

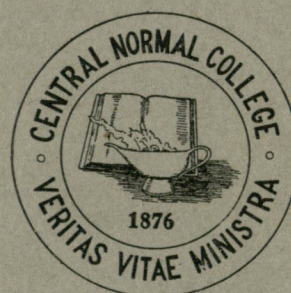
Harprave

1922

ANNUAL CATALOG

of

Central Normal College



1922

CENTRAL NORMAL COLLEGE
Danville, Indiana

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.

BUTLER PRESS
NOBLESVILLE, INDIANA

CENTRAL NORMAL COLLEGE QUARTERLY

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CENTRAL NORMAL COLLEGE

AND

Commercial Institute

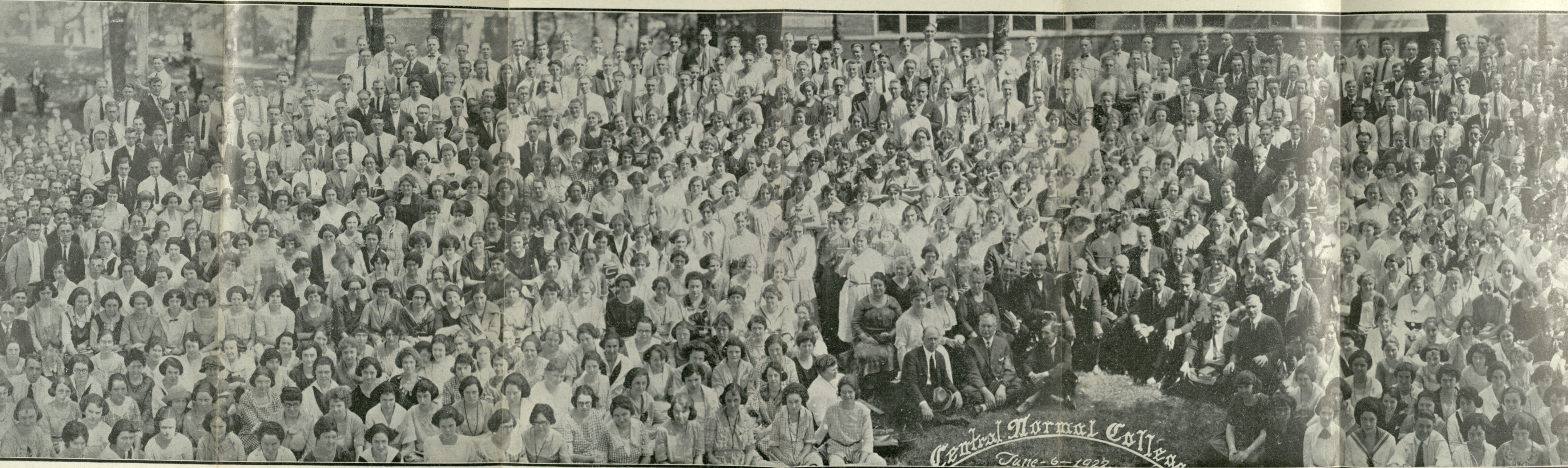
1922

Regular College and Standard Normal School

Published by the
CENTRAL NORMAL COLLEGE
DANVILLE, INDIANA

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Central Normal College
June - 6 - 1922

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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.

Faculty

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

H. M. WHISLER, Ph. B. and A. M. University of Chicago.—Vice-President, and Head of Department of Education.

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

CHARLES A. HARGRAVE, A. B., Central Normal College. Professor of Civics.

GEORGE H. REIBOLD, B. S.—Moore's Hill College. Professor of English.

—————, Professor of History.

HAZEL WALKER, A. B.—State University of Iowa, with graduate work in S. U. I. and a year in the University of Paris. Professor of Latin and French.

J. H. ROBLYER—B. S. degree Muhlenburg College, Allentown Pa., 1920, M. S. degree, New York University 1920-21. Head of Science Department and Professor of Chemistry and Physics.

TROY SMITH—A. B., Indiana University; Graduate work in Indiana University and Columbia University. Professor of Biology

—————, Home Economics.

MRS. MARY HADLEY STROUSE—Normal Department of Chicago Art Institute; Cincinnati Art Academy; Kansas City Art School; Prang Summer School; Ten years Supervisor of Drawing in Public Schools. Art and Public School Drawing.

