martin, Ind.	Keppel, Gordon G.	Shelby, Ind.
Honnold, Esther	Tipton, Ind.	Kerkhoff, Jos.	Tipp, Ind.
Horton, Floyd	Hamilton, Ind.	Kibler, Lillian M.	Jennings, Ind.
Horton, Maxine	Tipton, Ind.	Killion, Elizabeth	Parke, Ind.
Horner, Bertha	Scott, Ind.	Kirk, June	Morgan, Ind.
Horn, Harold	Hendricks, Ind.	Kite, Violet	Parke, Ind.
Horne, Juanita	Hendricks, Ind.	Kiser, Ethel	Hendricks, Ind.
Horn, Naomi	Carroll, Ind.	Knight, Eva	Washington, Ind.
Horn, Hazel	Carroll, Ind.	Knoop, Gladys	Hancock, Ind.
Hostetter, Emil T.	Decatur, Ind.	Konold, Hilda	Perry, Ind.
Howell, Hattie E.	Randolph, Ind.	Kopp, Otto C.	Harrison, Ind.
Howe, Leona	Perry, Ind.	Kruse, Rudolph	Hendricks, Ind.
Howe, Iola	Perry, Ind.	Kurtz, Lawrence	Shelby, Ind.
Howe, Leroy	Perry, Ind.	Lafferson, James	Jennings, Ind.
Huber, Paul	Decatur, Ind.	Lamb, Fanny E.	Warren, Ind.
Huff, Neal	Hendricks, Ind.	Landon, Mary	Hendricks, Ind.
Huff, Cleo	Hendricks, Ind.	Larimore, Hazel	Putnam, Ind.
Huffman, Myrtle	Scott, Ind.	Lasley, Cleatis	Clinton, Ind.
Hughes, Dorothy	Jackson, Ind.	Latslaw, Voris	Hendricks, Ind.
Hughes, Edris	Jackson, Ind.	Leach, Emma	Hendricks, Ind.
Hughes, Opal	Jennings, Ind.	Lee, Lester T.	Jefferson, Ind.
Hungate, Harry	Marion, Ind.	Lee, Flint	Montgomery, Ind.
Hungerford, Zella	Rush, Ind.	Leak, Lawrence	Hendricks, Ind.
Hurst Charles T.	Putnam, Ind.	Leitzman, Sewell	Hendricks, Ind.
Hurley, Essie	Jackson, Ind.	Lietzman, Jewel	Hamilton, Ind.
Hurley, Bessie	Jackson, Ind.	Lewis, Mary	Putnam, Ind.
Husted, Laura	Union, Ind.	Lewis, Collin	Jackson, Ind.
Huston, Jennie	Henry, Ind.	Lewis, Edward D.	Jackson, Ind.
Hutchinson, C. E.	Jackson, Ind.	Linder, Gevena	Carroll, Ind.
Hutchins, Mary	Hendricks, Ind.	Linn, Mildred	Sullivan, Ind.
Imler, Mary	Carroll, Ind.	Lind, Wilbur	Knox, Ind.
Ison, Clara Belle	Hendricks, Ind.	Lind Don, E.	Shelby, Ind.
Hyatt, George	Ripley, Ind.	Linville, Lucille, M.	Shelby, Ind.
Jackson, Lafayette	Washington, Ind.	Linville, Lucy	Jasper, Ind.
Jackson, Elma R.	Hendricks, Ind.	Little, Edith	Hendricks, Ind.
James, Edith	Boone, Ind.	Little, Mabel	Hamilton, Ind.
James, Kathleen	Putnam, Ind.	Lively, Esther F.	Orange, Ind.
James, Louis E.	Perry, Ind.	Livengood, Burniece	Shelby, Ill.
John, Julia C.	Shelby, Ind.	Lockhart, Mary W.	Hendricks, Ind.
Johnson, Gladys	Jackson, Ind.	Lockhart, Anna	Hendricks, Ind.
Johnson, Rosanna	Fountain, Ind.	Lockmueller, Lodoscia	Hendricks, Ind.
Johnson, Charlotte	Scott, Ind.	Logston, Edna	Hendricks, Ind.
Johnson, Ruby	Lawrence, Ind.	Long, Sherrill G.	Green, Ind.
Johnson, Mary E.	Hendricks, Ind.	Long, Solon	Hamilton, Ind.
Johnson, Carolyn Mae	Green, Ind.	Lorenz, Florence	Harrison, Ind.
