THE CENTRAL NORMAL COLLEGE

makes one Transcript of Credits without charge. Additional copies at the following rates:

- One term .................................................. $ .25
- Two to four terms ...................................... .50
- Five or more terms .................................... 1.00

If you think the transcript is incorrect, or incomplete, return it with explanations. Do not write on the transcript. Help us, by giving the exact dates of your attendance.

The keeping of records and the making of transcripts has become a great burden. We ask your consideration in cases of error and delayed reply.

The charge for copying high school credits is 50 cents.
Postage stamps will be accepted in payment.
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 stronger 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.
MRS. FRED LUSCOMB—Pupil of F. E. Clark, Pianist, New England Conservatory of Music, Dr. Arnold W. Meyer, Pipe Organist, Washington, D. C.—Professor of Piano and 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. Professor of Piano and organ.

ADA HAHN WITHERS, Diploma graduate in French Language and Literature, University of Grenoble, France; Special Student of Art and Design in the best schools of St. Louis, Chicago, Philadelphia and New York. (All summers 1905 to 1914 inclusive, were spent in study and travel in Europe.) All phases of Public School Art; Studio work in Oil, Water and China.

LAURA C. NISWANDER, B. S.; and B. C. S., Fayette Normal University, LL B. and A. B.,—Central Normal College,—Professor of Bookkeeping, Commercial Law and Office Practice, and Head of Commercial Department.

H. M. TOWELL,—Professor of Advanced Shorthand, and head of Shorthand Department.

ADDITIONAL SUMMER SCHOOL FACULTY FOR 1922

CHAS. E. COOK, A.B.&A.M. WALTER MOHR, Ph. D.
Supt. IRA CONNER, A. B. C. E. GREEN, B. of Music
RODH SELECK

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.

MORD CARTER, W. T. LAWSON,
J. W. NICHOLS, J. D. HOGATE.

Calendar 1921-22

Fall Term, September 20, 1921 to December 8, 1921.
Winter Term, December 13, 1921 to March 2, 1922.
Spring Term, March 7 to May 25, 1922.
Spring, Mid-Term, April 18 to July 6, 1922.
Summer Term, May 30 to August 7, 1922.

Annual Commencement, June 24 to June 29, 1922

Reception to Faculty, Alumni, Students and Trustees, by President and Mrs. Rigdon, June 23.
Reunion, Faculty and Students, June 24.
Baccalaureate Sermon, June 25.
Class Play, June 26.
Recital of Department of Music, June 27.
Alumnal Banquet, June 28.
Graduating Exercises, Conferring Diplomas and Degrees, June 29.
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 difference 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 a college should be free from the distractions 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 always be 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.

CENTRAL NORMAL COLLEGE

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

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

To accommodate 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.

Beginning in July, 1921, and thereafter, the Central Normal College offers a six weeks summer school in elementary, college, and professional subjects with particular attention to Music, Art and Home Economics. This is for the accommodation of teachers in city and town schools who for any reason may not be able to take a twelve weeks course.

A CREDIT.

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

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

A TERM HOUR.

A term hour, as stated above, is one fourth of a credit, or a subject carried for 12 weeks with one recitation a week. A term hour is two-thirds of a semester hour. A semester hour is one and one-half term hours.

PREPARATION.

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

UNPREPARED WORK, OR DRILL SUBJECTS

Penmanship, Typewriting, Drawing, Vocal Music and Physical Culture may be taken, without preparation, requiring only the time of the recitation. Such work leads to drill credits or credits in unprepared work.
AMOUNT OF WORK

All our college work is on a 4 study, or 16 hour basis. It is expected that in addition to the 4 daily recitations a week in each subject, the student will spend 2 hours a day in the preparation of each lesson. That is, the 16 daily recitations and the 32 hours spent in preparation of them are intended to constitute a full program for the week. We never encourage students to carry more. We always discourage it. Occasionally we permit it. Any student, provided his previous record has not been bad, may, with the consent of the dean, add an unprepared subject to his program of 4 college subjects.

A student may add a fifth college subject not more than one term in a school year; and not then unless he made at least 3 A's the preceding term and not unless he has the consent of the president, the dean and all his instructors.

All prepared work in professional subjects is of college grade.

ENTRANCE REQUIREMENT

To begin work upon a college course or any of our special two-year courses a student must be a graduate of a commissioned high school course or must have passed the state examination for the equivalency of the same. The professional courses, A. B. and C. are open to graduates of either commissioned or certified high schools.

In two terms of 12 weeks each in Central Normal College a graduate of a certified high school will be entitled to rank as a graduate of a commissioned high school.

LATE ENTRANCE

Students are permitted to enter only at the beginning of a term unless a late entrance is necessitated by the late closing of the school that the student was attending or teaching. In this case, a student may enter as much as two weeks later and make a full 12 weeks credit.