CHARLES E. GREEN, Bachelor of Music, Central Normal College, Voice, Public School Music and Head of Music Department.

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

GRACE E. REYNOLDS—Graduate in Music from the University of Nebraska; graduate from Curry School of Expression; special student in N. E. Conservatory of Music; Oberlin Conservatory of Music, N. W. Conservatory Music, and under the best private teachers of New York and Chicago. Voice, Public School Music and Expression.

FRED LUSCOMB,—Bachelor of Music, Central Normal College. Pupil of J. F. O. Smith, eminent theorist and teacher, Brooklyn, N. Y., seven years. Taught at Martinsburg, W. Va. twelve years; Wilson College (Pa.) six years.—Professor of Band and Orchestra instruments and of Harmony.

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.

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

H. M. TOWELL, —Professor of Advanced Shorthand.

ADDITIONAL SUMMER SCHOOL FACULTY FOR 1922

Roda Seleck, Chas. E. Green, Ira Conner, R. E. Ponsler, W. C. Gerichs, L. M. Luce, O. M. Shekell, H. A. Wood, Waldo Wood, Mrs. Adeline Wood, Martha Tyner, E. M. Servies, F. M. Sageser, E. E. Rice, Ethel O'Rear, Walter Mohr, Ethel Barker, C. H. Barts, Norma Heinlein, C. P. Twitchel, Lloyd W. Gordon, Chas. Ragland, H. R. Songer, Leslie Boicourt, Zelma Harwood, Edith Peyton, Mae Comer, Russell Sage.

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.

ALLEN J. WILSON, **W. T. LAWSON**,

J. W. NICHOLS, **J. D. HOGATE**.

Calendar 1922-23

Fall Term, September 19, 1922 to December 7, 1922.

Winter Term, December 12, 1922 to March 1, 1923.

Spring Term, March 6 to May 24, 1923.

Spring, Mid-Term, April 17 to July 6, 1923.

Summer Term, May 29 to August 16, 1923.

Summer Mid-Term, July 9 to August 16, 1923.

Annual Commencement, June 24 to June 28, 1923

Baccalaureate Sermon, June 24.

Class Play, June 25.

Recital of Department of Music, June 26.

Alumna Banquet, June 27.

Graduating Exercise, Conferring Diplomas and Degrees, June 28.

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 points 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.

CENTRAL NORMAL COLLEGE

A Regular College and Standard Normal School

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

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

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

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

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

In September, 1918, the Central Normal College became a Junior College, offering two or three years of good, strong college work, looking less to the degree than to the needs of the students. Two years or six terms of work secure for the student a Junior College Certificate, leaving him 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-1½ term hours.

The Hour, either the Term-hour or the Semester-hour, is now the unit for measuring all College Credits. In the Central Normal College a student carries four subjects, reciting in each four times a week. He thus earns a credit or four hours in each subject in one term or a half credit or two hours in a half term or six weeks. A student thus makes a total of four credits or sixteen hours in 12 weeks or eight hours in 6 weeks. Every student should look forward to the completion of a full four-year College Course. There is no time to lose, nor is it necessary to lose any. A year is better than a term, but three terms make a year; 12 weeks are better than 6 weeks, but two terms of 6 weeks make one of 12. Let us help you gather up the fragments and see that nothing is lost.

PREPARATION.

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

UNPREPARED WORK, OR DRILL SUBJECTS.

Penmanship, Typewriting, 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*. The same subjects, however, may be taken as *solid* enough preparation is required.

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 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.

CREDENTIALS

Any student coming for the first time to Central Normal College must bring a complete list of his high school credits and any other necessary evidence that he is a high school graduate; also any credits he may have made in other colleges or normal schools.

No student will be accepted by Central Normal College if he has been dishonorably discharged by any other college.

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, or by the student's own illness. 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 co-operates with the students. Every athletic association or team has a member of the faculty as its advisor 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.

TO BE A MEMBER OF ANY ATHLETIC TEAM

- I. A student must be carrying a program approved by the president or dean.
- II. He must be making a grade as high as B in at least one study and not failing in any study.
- III. His general school attitude and his conduct must be satisfactory to the faculty.
- IV. He must be complying with all athletic regulations and requirements to the satisfaction of the athletic director.