Johnson, Hilda	Scott, Ind.	Lotich, Nellie	Harrison, Ind.
Jones, Miriam	Green, Ind.	Lotich, Mattie	Clark, Ind.
Jones, Dennie	Martin, Ind.	Lott, Iva V.	Jennings, Ind.
Jones, Edythe	Putnam, Ind.	Love Elmore	Switzerland, Ind.
Jordan, Lillian R.	Jackson, Ind.	Lowe, Helen	Hendricks, Ind.
Joseph, Bernice	Hendricks, Ind.	Lowe, Lois	Hendricks, Ind.
Joseph, Mabel	Hendricks, Ind.	Loy, Wendell	Hendricks, Ind.
Kaiser, Estella	Ripley, Ind.	Loyd, Erna	Decatur, Ind.
Kaserman, Jessie	Brown, Ind.	Lundgren, L. C.	Parke, Ind.
Kaserman, Bessie	Brown, Ind.	Lutes, Charlotte	Brown, Ind.
Kellam, Walter	Hamilton, Ind.	Lutes, Altha V.	Montgomery, Ind.
Keller, Donald	Daviess, Ind.	Luzader, Lloyd	Perry, Ind.
Kelly, Josina M.	Hamilton, Ind.	Lyons, Owen	Harrison, Ind.
Keller, Opal	Montgomery, Ind.	Lyskowski, Johnnie	Harrison, Ind.

Lyskowski, Fern	Harrison, Ind.	McMillin, Ruth A.	Marion, Ind.
Marker, Helen	Hendricks, Ind.	McNabb, Russell	Martin, Ind.
Marker, Laura	Hendricks, Ind.	McNow, Magraret	Benton, Ind.
Marker, Ruby	Hendricks, Ind.	McPheeters, Opal	Hendricks, Ind.
Mace, Mabel	Scott, Ind.	Mecham, Jessie	Jefferson, Ind.
Mace, Effie	Scott, Ind.	Melvin, Myrtle	Montgomery, Ind.
Mahuron, L. R.	Washington, Ind.	Melling, Eldo H.	Hendricks, Ind.
Mahorney, G. S.	Montgomery, Ind.	Mendell, Mayme	Dearborn, Ind.
Maloney, Margaret	Marion, Ind.	Mendel, Goldie	Dearborn, Ind.
Maloney, Genevieve	Hendricks, Ind.	Mendel, Leona	Dearborn, Ind.
Manaugh, Marguerite	Scott, Ind.	Meriwether, Ercell	Crawford, Ind.
Manuel, Dewey	Decatur, Ind.	Merrett, Constance	Hendricks, Ind.
Marshall, Leota	Hendricks, Ind.	Metsker, John	Hamilton, Ind.
Marshall, Robert	Warrick, Ind.	Meyer, J. I.	Jennings, Ind.
Marshall, John	Warrick, Ind.	Meyers, Nellie	Dearborn, Ind.
Marshall, Blanche	Spencer, Ind.	Milburn, Herman	Dubois, Ind.
Marshall, C. Franklin	Washington, Ind.	Miles, Kreigh	Hendricks, Ind.
Martin Katherine R.	Hendricks, Ind.	Milhon, Neona	Hendricks, Ind.
Martin, Jeanette	Hendricks, Ind.	Mills, Pansy	Hendricks, Ind.
Martin, Russell A.	Washington, Ind.	Miller, Eva	Daviess, Ind.
Martin, Ona B.	Washington, Ind.	Miller, Burke H.	Hendricks, Ind.
Marting, Mary	Dubois, Ind.	Miller, Reggie	Putnam, Ind.
Marting, Mabel	Hendricks, Ind.	Miller, Mabel	Hendricks, Ind.
Marting, Nell	Hendricks, Ind.	Miller, Blanche	Putnam, Ind.
Mason, Helen	Henry, Ind.	Miller, Lelia	Shelby, Ind.
Mason, Arthur H.	Marion, Ind.	Miller, Mary	Warren, Ind.
Masten, May	Hendricks, Ind.	Miller, Verna	Scott, Ind.
Mathis, Ray	Brown, Ind.	Miller, Annabel	Shelby, Ind.
May, Sherrell	Hendricks, Ind.	Minnick, Ray	Hendricks, Ind.
McAfee, Henry	Clark, Ind.	Mitchell, Lucy	Park, Ind.
McAfee, E. J.	Clark, Ind.	Mitchell, Alta E.	Hendricks, Ind.