THE FACULTY AND ATHLETICS

The faculty encourages athletics and in every way cooperates with the students. Every athletic association or team has a member of the faculty as its adviser and treasurer. Any athletics that promotes the general health and school spirit and does not interfere with scholastic attainments is an asset to a college, while any athletics that makes class work a secondary matter is an injustice to the student.
pitiful as such an exhibition is we allow a limited number of D's to count toward a degree.

E means total failure. Two E's bring a letter to your parents, stating that if the college were to allow you to remain longer under the impression that you are getting an education, it would be receiving money under false pretenses.

Whatever you do, do not try to cheat in examinations or written work. If you succeed, you write fraud, fraud, fraud, all over your diploma; and if you get caught there will be no diploma for you.

(William DeWitt Hyde.)

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 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 influence.

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 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 President's 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 a long distance. 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. Drive-ways 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. These 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.

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 student’s time and associations, hence non-resident students will not be permitted to engage, without the consent of the president, in any course of instruction, study or business enterprise outside of the school.

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 Li-
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 transporation 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.

THE DANVILLE PUBLIC SCHOOLS

The public schools of Danville are far above the average. The superintendent is a progressive educator who spends his summers in America's great universities. The teachers are capable, energetic, wide-awake, up-to-the-minute. Most of them have been our students and continue to take advanced work in professional and other college subjects. When our observation classes visit the Danville schools they may be sure they are seeing work in real model schools. Observation and practice under such conditions mean much to a student.

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 students than 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 (If Music or Art is included $36.00) entitles the student to 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, $24.00

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
(8) Art, Business 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........................ $2.00
Two hours per day, per term................... 5.00

PIANO RENT

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

LIBRARY FEE

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. Everyone 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 advance 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 $1.00 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. 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 is $1.25 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 morale 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.
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) Junior High School Life License Course (three years).
   (g) High School Life License Course (four years).
   (h) Supervisors' Course in Music (two years)
   (i) Supervisor's Course in Home Economics (two years)
   (k) Teachers' Commercial Course (three years).

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

III. A High School Course.

IV. Courses in the Common Branches.

V. Business Courses.
   (a) Bookkeeping Course.
   (b) Shorthand Course.
   (c) Typewriting Course.
   (d) Course in Commercial Arithmetic.
   (e) Course in Commercial Geography.
   (f) Course in Practical English.
   (g) Complete Business Course.

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).

VIII. Manual Training Courses (Summer only).

IX. Art Courses.

Teachers' Professional Courses

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

(a) This course includes a program of four subjects each carried for 12 weeks.
(b) In addition to these four subjects, one from each of (1), (2), (3) and (4), a student may carry a drill subject.
(c) One fourth of the work in the Class A course may be Home Economics.
(d) The class A certificate may be earned by taking a year of college work instead of this 12 weeks normal course.

1. Introduction to Education, General Psychology, Child Psychology, Methods in Elementary Subjects or Principles of Teaching and Management.
2. An elementary subject (common branch).
3. A College subject.
4. An additional subject from (1), (2) or (3) above.

CLASS B COURSE

(Twelve weeks In Addition to Class A Course)

(a) This course includes a program of four subjects not taken in Class A course
(b) In addition to the four subjects, one from each of (1), (2), (3) and (4) and not taken in Class A course, a drill subject may be carried.
(c) One half of the work in Class B course may be Home Economics.
(d) A student who has taken the 12 weeks normal course for his class A certificate may earn his class B certificate by taking either the Class B course outlined below or a year of college work.

1. Introduction to Education, General Psychology, Child Psychology, Methods in Elementary Subjects, or Principles of Teaching and Management.
2. An elementary subject.
3. A college subject.
4. An additional subject from (1), (2) or (3) above and not taken in Class A course.

One Year Training Course

(12 weeks in addition to courses A and B.)

1. English........................................4 hours
2. Sociology, Ethics, or Economics............4 hours
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Subject</td>
<td>4 hours</td>
</tr>
<tr>
<td>College Elective</td>
<td>4 hours</td>
</tr>
<tr>
<td>English</td>
<td>4 hours</td>
</tr>
<tr>
<td>History</td>
<td>4 hours</td>
</tr>
<tr>
<td>Science</td>
<td>4 hours</td>
</tr>
<tr>
<td>Elective</td>
<td>4 hours</td>
</tr>
<tr>
<td>Supervised Teaching</td>
<td>4 hours</td>
</tr>
<tr>
<td>Physiology and Hygiene</td>
<td>4 hours</td>
</tr>
<tr>
<td>Elective</td>
<td>4 hours</td>
</tr>
<tr>
<td>Elective</td>
<td>4 hours</td>
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</tbody>
</table>

**THIRD TERM**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervised Teaching</td>
<td>4 hours</td>
</tr>
<tr>
<td>Physiology and Hygiene</td>
<td>4 hours</td>
</tr>
<tr>
<td>Elective</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

(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 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 16 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 in the three-years.