STANDARD OF GRADING

A—95 to 100.	C—80 to 90.
B—90 to 95.	D—70 to 80.
	E—Failure.

NOTE—It is not intended that any + 's or — 's will be used in connection with these terms.

EXPLANATION OF GRADE

Here we cannot do better than to appropriate without alteration the explanation given by President Hyde of Bowden College:

1. Make up your minds, then, to take a rank of A in some subject, at least B in pretty nearly everything, and not lower than C in anything. If you ask why I place such stress upon these letters, let me tell you what they mean:

A means that you have grasped a subject; thought about it; reactee upon it; made it your own; so that you can give it out again with the stamp of your individual insight upon it.

B means that you have taken it in and can give it out again in the same form in which it came to you. In details, what you say and write sounds like what the A man says and writes; but the words come from the book or the teacher, not from you. No B man can ever make a scholar; he will be a receiver rather than a giver, a creature rather than a creator to the end of his days.

C means the same as B, only that your second-hand information is partial and fragmentary, rather than complete.

D means that you have been exposed to a subject often enough and long enough to leave on the plate of your memory a few faint traces which the charity of the examiner is able to identify. Poor and 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 pretences.

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

What concerns the college most is the laying out of a superb baseball diamond and the construction of a beautiful and commodious grandstand. There also are two shelter houses for the competing teams. Toilet and dressing rooms have been provided in the grandstand. The town water is available at four drinking places. There is no better ball park in the state.

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

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

Few colleges are provided with so perfect a playground, so conveniently located. One entrance is within two blocks of the administration 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 a 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. Also, drill credit in general culture or moral and religious education is given for chapel attendance.

Y. M. C. A.

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

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

Y. W. C. A.

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

RULES AND REGULATIONS

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

1. All tuition is payable in advance to the Secretary and Treasurer of the college.

2. Tuition is never refunded but in case of sickness or an absence of two or more consecutive weeks, a due bill will be given for the lost time. This can be used at any future time.

3. Due-bills are not transferable outside of the immediate family.
4. The president of the college and the faculty will give careful attention to the moral conduct of the students.
5. Students will be dismissed for neglect of duty and improper conduct.
6. Students will be dismissed at the discretion of the President of the college.
7. In order that the college records may be complete and proper reports made to parents, guardians and school officials, it is necessary that the college have full control of the 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 Library, in all research work. When themes are assigned to members of a class the President of the college asks the State Librarian to send suitable books. These are forwarded promptly and the college pays the transportation charges. There is no expense to the student. In this way our students have unusual library facilities. Being nearer to Indianapolis than any other college, we can better use the state's magnificent collection of books.

Prospective students may be sure the library facilities are adequate.

THE CARNEGIE LIBRARY

Mr. Andrew Carnegie presented a new library to Danville. This is within three blocks of the college and is free to students. The College Library is and always has been as free to citizens as to students

Now with these three great collections of books, our facilities for investigation are excellent. This library is open evenings. The student finds here 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 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) Two Year Elementary.....	3.00
(5) Shorthand or Bookkeeping.....	3.00
(6) High School.....	3.00
(7) Music Supervisor's Course.....	5.00
(8) Voice, Violin, Piano, each.....	5.00
(9) Art, 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.....	\$3.00
Two hours per day, per term.....	5.00

PIANO RENT

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

LIBRARY FEE

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 boarding facilities of Danville are exceptional. A number of women, who, throughout its history, have been faithful and loyal to the school, are running boarding houses at very reasonable rates.

some of them as low as \$3.50 per week. The Danville restaurants take pride in serving students at reasonable prices. Within a half block of the Administration Building, is the College Cafeteria, where a student may choose his own menu and pay for only what he gets.

ROOMS

A few of the young women (24 to 30) are cared for in the College Inn, within a half block of the college, at \$1.50 each per week, including light, heat and bath. The other young women and all the young men room at the same rate or less in private homes, in many of which the residents take a personal interest in the students and treat them as members of the family.

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) Two-Year College Certificate Course.
 - (e) Elementary Life License Course (two years).
 - (f) High School Life License Course (four years).
 - (g) Supervisors' Course in Music (two years).
 - (h) Supervisor's Course in Art (two years).
 - (i) Supervisors' Course in Home Economics (two years).
 - (j) Commercial Teachers' 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. **Manual Training Courses (Summer only).**

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

First Twelve Weeks

COURSE 1 Rural School Teaching and Organization .4 hours

Simple principles of teaching, and problems of organization and management, applied to the one-teacher school.