McBane, Alice	Boone, Ind.	Mitchell, Edith Lyle	Dubois, Ind.
McBrayer, C. N.	Hendricks, Ind.	Mitchell, Harold	Hendricks, Ind.
McCain, Ruth	Shelby, Ind.	Montgomery, Frank	Shelby, Ind.
McCalment, Helen	Hendricks, Ind.	Montgomery, Mabel	Hendricks, Ind.
McCammack, Florence	Hendricks, Ind.	Moon, Percy	Hendricks, Ind.
McCarter, Chas H.	Jennings, Ind.	Moon, Ione	Hendricks, Ind.
McCarthy, J. P.	Boone, Ind.	Moore, Dessie	Orange, Ind.
McClain, Mabel	Hendricks, Ind.	Moore, James E.	Shelby, Ind.
McClain Elenor	Hendricks, Ind.	Moore, Emma	Orange, Ind.
McClain, Harriet	Hendricks, Ind.	Moore, Eloise	Spencer, Ind.
McClellan, Everett E	Washington, Ind.	Moore, Jewell	Putnam, Ind.
McClellan, Mary	Scott, Ind.	Moore, Ruby	Putnam, Ind.
McClung, Minnie	Hendricks, Ind.	Moore, Gertrude	Rush, Ind.
McCord, Sylvia	Hendricks, Ind.	Moran, John Jr.	Hendricks, Ind.
McCoun, Olivia	Hendricks, Ind.	Morge, Florence	Harrison, Ind.
McCoun, Alice	Hendricks, Ind.	Morge, Harry E.	Harrison, Ind.
McCoy, Ralph	Lawrence, Ind.	Munday, Ruth	Hamilton, Ind.
McDonald, Russell	Orange, Ind.	Murtaugh, Victor J.	Dearborn, Ind.
McDonald, Mabel	Cass, Ind.	Murphy, Olive Mae	Marion, Ind.
McElhaney, C. Virgil	Marion, Ind.	Musselman, Omar	Greene, Ind.
McElhaney, Elizabeth	Benton, Ind.	Myers, Marjorie	Parke, Ind.
McFall, Mary E.	Benton, Ind.	Myers, Lucila	Warren, Ind.
McGuirk, Marguerite M.	Benton, Ind.	Myers, Ernest	Daviess, Ind.
McGuirk, Vivian A.	Clark, Ind.	Myers, Walter L.	Warren, Ind.