#### I. Professional Subjects.

- Introduction to Education: 4 hours
- Principles of Teaching and management: 4 hours
- Educational Psychology: 8 hours
- History of Education: 4 hours
- Teaching of Elementary School Subjects: 4 hours
- Directed Observation and Supervised Teaching: 4 hours

#### II. College Subjects.

- English: 16 hours
- Science: 16 hours
- Social Science: 8 hours
- Physiology and Hygiene: 4 hours
- History: 16 hours
- College Electives: 60 hours

### FOUR-YEAR LIFE LICENSE COURSE

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

(1) For this four-year life-license course a total of 192 hours of college credit must be made.

(2) Of these 192 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 students having had 45 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 has had at least 24 hours of college credit.

### SUPERVISORS COURSE IN MUSIC

(Two Years)

#### I. Special Subjects.

- Elementary Musical Training, including Ear Training, Dictation and Sight Singing: 16 hours
- Harmony: 6 hours
- History of Music: 2 hours
- Appreciation of Music: 4 hours
- Applied Music: 16 hours

#### II. Professional Subjects.

- Introduction to Education: 4 hours
- Educational Psychology: 4 hours
- Principles of Teaching and management: 4 hours
- Special Methods with Observation and Practice Teaching: 4 hours

#### III. Academic Subjects.

- English: 16 hours
- Sociology: 4 hours
- Aesthetics: 4 hours
- Physiology and Hygiene: 4 hours
- Unprepared or Drill Credits: 16 hours
(a) The course must include 96 hours of college credit, 20 hours of which must be in professional subjects, 44 hours in Art subjects, and the remaining 32 hours in other college subjects.

(b) The course must include 16 hours of work in unprepared or drill subjects but they must not be counted to make the 96 hours.

### SUPERVISORS COURSE IN ART

**(Two years)**

**I. Special Subjects.**
- (1) Elements of Art Training ........................................ 16 hours
- (2) History of Art ........................................ 4 hours
- (3) Art Appreciation ........................................ 4 hours
- (4) Decorative Arts ........................................ 4 hours
- (5) Anatomy and Modeling ........................................ 4 hours
- (6) Applied Design ........................................ 12 hours

**II. Professional Subjects.**
- (1) Introduction to Education ........................................ 4 hours
- (2) Educational Psychology ........................................ 4 hours
- (3) Principles of Teaching and Management ........................................ 4 hours
- (4) Special Methods (applied to Art) ........................................ 4 hours
- (5) Observation and Supervised Teaching ........................................ 4 hours

**III. Academic Subjects.**
- (1) English ........................................ 16 hours
- (2) Sociology ........................................ 4 hours
- (3) Aesthetics ........................................ 4 hours
- (4) College Electives ........................................ 8 hours
- (5) Unprepared or Drill Subjects ........................................ 16 hours

(a) The course must include 96 hours of college credit, 20 hours of which must be in professional subjects, 44 hours in Art subjects, and the remaining 32 hours in other college subjects.

(b) In addition to the 96 hours referred to in (a) the course must include 16 hours in unprepared or drill subjects.

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

(d) 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.

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### TEACHERS COMMERCIAL COURSE

**(Three years)**

**I. Special Subjects.**
- (1) Bookkeeping and Accounting ........................................ 16 hours
- (2) Shorthand ........................................ 16 hours
- (3) Commercial Law ........................................ 4 hours
- (4) Commercial Geography ........................................ 4 hours
- (5) Commercial Arithmetic ........................................ 4 hours

**II. Professional Subjects.**
- (1) Introduction to Education ........................................ 4 hours
- (2) Educational Psychology ........................................ 4 hours
- (3) Principles of Teaching and Management ........................................ 4 hours
- (4) Special Methods of Commercial Subjects with Observation ........................................ 4 hours
- (5) Supervised Teaching in Commercial Subjects ........................................ 5 hours

**III. Academic Subjects**
- (1) English ........................................ 16 hours
- (2) Sociology ........................................ 4 hours
- (3) History ........................................ 8 hours
- (4) College Electives ........................................ 52 hours
- (5) Unprepared or Drill Subjects ........................................ 16 hours
TEACHERS COURSE IN HOME ECONOMICS
(Two years)

I. Special Subjects.
1. Foods and Cookery 12 hours
2. Textiles and Clothing 12 hours
3. Dietetics 4 hours
4. Household Chemistry 4 hours
5. Home Care of the Sick and Child Welfare 4 hours
6. Household Administration 4 hours
7. Quantity Cooking 4 hours

II. Professional Subjects.
1. Introduction to Education 4 hours
2. Psychology 4 hours
3. Principles of Teaching 4 hours
4. Special Methods in Home Economics 4 hours
5. Observation and Supervised Teaching 4 hours

III. Academic Subjects.
1. English 12 hours
2. Elective (Chemistry, Physiology, History, Sociology, Aesthetics, etc.) 20 hours
3. Unprepared Work (Typewriting, Drawing, Penmanship, Music etc.) 16 hours

1. This course is offered for persons preparing themselves to be teachers or supervisors of Home Economics; it leads to a life certificate for teaching the subjects in the elementary and high schools of the State of Indiana.
2. The Indiana State Teacher Training Board lays down the following requirements:
   (a) English, 12 hours; (b) professional subjects, including special methods, observation and supervised teaching in Home Economics, 20 hours; (c) course in Home Economics studies, 44 hours; (d) electives, chosen from related sciences and arts, 20 hours; (e) unprepared subjects, 16 hours.