COURSE 2 Primary Methods .4 hours

Special methods covering the entire field of primary grade instruction (grades 1 to 3), with special attention to reading, arithmetic, geography, handwork and drawing. Observation of skillful teaching in these grades is an important feature.

COURSE 3 Reading .4 hours

Oral and silent reading, with about equal emphasis on the interpretative side and oral expression. Subject materials chosen with reference to interests and needs of rural school children of the advanced grades. Standards of achievement are higher, but materials and methods of teaching this subject in these grades are stressed.

COURSE 4 Arithmetic .4 hours

A study of the fundamental processes and the percentage and mensuration applications, with special emphasis on the work of advanced grades of one-teacher schools.

Non-preparation Work .5 hours

Includes the fundamental of drawing, music, writing, agriculture, and physical education, each required of all, one hour per week. Such instruction as will be most helpful in the one-teacher rural school is given.

CLASS B COURSES

Second Twelve Weeks

COURSE 1 Rural School Teaching and Management 2 hours
Continuation of corresponding course in Class A. Further attention to simple principles of instruction. Emphasis on organization and administration of the one-teacher school with considerable attention to the community relations of the school.

COURSE 2 Physiology and Hygiene..... 2 hours
Instruction in hygiene, based on elementary facts of human physiology. Emphasis on sanitation of school and home. Personal cleanliness of teacher and children, and importance of clean school houses and tidy school grounds, is stressed.

COURSE 3 Language and Composition..... 4 hours
Oral and written English, the prospective teachers being taken over exactly the same exercises they will later take the children over in the intermediate and advanced grades of the one-teacher schools. Standards of achievement are higher, but spirit and method are applicable to teaching this subject in one-teacher schools.

COURSE 4 Geography for 4th and 5th grades..... 4 hours
Content or subject matter course covering the field and materials described in the state course of study for these grades. Standards again higher, but spirit and methods of procedure are applicable to teaching geography in these grades.

COURSE 5 United States History for Grades 4, 5 and 6—4 hours
A subject matter course treated precisely as geography above.

Non-preparation Work..... 5 hours
In drawing, music, writing, agriculture and physical education; each one hour per week, required of all. Continuation of work in these subjects for Class A.

ONE-YEAR CERTIFICATE COURSE

The course leading to the one-year certificate consists of the first

year of the two-year curriculum, in which must be included at least ten hours of professional credit.

This course includes the thirty-six weeks training required of elementary grade teachers in systems having accredited or commissioned high schools.

TWO-YEAR COLLEGE CERTIFICATE COURSE

The course leading to the two-year college certificate includes two years of college work, at least fifteen term hours of which must be professional work in addition to the required observation and supervised teaching.

The course satisfies the minimum requirement for teaching in high schools and junior high schools.

TWO-YEAR ELEMENTARY CURRICULUM

I. Professional Courses

Introduction to Education (or to Teaching)...	4 hours
Child Psychology.....	4 hours
Principles of Teaching and Management.....	4 hours
Special Methods in Elementary Subjects.....	4 hours
Directed Observation and Supervised Teaching	4 hours

II. Teacher's Course in Elementary Subjects.

Reading.....	4 hours
Language and Composition.....	4 hours
Geography.....	4 hours
Arithmetic.....	4 hours
History.....	4 hours
Music.....	4 hours
Drawing.....	4 hours

III. General Academic Courses.

English.....	12 hours
History—European and American.....	8 hours
General Psychology.....	4 hours
General Biology or Botany.....	4 hours
Physiology and Hygiene.....	4 hours
Sociology or Economics.....	4 hours

IV Electives.....12 term hours

Chosen primarily from groups 1, 2, 3, above, but may be drawn from whole range of subjects offered in first or second year. (Foreign language, commercial subjects, and practical arts subjects are specifically omitted from this curriculum.)

V. Non-prepared work.

Writing.....	3 hours
Drawing.....	3 hours
Music.....	3 hours
Physical Education.....	6 hours

Upon completion of the Two-year course, the student receives without examination, a provisional license, valid to teach in the elementary schools for a period of four years. After two years of successful teaching, the holder of a provisional certificate may, without further examination, receive a Life-license.