McGuirk, Frank H.	Floyd, Ind.	Myers, Paul	Parke, Ind.
McGuirk, Alvin	Putnam, Ind.	Myers, Mrs. Paul	Parke, Ind.
McKinsey, Edith	Clinton, Ind.	Neese, Pearl	Hendricks, Ind.
McKinzie, Mable	Warren, Ind.	Neff, Jessie	Cass, Ind.
McKinzie, Margaret	Marion, Ind.	Neidigh, Claude V.	Brown, Ind.
McMullen, Francis	Dearborn, Ind.	Nelson, Esther	Daviess, Ind.
		Newman, Vera M.	Fountain, Ind.

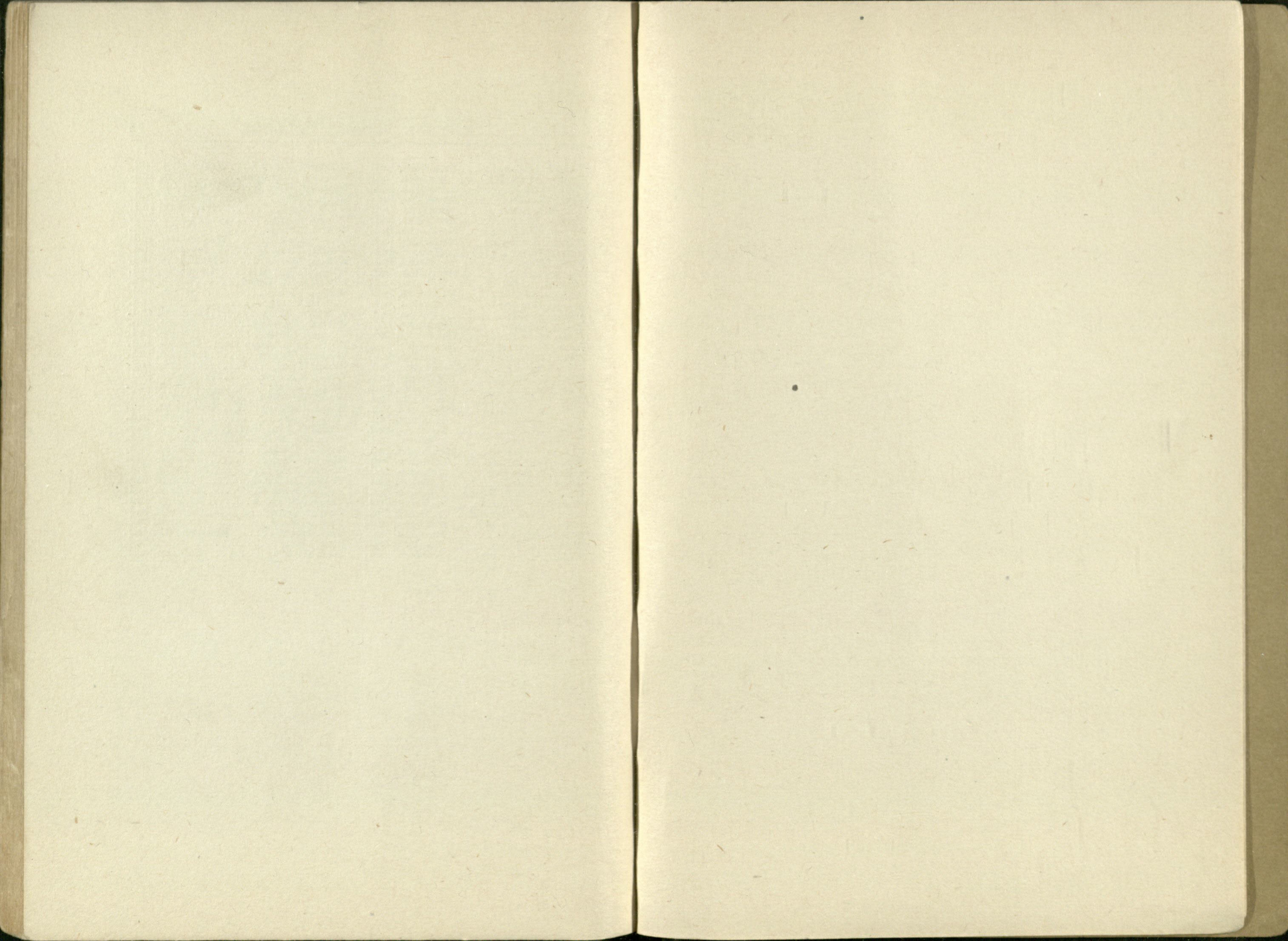
Newman, Chas.	Hendricks, Ind.	Prevo, Ernest T.	Hendricks, Ind.
Niblack, Flossie M.	Hendricks, Ind.	Pruit, Jessie	Hendricks, Ind.
Nichols, Ruth	Daviess, Ind.	Puckett, Gladys	Tipton, Ind.
Nichols, Lucile	Hendricks, Ind.	Pugh, Beulah	Parke, Ind.
Nichols, Olive	Washington, Ind.	Purdue, Forest J.	Boone, Ind.
Niemeyer, Laurel	Dearborn, Ind.	Purdue, Vernon	Boone, Ind.
Niwander, Jno. M Jr.	Hendricks, Ind.	Radcliffe, Mima	Lawrence, Ind.
Norman, Minnie I.	Martin, Ind.	Rafferty, Dale S.	Shelby, Ind.
Norton, Margaret	Hamilton, Ind.	Ragland, Chas.	Hendricks, Ind.
Norton, Pansy J.	Hendricks, Ind.	Ransom, Wilbur	Green, Ind.
Nugent, Esther	Green, Ind.	Randolph, Thorne	Hendricks, Ind.
Nunemaker, P. M.	Grant, Ind.	Rawlings, Earl	Perry, Ind.
O'Daniel, Wm.	Putnam, Ind.	Reas, Guy	Harrison, Ind.
O'Dell, Kathryn	Shelby, Ind.	Reed, Millie	Hendricks, Ind.
Oliver, Nella F.	McLean, Illinois	Reid, Elsworth	Marion, Ind.
Orman, Ruth	Bartholomew, Ind.	Renick, Glee	Fountain, Ind.
Osmon, Roland	Daviess, Ind.	Rice, Carol	Ohio, Ind.
Osborne, Miriam	Hendricks, Ind.	Rice, Mary	Parke, Ind.