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 apolo-
gizes 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 of 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 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 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 a teacher'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 school 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 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 Psychology 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 indi-
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. 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. 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, of 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 36 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 24 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 worth while. 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 or 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 12-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 than a year 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 required 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 methods 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 with the understanding that for students choosing other majors and minors modifications might be made accordingly, I submit the following as:

**A MODEL COLLEGE COURSE**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Natural Science</td>
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<td>24</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Language</td>
<td>6</td>
<td>24</td>
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<td>Psychology</td>
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<td>4</td>
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<td>Philosophy</td>
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<td>Ethics</td>
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<td>Logic</td>
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<td>4</td>
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<td>Aesthetics</td>
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<td>Debating</td>
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<td>4</td>
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<tr>
<td>Astronomy</td>
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<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>192</strong></td>
</tr>
</tbody>
</table>

**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 four-study or 16-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 students 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 four subjects one drill subject. Also he may make such other modification of the courses 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 if 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.

(i) In formulating the course it was assumed that the student taking it looked forward to being a teacher; but it may be said again that a college course which prepares one adequately to be a teacher must contain the essentials of a liberal education.

REQUIRED WORK

In our college course, leading to the A.B. degree and a life license to teach in High Schools, the following subjects and credits are required

1. English ........................................... 24 hours
2. History ........................................... 24 hours
3. Biology .......................................... 12 hours
4. Natural Science .................................. 12 hours
5. Mathematics ...................................... 12 hours
6. Modern Language .................................. 24 hours
7. Social Sciences ................................... 8 hours
8. Psychology ........................................ 4 hours
9. Education ......................................... 4 hours
10. Electives ........................................ 68 hours

(a) It is deemed highly desirable to follow the course closely. Slight deviations from it may be made when in the judgment of the president, the dean and the instructors such modification would better serve the interests of the particular student concerned.
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 principle 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 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 attention 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.

ENGLISH XVI.—Chaucer and Milton. An intensive study of these two poets and their chief works.

ENGLISH XVII.—Teacher's Course in English. Part of the time is devoted to the teaching of English in the Public schools with methods and model lessons. The remainder of the time is spent in a study and interpretation of present day tendencies in fiction, in the drama, and in poetry, as contrasted with these forms of classical literature.

ENGLISH XVIII.—The Old Testament.

HISTORY

George H. Reibold and H. M. Whisler, Professors.

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 Science
Jonathan Rigdon, Professor.

SOCIAL SCIENCES I.—Economics. A study of the elements 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.

Mathematics
W. E. Lugenebeel, Professor.

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 application.

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 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 Catiline, 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 scanning 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 Platus Trinummus.

LATIN XII.—Tacticus-Agricola or Germania.

LATIN XIII.—Teachers 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.

Physics
Professor
Laboratory Assistant

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

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.

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 satisfactorily 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.

Students who are preparing for courses in Medicine or Mechanical or Electrical Engineering.
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 Sartorious balances, a Jolly photometer, spectrometers, 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 advance 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.


Recitation and lectures two days. Laboratory two days.

Chemistry

Professor
Laboratory Assistant

The primary object of these courses in chemistry is to give systematic training in the scientific method of study, and to give the student that knowledge of the subject, which will enable him better to understand the chemistry involved in other branches of science, such as Biology, Physiology, Home Economics etc.
Chemistry may be elected as the required year of science. Students desiring to become chemistry teachers will find our laboratory equipped to give them thorough courses. Additions and improvements are made each term.

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 two days per week. Laboratory work two days per week.


**Chemistry III.**—Organic Chemistry. Paraffines, Olefines. Acetylene series. Making of organic chemical compound Carbohydrates. Amines and Nitro compounds. Prerequisites Chern. I, II. Recitation and lectures two days a week. Laboratory two days.


**CHEMISTRY V.**—Household Chemistry. A course adapted particularly for those taking Home Economics, Chemistry of Foods. Baking powders. Chemistry of digestion. Textile fibers. Bleaching and Bluing. Prerequisite General Chemistry. This course is offered every other year, will be given in 1921-22.

**CHEMISTRY VI.**—Analytical Chemistry. Lectures and recitations one day per week. Prerequisite Chem. I, II. 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. Prerequisites Chem. I, II, VI.


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**Biology**

Charles A. Hargrave, Professor.

**BIOLGY I.**—Botany.

**BIOLOGY II.**—Zoology.

**BIOLOGY III.**—Physiology.

**ONE TERM, OR FOUR-HOUR COURSES**

**GENERAL SCIENCE I.**—It emphasizes the following points:

1. The selection of material to be used in class.
2. Methods of teaching science.
3. The class room experiments and their value.
4. Laboratory and note book work.
5. Study of scientific terminology.
6. Phenomena which daily confront us.