FOUR-YEAR LIFE LICENSE COURSE

To prepare high school teachers.

- (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 student 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.

See pp. 43 to 52.

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.

1. Form includes Construction and Representation.

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

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

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

The course aims at expression through

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

COMMERCIAL TEACHERS' COURSE (Three Years)

I. Special Subjects.

- (1) Bookkeeping and Accounting.....15 hours
- (2) Shorthand.....15 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
- (6) 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

(a) The course must include 144 hours of college credit, 20 hours of which must be in professional subjects, 44 hours in Commercial subjects, and the remaining 80 hours in other college subjects.

(b) In addition to the 144 hours referred to in (a) the course must include 16 hours of unprepared or drill subjects, typewriting, penmanship, music, drawing or physical culture.

TEACHERS' COURSE IN HOME ECONOMICS. (Two Year)

I. Special Subjects.

- (1) Food and Cooking.....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) Feeding the Family.....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) Electives (Chemistry, Physiology, History,
Sociology, Aesthetics, etc).....20 hours
- (3) Unprepared Work (Type writing, Drawing,
Penmanship, Music etc.).....16 hours

HOME ECONOMICS I.

Beginning Cookery.

This course includes recitation, practical laboratory work and note book. Beverages, fruits, vegetables, cereals, etc. are studied in this course.

HOME ECONOMICS II.

Beginning Sewing.

This course includes recitation work on Textiles, the making of Models and keeping of a note book.

HOME ECONOMICS III.

Cookery II

This course includes the study of Tapioca, Butter, Lards, Cakes Gelatine, etc, Laboratory work and note book.

HOME ECONOMICS IV.**Second Course in Sewing.**

Dressmaking, History of Costume, and color consisting of both Theory and practical work comprise this course.

HOME ECONOMICS V.**Third Course in Cookery**

Proteins are studied in this course. Preparation of meat and cheese dishes.

HOME ECONOMICS VI.**Feeding the Family**

This is the study of calories, balanced meals and serving.

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

This is a very popular as well as a very beneficial course. Text-book work and note books are included in this work, along with the study of Indiana State Health Bulletins.

HOME ECONOMICS VIII.**Household Management, planning and furnishing.**

There is a text-book for this course and a note book to be kept. Trips are made to Indianapolis in connection with this work.

HOME ECONOMICS IX. (Drill)**Class in Handwork.**

Embroidery work, crocheting etc., comprise the work of this class.

HOME ECONOMICS X.**Special Methods in Teaching Home Economics.**

This text-book course given especially for Home Economics teachers.

HOME ECONOMICS XI.**Advanced Sewing III.**

The making of tailored Garments is the special feature of this course. Also some Millinery.

(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.

(3) (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.

(4) In the mid-spring and summer terms an additional course in Quantity Cooking will be arranged in connection with the College Cafeteria if there is a demand for it.

DEPARTMENT OF MUSIC

CHARLES E. GREEN, Head of Department

Courses Maintained In Public School Music, Voice Culture, Piano, and Orchestral Instruments

SUPERVISORS COURSE IN MUSIC (Two Years)

1. Special Subjects.

- | | |
|---|----------|
| (1) Elementary Musical Training, including Ear Training, Dictation and Sight Singing..... | 16 hours |
| (2) Harmony..... | 6 hours |
| (3) History of Music..... | 4 hours |
| (4) Appreciation of Music..... | 2 hours |
| (5) Applied Music..... | 16 hours |
| (6) English..... | 16 hours |
| (7) Sociology..... | 4 hours |
| (8) Aesthetics..... | 4 hours |
| (9) Physiology and Hygiene..... | 4 hours |
| (10) Introduction to Education..... | 4 hours |
| (11) Educational Psychology..... | 4 hours |
| (12) Principles of Teaching and Management..... | 4 hours |
| (13) Special Methods..... | 8 hours |
| (14) Observation and Practice..... | 4 hours |
| (14) 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 Music 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 90 hours.