Overstreet, Kenneth	Hendricks, Ind.	Richter, Joseph	Switzerland, Ind.
Owen, Ruth	Rush, Ind.	Rine, J. Lloyd	Jennings, Ind.
Owens, Frank	Putnam, Ind.	Ritter, Roscoe	Daviess, Ind.
Owen, Carness	Orange, Ind.	Roach, Radie R.	Perry, Ind.
Owens, Gaynell	Jackson, Ind.	Robbins, Nellie	Jefferson, Ind.
Pampel, Sabina M.	Jasper, Ind.	Robinson, Rufe	Green, Ind.
Parker, Clona	Putnam, Ind.	Robbins, Rachel	Jefferson, Ind.
Parker, Mary	Hendricks, Ind.	Rodman, Harry A.	Jackson, Ind.
Parker, Speigel	Hendricks, Ind.	Roeßler, Arthur	Perry, Ind.
Parker, Helen	Hendricks, Ind.	Roller, Allegro	Jackson, Ind.
Parks, Clifford	Scott, Ind.	Ross, Eva Lee	Clark, Ind.
Parmer, Mamie	Decatur, Ind.	Roush, Mary	Brown, Ind.
Parrish, Eva	Putnam, Ind.	Roush, Grace	Brown, Ind.
Patten, Anise	Morgan, Ind.	Rucker, Rose Alta	Jackson, Ind.
Pattison, Ruth	Hendricks, Ind.	Rush, Ada	Montgomery, Ind.
Paugh, Fay	Jefferson, Ind.	Russell, Bonnie T.	Parke, Ind.
Pavy, Louise	Decatur, Ind.	Ryker, Alliene	Jefferson, Ind.
Payne, Muriel	Marion, Ind.	Sageser, F. F.	Vermillion, Ind.
Peacock, A. Kemper	Montgomery, Ind.	Sallust, Karroll	Hendricks, Ind.
Peacock, Lenna M.	Hendricks, Ind.	Sanders, Ruth	Lawrence, Ind.
Peck, Gertrude	Shelby, Ind.	Sanson, Mattie	Benton, Ind.
Pennington, Clara	Hendricks, Ind.	Sarig, Harold A.	Hamilton, Ind.
Peruw, Anna	Marion, Ind.	Scales, Ira	Warrick, Ind.
Perry, Nellie	Jennings, Ind.	Scheirer, Mary	Clinton, Ind.
Phegley, Leona	Clay, Ind.	Schenck, Winifred	Marion, Ind.
Phillips, Anna Marie	Brown, Ind.	Schenck, Leona	Marion, Ind.
Phillips, Faye	Brown, Ind.	Schneider, Edna	Harrison, Ind.
Phillips, Ralph	Brown, Ind.	Schultz, Ernest J.	Pulaski, Ind.
Phillips, Arthusia	Cass, Ind.	Schwengel, Arnold	Warrick, Ind.
Phillips, Janice M.	Cass, Ind.	Schell, Maye	Jackson, Ind.
Pickett, Gladys	Putnam, Ind.	Scott, Edw. L.	Hendricks, Ind.
Pickett, Ella Hazel	Putnam, Ind.	Scott, Ova	Hendricks, Ind.
Pietz, Austin L.	Parke, Ind.	Scott, Edgar	Montgomery, Ind.
Pike, Elizabeth	Hendricks, Ind.	Scott, Russell F.	Jennings, Ind.
Pindell, Burrel	Harrison, Ind.	Scott, Mary Ann	Putnam, Ind.
Poe, Opal	Parke, Ind.	Scott, Myrtle G.	Jackson, Ind.
Poindexter, Wiley	Martin, Ind.	Sears, Fred	Lawrence, Ind.
Pommerehn, Nan	Jefferson, Ind.	Sears, Herbert	Hendricks, Ind.
Porter, Carl	Martin, Ind.	Seay, Ruby R.	Spencer, Ind.
Porter, Edgar	Martin, Ind.	Seibert, Mary M.	Martin, Ind.
Powers, Harry W.	Putnam, Ind.	Shadley, Madison	Shelby, Ind.
Pratt, Geo. H.	Boone, Ind.	Shalley, Bessie	Parke, Ind.
Pratt, Fleurance	Hendricks, Ind.	Sharp, Henry M.	Warrick, Ind.
Prentice, Frances	Hendricks, Ind.	Shaw, Orpha	Boone, Ind.

Shane, Margaret.....Hendricks, Ind.