Lectures and recitations two days a week. Laboratory two days. Prerequisites one year of high school science.

The grade teacher, who must teach nature study, as well as the high school teacher, who must take examinations in this subject, will find this course especially helpful.

**GEOLOGY.**—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.**—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, Keller and Bishop's Physical and Commercial Geography is the recommended text.

**PHILOSOPHY.**—An outline study of ancient and modern...
philosophy, noting the nature of philosophy, the problems it proposes and a few of the attempts at their solution.

ETHICS.—A setting forth of the essential elements of character and their opposites. How character is formed and the motives most effective in translating it into conduct.

LOGIC.—The forms and laws of thought with special attention to definition and division of concepts, immediate and mediate inference, induction and deduction, all leading toward accuracy, clearness and force, both in thought and in expression.

AESTHETICS—The nature of Beauty, its elements and their combinations, the nature and the various forms of art. The principles of interpretation that reveal Beauty and the laws of construction that enable expression to be art.

Educational Psychology
Jonathan 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, 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. Th
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.
3. A course in Violin and Theory.
5. Complete course on all Band Instruments.

The purpose of musical education is twofold—to cultivate the taste, and to impart mechanical 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.
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 work with Mrs. Luscomb.

**TUITION IN MUSIC.**

1. One term of 24 half-hour lessons, two or more per week, from Mrs. Luscomb, $24.00.
2. One term of 24 half-hour lessons, two per week, from Mrs. Gaston, $24.00.
3. See page 21 for tuition charges for partial program of classes in connection with music lessons.
4. Lessons missed on account of sickness may be made up at any time. Lessons missed from any other cause may be made up during the term, provided the teacher has the time and is notified in advance of the contemplated absence.

**RENT OF MUSICAL INSTRUMENTS FOR PRACTICE.**

(a) Piano 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 may enter at any time and begin at once. Course 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.

**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 more 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 exercise.
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.

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 grade three and four will be admitted to this free of charge, provided their services are needed.

NOTE—Persons who may later wish to apply their music work on the two-year life-license course set forth on page 27 must do it in connection with a school that is accredited for this course. The Central Normal College cannot give credit for any music work done with any individual or any school not accredited by the State Board of Education.

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 96 hours of work, all of college grade. Of these 96 hours; 44 hours are in Art, 32 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 96 hours, the student must have also 16 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 in the Summer term.

Commercial Course

BOOKKEEPING

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 manger 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 office of wholesale and retail business, cost accounting, etc. Banking is given in either the depart-
mental 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 commerical 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 one of four terms, or forty-eight weeks, three hours per day for average student work, but many complete it in two or three terms. Students carrying other subjects may take bookkeeping only one or two hours each day.

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 STENOGRAPHY 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 methods of typewriting. The student is required to write from dictation as well as from printed or written matter. Care of machine, manifolding, 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 the machine is the only additional charge for this course when taken with any of our other courses.

NOTE:—The Central Normal College is working under the direction of the state of Indiana and cannot give credit for any commercial work done in any school not accredited for it by the State Board of Education.

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 students 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 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
- Electives: 10 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
- Gram. 1
- U. S. History 1
- Latin or French

- Alg. 2
- Gram. 2
- U. S. History 2
- Latin or French

**SECOND YEAR**

- Alg. 4
- Rhet. 2
- Mediaeval Hist.
- Latin or French

- Geom. 1
- Rhet. 3
- Physics 1
- Latin or French

**THIRD YEAR**

- Drawing
- Geom. 3
- E. Lit.
- Physics 3

- Com. Arith.
- Reading
- Botany or Chem.
- Drawing

- English
- Botany 2 or Chem.
- Physiology
- Bookkeeping

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 benefited.

**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 constructions named...
by the teacher. Relative or 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.

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**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 applications 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.

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**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.

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**Reading**

**READING.**—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.

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**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-points 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.—A course designed to give such knowledge of the subject as the teacher must possess in order to pass the examination 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

PENMANSHIP—Principles and practice of hand-writing. The coming of the typewriter has not done away with the demand for legible hand-writing. Everyone 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.

Drawing

DRAWING.—It is now impossible for one to teach children without being able to draw and to teach them to draw. This course thoroughly accomplishes the two objects named above, and covers the work needed by the teacher of this subject in the public schools.

STUDENTS OF 1920-21

GRADUATES OF COLLEGE COURSE, DEGREE OF A. B., 1921

Barker, Ruth Amelia... Hendricks, Ind.  
Barter, Ethel Marie... Marion, Ind.  
Nicol, O. W... Henry, Ind.  
Sageer, Fred M... Montgomery, Ind.  
Stuart, Leon... Hendricks, Ind.  
Vaughn, Noble, H. G... Putnam, Ind.  
Wilson, Victor... Greene, Ind.  
Walker, Jas. W... Adams, Ind.  