1. PUBLIC SCHOOL MUSIC.

This course is intended to meet the State requirements for the Life License without examination and is designed to satisfy the needs of Supervisors or Special Teachers of Music in the Public Schools. The work in Music includes a total of 44 hours, divided as follows:

(a) Elementary Musical Training, 16 hours (including Ear Training, Dictation, and Sight Singing)

Dictation

(Study of tone and Rhythm) 8 Hours.

In this Course the subject matter of Music is presented first to the sense of hearing. The student gains power to think tones, and sense rhythms, and learns to recognize and write simple melodic phrases in all keys together with the more difficult work of dictation including all the problems of tone and rhythm found in music for the Public Schools.

Sight Singing. 8 Hours.

Sight Singing with Latin syllables and with words, music suitable for the first seven years in the Public Schools.

Elementary Theory, 2 Hours.

This Course deals with the Rudiments of Music, including Construction of Major and Minor scales, with and without signature. Notation of Chromatic Scales, intervals and triads.

Harmony, 4 Hours.

Progression of four-part harmony; study of cadences, the 6 and 4 chords with given soprano; seventh chords; special study of the Dominant Seventh; construction of melodies using the Dominant Seventh Chord; use of the Dominant Seventh in authentic and deceptive cadences; analysis; the Dominant Seventh chord with given upper parts; inversions of the Dominant Seventh chord and its progression; Dominant Seventh inversions with a given upper part, progression of secondary seventh chords; passing tones; suspensions; the period; open harmony; simple modulation; and analysis.

History of Music, 4 Hours.

A brief study of Music from its primitive forms to the present time, including the development of the opera; instrumental forms; and the art song; the chief names in Musical History; Great Composers and their principal works. An important part of the course will be the Study of Current Events in Music, including knowledge of the leading composers, orchestras, and artists of the day, as well as of musical festivals, conductors, and music critics.

MUSIC APPRECIATION, 2 Hours.

A brief study of form, including Smaller Three Part, and Two Part, Song Forms, One part, Rondo, Rhapsodic, Larger Three Part, Allegro Sonata Form, and the Fugue, Special emphasis to be given toward developing a definite feeling for motive, phrase and the period. Music Literature for Young Children including study of Music suitable for use in the primary and upper grades, Tonal Quality of Instruments, Association of Story and Music, Development of Active Listening, Free and Controlled Expression and the Music Memory Contest.

APPLIED MUSIC, 16 Hours.

Divided as follows:

Voice.....	8 hours
Piano or some Instrument of the Symphony Orchestra.....	8 hours

The units of credit for applied music is estimated as follows:
For one private thirty-minute lesson per week plus two hours of preparation per day for five days per week, during a term of twelve weeks, a credit of 4 term hours is given.

SPECIAL METHODS IN MUSIC, 8 Hours.

Divided into two courses of 4 term hours each. Course A, dealing with the methods of the first four grades and Course B, methods for the upper grades. These courses will include the following:

1. A careful study of the child-voice, including physiological characteristics, management, and compass, with special emphasis on the principles that form the basis of good tone production as applied to children's voices.
2. Care and treatment of so-called monotones.
3. Rote Singing.
4. Presentation and drill of the tonal and rhythmic problems as they are taken up in the successive years, including Dictation and Sight Singing, Selection and Use of Material, Part Singing and the Adolescent Voice, Special emphasis to be given Kindergarten and Primary music, stressing the importance of Rhythmic as well as Tonal development.

**OBSERVATION AND SUPERVISED TEACHING OF MUSIC
4 Hours.**

In this Course the student will observe actual class room work and conditions and will demonstrate his mastery of the material given in the other courses by teaching classes of children in the city and county schools.

This completes the Music work of the two-year Teachers' Course and it is to be hoped that those students who are strong musically will give this course their careful consideration as there is a crying need to-day for the properly trained Supervisor and Special Teacher of Music in the Public Schools.

VOICE CULTURE

The most perfect of all musical instruments is the human voice. But to make it truly effective, cultivation and development are necessary. An uncultivated voice, however superior in quality, is of less value to the 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. This course embraces instruction and demonstration in the foundation of singing; breath control, free vocal emission, and equalization of vowels, phrasing, accent, rhythm and enunciation in song. Classes in Voice Culture both for men and women will be maintained for the benefit of students who are unable to avail themselves of private instruction. Class lessons bring correct voice culture within the reach of all.