 Sheaffer, Earl.....Shelby, Ind.
 Sheets, Geraldine.....Hendricks, Ind.
 Sheetz, Blanche.....Davies, Ind.
 Shehane, Aldine.....Switzerland, Ind.
 Shelton, Elsie.....Clark, Ind.
 Shepard, Chester.....Brown, Ind.
 Shinn, Mary.....Putnam, Ind.
 Shipman, Mrs. Altona.....Franklin, Ill.
 Shirley, Lee W.....Hendricks, Ind.
 Shrout, Basil.....Hancock, Ind.
 Shubert, Julia.....Putnam, Ind.
 Shull, Floyd.....Hancock, Ind.
 Shutts, Mabel.....Hendricks, Ind.
 Shuckman, Dorothy.....Hendricks, Ind.
 Sides, Gladys.....Martin, Ind.
 Sieg, Frances.....Harrison, Ind.
 Sigler, Robert R.....Harrison, Ind.
 Sinclair, Clone.....Putnam, Ind.
 Sink, Leatha.....Morgan, Ind.
 Simmons, Blanche.....Marshall, Ind.
 Skelton, Jennie Alice.....Putnam, Ind.
 Smallwood, William.....Jackson, Ind.
 Smith, Atwood.....Montgomery, Ind.
 Smith, Elizabeth.....Hendricks, Ind.
 Smith, Evangeline.....Newton, Ind.
 Smith, Martha.....Clark, Ind.
 Smith, Frances.....Clark, Ind.
 Smith, Wendell.....Putnam, Ind.
 Smith, Joe.....Jackson, Ind.
 Smith, Dorris E.....Davies, Ind.
 Smoot, Eva.....Hendricks, Ind.
 Snider, Aletha.....Brown, Ind.
 Snodgrass, Gladys.....Hancock, Ind.
 Snodgrass, James P.....Hendricks, Ind.
 Spear, Hazel.....Hendricks, Ind.
 Speer, Mabel Jane.....Orange, Ind.
 Spencer, Glynn.....Parke, Ind.
 Spencer, Lowell.....Boone, Ind.
 Spencer, Glen.....Boone, Ind.
 Spillman, Nellie.....Decatur, Ind.
 Squire, Arthur.....Park, Ind.
 Staley, Freda E.....Hendricks, Ind.
 Stanley, Leon.....Rush, Ind.
 Starr, Olivia.....Jackson, Ind.
 Stephens, Alpha.....Martin, Ind.
 Stephenson, Georgia.....Crawford, Ind.
 Stephenson, Frank R.....Boone, Ind.
 Stewart Hazel.....Shelby, Ind.
 Stewart, Helen.....Hendricks, Ind.
 Sterwad, Ivy.....Shelby, Ind.
 Stewart, Edith E.....Hendricks, Ind.
 Stewart, Fred.....Hendricks, Ind.
 Stewart, Thomas.....Morgan, Ind.
 Stickford, Opal.....Rush, Ind.
 Stierwalt, Ruth.....Morgan, Ind.
 Stokesberry, Claude.....Marion, Ind.
 Stoops, Nelle E.....Switzerland, Ind.
 Storm, Esther.....Boone, Ind.
 Strange, Edith.....Martin, Ind.
 Stroud, Marie.....Lawrence, Ind.
 Stroup, George F.....Tipton, Ind.

Stuart, Ethel.....Hendricks, Ind.
 Stuart, Waltie.....Hendricks, Ind.
 Stum, Martha.....Hamilton, Ind.
 Sturdevant, Nora.....Washington, Ind.
 Sullivan, Effie R.....Boone, Ind.
 Sullivan, Lusa.....Boone, Ind.
 Sullivan, Paul B.....Boone, Ind.
 Summerville, William.....Martin, Ind.
 Summers, Bessie.....Hendricks, Ind.
 Surface, Lawrence.....Montgomery, Ind.
 Sutherland, Esther.....Putnam, Ind.
 Swisher, Mary Ruth.....Grant, Ind.
 Tagg, Marie.....Benton, Ind.
 Tanner, Bernice.....Jackson, Ind.
 Tansel, Vivian.....Hendricks, Ind.
 Tapscott, C. B.....Clarke, Ill.
 Taylor, Adelai.....Perry, Ind.
 Templetown, Yolande.....Newton, Ind.
 Terry, Ruby.....Hendricks, Ind.
 Terrell, Harley.....Lawrence, Ind.