GRADUATES OF STANDARD NORMAL COURSE, 1921

Anderson, Paul Nesbit... Marion, Ind.  
Ader, Ethel M... Hendricks, Ind.  
Bagshaw, James, E... Washington, Ind.  
Collier, Chas. A... Monroe, Ind.  
Clements, Grover... Putnam, Ind.  
Fogleman, Thomas B... Hamilton, Ind.  
Heavin, Albert... Putnam, Ind.  
Henderson, Cleophas F... Greene, Ind.  
Hand, Edna D... Hendricks, Ind.  
Morgan, Harry E... Harrison, Ind.  
Morgan, Florence V... Harrison, Ind.  
Manuel, Dewey... Decatur, Ind.  
Sawyer, Edgar... Martin, Ind.  
Rawlings, Thomas Earl... Hendricks, Ind.  
White, Nellie Lee... Johnson, Ind.  
Vaughn, Jewel Hill... Putnam, Ind.  

GRADUATES OF TWO-YEAR ELEMENTARY LIFE COURSE, 1921

Anderson, Paul N... Marion, Ind.  
Buis, Almo K... Putnam, Ind.  
Blunk, Raymond... Morgan, Ind.  
Elliott, Lucie... Miami, Ind.  
Fraser, Wm. W... Brown, Ind.  
Pleeser, George H... Brown, Ind.  
Fields, Terrance H... Crawford, Ind.  
Heavin, Albert... Putnam, Ind.  
Henderson, Cleophas F... Greene, Ind.  
Lawson, Eva... Hendricks, Ind.  
Mitchell, Alta E... Montgomery, Ind.  
McNam, Margaret... Benton, Ind.  
McElhany, Elizabeth... Marion, Ind.  
McElhany, Virgil... Marion, Ind.  
Peeler, Loyed... Hendricks, Ind.  
Pier, Hazel... Hendricks, Ind.  
Spencer, Lowell... Boone, Ind.  
Sanborn, Mattie H... Benton, Ind.  
Stewart, Edith E... Hendricks, Ind.  
Stevenson, Martha L... Hendricks, Ind.  
Shinn, Mary... Hendricks, Ind.  
Subert, Julia... Hendricks, Ind.  
Zink, Gladys... Sullivan, Ind.  

GRADUATES OF TEACHERS COMMERCIAL LIFE COURSE, 1921

Arnold, Edna... Putnam, Ohio.  
Hostetler, Emil T... Decatur, Ind.  
Hostetler, Conn Edison... Decatur, Ind.  
Templeton, Yo L Louise... Newton, Ind.  
Tinder, Frieda... Marion, Ind.  

GRADUATES OF COMBINED BUSINESS COURSE, 1921

Gobbel, Comal Helen... Crawford, Ind.  
McQueen, Ethel... Bartholomew, Ind.  
Sherley, H. E... Putnam, Ind.  
Warrick, Wayne W... Greene, Ind.  

GRADUATES OF BOOK-KEEPING COURSE, 1921

Krach, Ralph W... Clay, Ind.  
Roberts, Geo. H... Clay, Ind.  
Roller, Stanley L... Jackson, Ind.  
Warrick, Wayne W... Greene, Ind.  

GRADUATE OF SHORTHAND COURSE, 1921

Comer, Myrtle Mae... Hendricks, Ind.  

GRADUATES OF HIGH SCHOOL COURSE, 1921

Ammerman, Manly R... Wayne, Ind.  
Clark, Hattie... Davises, Ind.  
Ammerman, Manly R... Wayne, Ind.  
Clark, Hattie... Davises, Ind.  
Vestch, Asa... Greene, Ind.  
Mitchell, Lucy... Paris, Ind.  

PIANO STUDENTS

Ashley, Georgia... Boone, Ind.  
Armstrong, Margaret... Hendricks, Ind.  
Armstrong, Doris... Hendricks, Ind.  
Arnold, Ethel... Hendricks, Ind.
General List 1920-1921