The material used for both private and class instruction is "Universal Song", Vol. I, II, & III, by Frederick H. Haywood, Celebrated New York Vocal Instructor, together with Sieber Vocal exercises and Song material suitable to the proper development of the pupil.

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.

**COURSE OF STUDY FOR VIOLIN.
GRADE I.**

(a) Studies.

Herman—Op. 20 Book I. Studies for Beginners.

- (b) Technics.
Sevcik—Op. I. Book I (to No. 7)
- (c) Pieces.
Easy pieces by Krogmann, Dancla, Bloch, etc.

GRADE II.

- (a) Studies.
Wohlfahrt—Etudes Op. 74, Books I & II
- (b) Technics.
Sevcik—Op. I. Book I.
- (c) Pieces.
Mittell—Popular Graded Course Book I, Part I.

GRADE III.

- (a) Studies.
Mazas—Op. 36 Book I.
- (b) Technics.
Sevcik Op. I. Book I.
- (c) Pieces.
Gounod—Sing, Smile, Slumber.
Schumann—Traumerei.
Haesche Souvenir de Wieniawski.

GRADE IV.

- (a) Studies
Mazas—Op. 36-Book II.
- (b) Technics.
Sevcik Op. I. Book I.
Scales in three octaves.
Scales in thirds.
- (c) Pieces.
Mittell—Classical Collection Books I. and II.

PIANO

Preparatory Course

This course is intended to meet the wants of amateurs who have not time nor inclination to enter upon the extended course of study but who desire the best possible instruction during the time they devote to it.

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

EXAMINATION REQUIREMENTS FOR PIANO STUDENTS

Students may be required at any time during the term to demonstrate the quality of work being done.

At the annual or semi-annual examination students must be prepared to play, in the grade for which they are asking credit. (a) Polyphonic Music; at least one composition from the list marked, (b) Homophonic Music; at least one composition chosen by the teacher from any source, (c) and if required by the examiners, shall play at sight material chosen by the examiners, as specified later under (d). At least two of the three compositions under (a) (b) and (c) must be played from memory.

GRADE I

- (a) The Principles and Beginnings of Polophony.
Mable Madison Watson—Warp and Woof.
- (b) Homophonic.
Crosby Adams—Five Tone Sketches.

GRADE II.

- (a) Polyphonic.
Kunz—Canons.
- (b) Homophonic.
Concone—Twenty-four Brilliant Preludes.
Schytte—Witches' Dance.

GRADE III.

- (a) Polyphonic.
Bach—Two Voice Inventions.
- (b) Homophonic.
One movement from the easier sonatas of Haydn, Mozart or Beethoven.

GRADE IV.

- (a) Polyphonic.
 Bach—Album, Easier Selections.
 One movement from the more difficult sonatas of Haydn,
 Mozart or Beethoven.

GRADE V.

- (a) Polyphonic.
 Bach—Selections from easier Preludes and Fugues of Well
 Tempered Clavichord.
 (b) Homophonic.
 Chopin—Album, More difficult selections.
 Greig—Wedding Day.

GRADE VI.

- (a) Polyphonic.
 Bach—Selections from Well Tempered Clavichord.
 (b) Homophonic.
 Beethoven—Sonatas.
 Leschetizky—Arabesque.

GRADE VII.

- (a) Polyphonic.
 Bach—Selections from Well Tempered Clavichord.
 Mac Dowell—Prelude and Fugue.
 (b) Homophonic.
 Chopin—Etudes and Selections.
 Rachmaninoff—Prelude Op. 23, No. 5.
 Liszt—Rhapsody, Number 10.

The above Course as outlined is from the State Course for High Schools and is for beginners. Students upon examination may enter the grade in which they can do the work. A full two-year course for advanced students is offered. Information concerning the same may be secured by addressing the Head of the Department.

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

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

COLLEGE GLEE CLUB.

Both Men and Women

Five Hours per week drill credit.

Special consideration given to position, breathing tone production vowel study, interpretation, and preparation and performance of choral music. Participation in the concerts given by the Department of Music.

ORCHESTRA.

An Orchestra is maintained at all times for the benefit of those who desire ensemble playing. Open to all students who can play an instrument of the orchestra. Orchestra will participate in concerts given by the Department of Music.

Private lessons in all instruments of the orchestra can be arranged for.

CONDUCTING.