 Tester, Edward.....Montgomery, Ill.
 Tester, Raymond.....Montgomery, Ill.
 Tester, Albert L.....Montgomery, Ill.
 Thomas, Myrtle.....Hendricks, Ind.
 Thompson, Imogene.....Clinton, Ind.
 Thompson, Ferris.....Jackson, Ind.
 Thompson, Loice.....Jackson, Ind.
 Thompson, June.....Hendricks, Ind.
 Thorne, Lora.....Warren, Ind.
 Tinder, Fredia.....Hendricks, Ind.
 Tinder, Georgia.....Hendricks, Ind.
 Tobias, Vivian.....Benton, Ind.
 Todd, Lillian.....Clark, Ind.
 Tolin, Earl J.....Marion, Ind.
 Toney, Ida E.....Crawford, Ind.
 Toon, Shelton R.....Martin, Ind.
 Toon, Dewey.....Martin, Ind.
 Trainor, Merle.....Clark, Ind.
 Trainer, Cora.....Washington, Ind.
 Trammel, Ava.....Hendricks, Ind.
 Tredway, Mae.....Martin, Ind.
 Trexler, Bernadine.....Montgomery, Ind.
 Tucker, Frank.....Hendricks, Ind.
 Tuley, Myrtess.....Spencer, Ind.
 Tuley, Harless.....Spencer, Ind.
 Turner, Gayle.....Morgan, Ind.
 Underwood, Perry.....Monroe, Ind.
 Underwood, Doris.....Hendricks, Ind.
 Umpleby, Lucia.....Parke, Ind.
 Utrecht, Louis.....Clark, Ind.
 Utter, Arbelie.....Dearborn, Ind.
 Van Buskirk, Ruby.....Monroe, Ind.
 Van Gorden, Gladys.....Shelby, Ind.
 Van Winkle, Nina.....Perry, Ind.
 Vaughn, Noble.....Hendricks, Ind.
 Vaughn, Annice.....Owen, Ind.
 VerDow Luzena.....Hendricks, Ind.
 VerDow, Hazel.....Hendricks, Ind.
 Veatch, Grace.....Hendricks, Ind.
 Waggoner, Beuna.....Jackson, Ind.
 Wagoner, Floyd.....Shelby, Ind.
 Wagner, Carl.....Harrison, Ind.

Wagner, Louise.....Hendricks, Ind.
 Walker, James J.....Spencer, Ind.
 Walls, Mary E.....Hendricks, Ind.
 Walls, Minnie.....Hendricks, Ind.
 Wallace, Athel.....Hamilton, Ind.
 Wallace, Noble.....Hendricks, Ind.
 Walton, Collette.....Hendricks, Ind.
 Walters, Katherine.....Hendricks, Ind.
 Waltz, Walter.....Brown, Ind.
 Ward, Lillie.....Parke, Ind.
 Warren, Marie.....Hendricks, Ind.
 Warren, A. M.....Putnam, Ind.
 Watkins, Mary.....Hendricks, Ind.
 Watkins, Mary.....Hamilton, Ind.
 Watson, Bernice.....Tipton, Ind.
 Watson, Opal.....Hendricks, Ind.
 Watts, Bertha.....Hendricks, Ind.
 Webb, Nina Parker.....Hendricks, Ind.
 Webb, Forrest O.....Orange, Ind.
 Webb, L. Hazel.....Washington, Ind.
 Weir, Maysel.....Morgan, Ind.
 Wershing, Ralph.....Hendricks, Ind.
 West, Everett.....Hendricks, Ind.
 West, Mary E.....Hendricks, Ind.
 West, Opal M.....Jennings, Ind.
 Wetzel, Mary.....Jennings, Ind.
 Wheeler, Ruth.....Brown, Ind.
 Whicker, Mildred.....Lawrence, Ind.
 White, Isis Snow.....Johnson, Ind.
 White, Nellie Lee.....Switz, Ind.
 White, Nellie.....Switz, Ind.
 White, William Bryan.....Brown, Ind.
 Whitehead Maurine.....Perry, Ind.
 Whittington, Donald.....Parke, Ind.
 Widmer, Lydia M.....Benton, Ind.
 Wilcox, Anna E.....Harrison, Ind.
 Wilkerson, Edna.....Jennings, Ind.
 Wilkerson, Harmie.....Jennings, Ind.

Williams, Harry L.....Washington, Ind.
 Williams, Addarena.....Scott, Ind.
 Williams, Nora E.....Washington, Ind.