VIOLIN STUDENTS

Miss Elma Jackson, Instructor

Abbott, Florence M. Dearborn, Ind.
Abbott, Sarah Frances Clark, Ind.
Acre, Alma Shelby, Ind.
Ackare, Pearl Jackson, Ind.
Ader, Ethel Putnam, Ind.
Adams, William E. Greene, Ind.
Aihart, Mary E Hendricks, Ind.
Alexander, crowd Dubois, Ind.
Allen, Margaret Martin, Ind.
Allen, Floyd Putnam, Ind.
Allen, Ray Putnam, Ind.
Allen, Gladys Lawrence, Ind.
Allen, Edna Putnam, Ind.
Allen, Addie Brown, Ind.
Allen, Theo Jackson, Ind.
Allen, Lloyd Jackson, Ind.
Allman, Raymond Jackson, Ind.
Ames, Vera Parkes, Ind.
Ames, Viola Parke, Ind.
Ammerman, Manley R. Wayne, Pa.
Anderson, Paul N. Marion, Ind.
Anderson, Velda M. Warren, Ind.
Anderson, Louise M. Martin, Ind.
Anthony, Cloyd Brown, Ind.
Anthony, L. Herbert Brown, Ind.
Armand, Hilda Jefferson, Ind.
Armfield, Mary Evaline Newton, Ind.
Armstrong, Doris Jefferson, Ind.
Armstrong, Margaret Hendricks, Ind.
Armstrong, Ethel Hendricks, Ind.
Arnold, Edna Putnam, Ind.
Arthur, Ralph Greene, Ind.
Arthur, Ruby Jackson, Ind.
Arthur, Lee Morgan, Ind.
Ashbel, E. Maine, Ind.
Ashby, Blanche Hendricks, Ind.
Ashby, Orga White, Ind.
Atchison, H. T. Lawrence, Ind.
Atheron, Ruth Warrick, Ind.
Austin, R. 8. Monroe, Ind.
Austin, Mrs. Mary Warrick, Ind.
Axton, C. M. Monroe, Ind.
Ayers, Martha Hendricks, Ind.
Ayers, Mary Hendricks, Ind.
Ayers, Elizabeth Jackson, Ind.
Bagshaw, James Washington, Ind.
Bagshaw, Claude L. Washington, Ind.
Bagshaw, Lura Washington, Ind.
Bateman, Clara Hendricks, Ind.
Bauers, Dora Hendricks, Ind.
Bailey, Wilbert L. Clinton, Ind.
Bailey, Russell Perry, Ind.
Bailey, Lester Hamilton, Ind.
Baldwin, Virgil Boone, Ind.
Baker, Lenore Washington, Ind.
Baker, Everett L. Jennings, Ind.
Baker, Roger R. Dubois, Ind.
Baldwin, Edw. C. Putnam, Ind.
Baldwin, Carroll Owen, Ind.
Ballinger, Irene Jasper, Ind.
Bakay, Tonne Morgan, Ind.
Ball, Beryl Hamilton, Ind.
Ball, Alberta Washington, Ind.
Baker, Roland Washington, Ind.
Baker, Lura Hendricks, Ind.
Baker, Ruth Garrison, Ind.
Baker, Lura Warrick, Ind.
Baker, Eliza Jane Huntington, Ind.
Baker, Ethel Marion, Ind.
Baker, Nona Putnam, Ind.
Barker, Bernice Parke, Ind.
Bartle, Jennie Scott, Ind.
Bass, Chester G. Crawford, Ind.
Bass, Emerson Shelby, Ind.
Beadman, Doris Hendricks, Ind.
Beaty, Carl Johnson, Ind.
Bebout, Reva Jackson, Ind.
Bebout, Gwin Dubois, Ind.
Beck, Marie Johnson, Ind.
Beck, Ralph Putnam, Ind.
Beck, Mabel Indiana, Ind.
Beeler, Hollis R. Jennings, Ind.
Beeler, Rebecca Madison, Ind.
Beucifeld, Helen Madison, Ind.
Bennett, Sarah V. Hamilton, Ind.
Bennett, Russell A. Indiana, Ind.
Baker, Florence Crawford, Ind.
Baker, Emerick Hendricks, Ind.
Berkshire, Ruth Case, Ind.
Beton, Carl E. Vermilion Ind.
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Foster, Elmer. Lawrence, Ind.
Frazier, J. E. Orange, Ind.
Frazier, Esther. Orange, Ind.
Frazier, Ethel. Brown, Ind.
Frey, Howard. Hendricks, Ind.
Freeman, Earl. Boone, Ind.
Freeman, Eula L. Boone, Ind.
French, Katherine. Ripley, Ind.
Friday, Irene. White, Ind.
Fuller, Wade. Green, Ind.
Fuller, Mrs. Wade. Green, Ind.
Funk, Olive. Harrison, Ind.
Funker, M. Donald. Davises, Ind.
Gabel, Martha. Marion, Ind.
Gadels, Luman. Randolph, Ind.
Galbraith, Glen. Decatur, Ind.
Gammun, Alice. Martin, Ind.
Garland, Hyda Louise. Dubois, Ind.
Garland, Dallas. Dubois, Ind.
Garriott, Harry E. Washington, Ind.
Garriott, Matilda. Jackson, Ind.
Garner, Loren. Boone, Ind.
Gaston, Grace. Marion, Ind.
Gatewood, Marie. Rush, Ind.
Gates, Charles L. Hendricks, Ind.
Gentry, Dorothy. Hendricks, Ind.
Gephart, Elizabeth Bartholomew. Ind.
Gephart, Forrest. Warren, Ind.
Gibert, Harris. Hendricks, Ind.
Gilbert, Ralph. Lawrence, Ind.
Gilstrap, Cleo. Washington, Ind.
Gillam, Clarice. Hendricks, Ind.
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Goodwin, Foetta. Putnam, Ind.
Gossett, Robert A. Decatur, Ind.
Gossett, Ada. Hendricks, Ind.
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Grady, Ruth. Hendricks, Ind.
Graves, Mrs. Tida E. Madison, Ind.
Graves, Maude. Champaign, Ill.
Graves, Priscilla. Greene, Ind.
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Gray, Robert. Hancock, Ind.
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Greene, Josephine. Taylor, Ind.
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Haus, Russell. Washington, Ind.
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Hale, Earl E. Montgomery, Ind.
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Hamm, Mary Lou. Hendricks, Ind.
Hampton, Claude. Montgomery, Ind.
Hamlin, Blanche. Hendricks, Ind.
Hancock, Opal B. Harrison, Ind.
Hand, Edna. Hendricks, Ind.
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CENTRAL NORMAL COLLEGE

Ratcliff, Belle ............ Fountain, Ind.
Rawlings, Earl ............ Hendricks, Ind.
Rawlings, Pauline .......... Parke, Ind.
Rawlings, Earl ............ Hendricks, Ind.
Ratliff, sketch ............ Pulaski, Ind.
Redden, Alfred ............ Harrison, Ind.
Redden, Baxter ............ Harrison, Ind.
Reed, W. H. ............... Hancock, Ind.
Reed, George .............. Hendricks, Ind.
Remington, Mary F .......... Parke, Ind.
Renick, Glee H .......... Founta, Ind.
Ripps, Velma M .......... Hamilton, Ind.
Replogle, Charles .......... Wayne, Ind.
Reynolds, Elva Bebe ........ Montgomery, Ind.
Richards, Leo ............. Brown, Ind.
Richter, J. W. .............. Switzerland, Ind.
Riggs, Calvin L .......... Jennings, Ind.
Roane, Faye ............... Jennings, Ind.
Roane, Ethel .......... Jennings, Ind.
Robbins, Nellie E ........ Jefferson, Ind.
Roberts, George ........... Clay, Ind.
Roberts, Elly H ............ Spencer, Ind.
Roberts, Walter M .......... Spencer, Ind.
Robertson, F. W. .......... Brown, Ind.
Robinson, Earl .......... Hendricks, Ind.
Robinson, R. E. .......... Bartholomew, Ind.
Robinson, Rufus .......... Hendricks, Ind.
Roller, Allegra ............ Jackson, Ind.
Roller, Stanley ............ Jay, Ind.
Romine, Irene .............. Jay, Ind.
Ross, James ................. Hendricks, Ind.
Ross, Jas. Hunter .......... Hendricks, Ind.
Rounds, Elizabeth ........ Henry, Ind.
Roush, Ada ................. Brown, Ind.
Roush, Harley ............. Jackson, Ind.
Russ, Mildred ............. Jasper, Ind.
Russell, Ernest ........... Warren, Ind.
Russell, Mabel ............ Marion, Ind.
Russell, Mrs. J. W. ......... Montgomery, Ind.
Sallust, K. T. ............. Hendricks, Ind.
Saltingwerf, Stella .......... Crawford, Ind.
Sanderson, Frank .......... Pike, Ind.
Sanderson, General ........ Pike, Ind.
Sanders, Alfred .......... Scott, Ind.
Sanders, L. R. .......... Madison, Ind.
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Salesgaver, Stella .......... Crawford, Ind.
Sander, Alva .............. Orange, Ind.
Sanderson, General .......... Pike, Ind.
Sann, Susan .......... Hendricks, Ind.
Sapp, William H. .......... Marion, Ind.
Sapp, H. T. .......... Hendricks, Ind.
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Sawyer, Mildred .......... Hendricks, Ind.
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Scholl, Wm. P .......... Marion, Ind.
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Schleidt, Earl .......... Jackson, Ind.
Scott, Mary Ann ........... Rush, Ind.
Scott, Edgar .......... Montgomery, Ind.
Scott, Mary C. .......... Hendricks, Ind.
Searles, R. .......... Hendricks, Ind.
Sears, Herbert .......... Hendricks, Ind.
Sedbet, Mary M. .......... Hendricks, Ind.
Selby, Mims .......... Pike, Ind.
Selton, Louis E. .......... Greene, Ind.
Shadley, Madison .......... Shelby, Ind.
Shan, Margaret .......... Hendricks, Ind.
Shank, Dorothy B .......... Bartholomew, Ind.
Shaw, Orpha E .......... Boone, Ind.
Shepard, Phyllis .......... Clinton, Ind.
Shepard, Chester .......... Brown, Ind.
Sheets, Blanche .......... Daviess, Ind.
Sheublein, Tilton E .......... Boone, Ind.
Sheffy, H. E. .......... Putnam, Ind.
Shields, Sidney .......... Harrison, Ind.
Shinn, Mary E .......... Putnam, Ind.
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Short, Osa .......... Pulaski, Ind.
Shrout, Basil .......... Hancock, Ind.
Shubert, Julia .......... Hendricks, Ind.
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Sinclair, Clum ............. Putnam, Ind.
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Snow, Gloria .......... Christian, Ind.
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TOTAL INDIANA ATTENDANCE BY COUNTIES
1876 TO 1921

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.

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Total from Indiana 34,087.
Seventy-two Indiana Counties Represented 1920-1921