 Willis, Mae.....Hancock, Ind.
 Willis, Mary.....Hancock, Ind.
 Wilson, Edith.....Jennings, Ind.
 Wilson, Curtis.....Green, Ind.
 Wilson, Carl E.....Washington, Ind.
 Wilson, Clyde L.....Jennings, Ind.
 Wilson, Maynard.....Hendricks, Ind.
 Wilson, Howard.....Lawrence, Ind.
 Wilson, Mrs. Hazel.....Green, Ind.
 Wilson, Victor.....Green, Ind.
 Winsor, Gladys.....Ripley, Ind.
 Wischart, Mary.....Hancock, Ind.
 Witmer, Dorothy.....Boone, Ind.
 Witmer, Edith.....Boone, Ind.
 Witte, Mrs. Leona Hart.....Marion, Ind.
 Wolpert, Edwin.....Harrison, Ind.
 Wood, Hazel.....Hancock, Ind.
 Wood, Florence.....Shelby, Ind.
 Wood, Lester.....Marion, Ind.
 Wood, H. Allen.....Hendricks, Ind.
 Wood, Imogene.....Hendricks, Ind.
 Woodall, Nettie.....Putnam, Ind.
 Woodfill, Maydene.....Jefferson, Ind.
 Woodrow, Beulah L.....Fountain, Ind.
 Wright, Carol.....Boone, Ind.
 Wright, Mary.....Putnam, Ind.
 Wright, Maye.....Hendricks, Ind.
 Yeager, Harry E.....Jennings, Ind.
 Yeager, Nina E.....Jennings, Ind.
 Yeager, Florence.....Jennings, Ind.
 Yeager, Ernest.....Jennings, Ind.
 York, Claude.....Putnam, Ind.
 Yow, Hester.....Montgomery, Ind.
 Zieg, Leole.....Cass, Ind.
 Zink, Gladys.....Sullivan, Ind.



TOTAL ATTENDANCE BY STATES AND COUNTIES 1876 TO 1920

N. B. A large number of those enrolling from Hendricks County, Indiana, were from families that moved from other counties and other states for the sole purpose of patronizing the College,

Adams.....	21	Madison.....	314
Allen.....	34	Marion.....	791
Benton.....	301	Madison.....	314
Bartholomew.....	494	Marion.....	791
Blackford.....	55	Marshall.....	14
Boone.....	923	Martin.....	418
Brown.....	485	Miami.....	79
Carroll.....	299	Monroe.....	391
Cass.....	203	Montgomery.....	721
Clark.....	323	Morgan.....	666
Clay.....	504	Newton.....	23
Clinton.....	431	Noble.....	21
Crawford.....	455	Ohio.....	103
Daviess.....	601	Oragne.....	406
Dearborn.....	296	Owen.....	246
Decatur.....	472	Parke.....	808
DeKalb.....	17	Perry.....	557
Delaware.....	264	Pike.....	112
Dubois.....	234	Porter.....	1
Elkhart.....	49	Posey.....	132
Fayette.....	196	Pulaski.....	73
Floyd.....	103	Putnam.....	1182
Fountain.....	299	Randolph.....	447
Franklin.....	119	Ripley.....	181
Fulton.....	43	Rush.....	526
Gibson.....	225	Scott.....	302
Grant.....	126	Shelby.....	1105
Green.....	389	Spencer.....	440
Hamilton.....	473	Starke.....	12
Hancock.....	667	St. Joseph.....	39
Harrison.....	585	Steulen.....	1
Hendricks.....	5616	Sullivan.....	458
Henry.....	288	Switzerland.....	191
Howard.....	220	Tippecanoe.....	270
Huntington.....	158	Tipton.....	432
Jackson.....	729	Union.....	106
Jasper.....	150	Vanderburg.....	86
Jay.....	60	Vermillion.....	112
Jefferson.....	401	Vigo.....	129
Jennings.....	364	Wabash.....	51
Johnson.....	378	Warren.....	233
Knox.....	224	Warrick.....	426
Kosciusko.....	9	Washington.....	638
Lagrange.....	18	Wayne.....	132
Lake.....	1	Wells.....	110
Laport.....	23	White.....	72
Lawrence.....	780	Whitley.....	39

A FEW STATES

Indiana.....	32,904	Kentucky.....	896
Illinois.....	3,840	Arkansas.....	1
Ohio.....	874	Pennsylvania.....	1



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