A Course in Orchestral and Chorus Conducting designed to meet the needs of students who will be required to direct instrumental and vocal organizations in their respective communities.

SHORT COURSES IN VOICE, PIANO, VIOLIN, AND OTHER INSTRUMENTS

A student of any grade may enter at any time and begin at once. A course of any number of weeks will be provided. Some students remain but twelve weeks. Special attention is given to beginners.

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 a week. Every music student should carry at least one other subject. We recommend French, General History or Literature to those taking 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

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 every body 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 institution. 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 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 a 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 anything else. More people are interested in the public schools,—more defend them and more denounce them,—than in any other institution. All this approval

and criticism is with reference to the outlook upon life the school leaves the child in possession of. This outlook, the teacher cannot help the child to acquire unless he has it himself, and the only thing that will help him to have it is a liberal education.

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

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

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

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

In selecting his college course a student needs all the thought he can give to it and all the outside help he can secure. It must not be a college course that merely happens but one that has been built upon principles. It must rest upon Psychology and it must reach to the innermost relations of life. It must impart to him the spirit of research combined with breadth of interest. It must lead to indivi-

dual efficiency and the ability to adjust oneself to his various social groups. It must be an education, and it must serve as the foundation of all future education.

I. WHAT A COLLEGE COURSE SHOULD CONTAIN.

(1) A few, two or three, subjects to be studied intensively.

(2) A wide range of subjects.

(3) Another group of subjects to be studied less intensively than the first and more intensively than the second, but sufficiently for at least a degree of completeness and a connected view of the field.

Or, in another view the College Course should include:

(a) Required Subjects.

(b) Preferred Subjects.

(c) Elective Subjects.

II. WHAT A COLLEGE COURSE SHOULD GIVE

(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:-

(1) **The first** provides for the major and minor subjects, imparts habits of study and research, offers an oppor-

tunity 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 and 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

English.....	9 credits or 36 hours
History.....	6 Credits or 24 hours
Natural Science.....	6 Credits or 24 hours
Biology.....	3 Credits or 12 hours
Mathematics.....	3 Credits or 12 hours
Social Science.....	3 Credits or 12 hours
Language.....	6 Credits or 24 hours
Psychology.....	2 Credits or 8 hours
Education.....	2 Credits or 8 hours
Geology.....	1 Credits or 4 hours
Geography.....	1 Credits or 4 hours
Philosophy.....	1 Credits or 4 hours
Ethics.....	1 Credits or 4 hours
Logic.....	1 Credits or 4 hours
Aesthetics.....	1 Credits or 4 hours
Debating.....	1 Credits or 4 hours
Astronomy.....	1 Credits or 4 hours
Total.....	48 Credits or 192 hours

NOTES

(a) As used here "credit" and "hour" mean term-credit and hour, not semester, and it is assumed that the college offering the course is on the 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 it should contain.

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

(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.

LAW COURSE

Including 24 credits or 96 hours of Liberal Arts and 12 credits or 48 hours of Law, and meeting the requirements for admission to the bar of Indiana and other states.

The course is under the general direction of President Rigdon. The liberal arts studies are taught by the heads of the respective departments, and the law studies by an able faculty of law teachers, every one of whom is a judge or a practicing lawyer, selected with reference to his special fitness for the subject he teaches.

All the studies enumerated below may be accredited to the student on either a law course or a liberal arts course but not on both.

The college has a small but excellent collection of Law books for reference and supplementary reading and will see that the number constantly increases.

To Enter the Law Course a student must have completed a commissioned high school course or its equivalent. The course includes three years' work,—two in Liberal Arts and one in Law. It is strongly recommended that the student so distribute his Law studies that they cover the entire time of three years. The course leads to the degree of Bachelor of Laws. Any graduate of the course not wishing this degree, may, by doing an additional year of liberal arts work, be entitled to the degree of Bachelor of Arts. Or, any liberal arts graduate with the degree of Bachelor of Arts, may, by earning 12 Law credits (provided that his liberal arts course has included no Law) be entitled also to the degree of Bachelor of Laws.

I. Law Studies.

- | | |
|----------------------------------|---------|
| (1) Blackstone..... | 4 hours |
| (2) Contracts..... | 4 hours |
| (3) Torts..... | 4 hours |
| (4) Equity..... | 4 hours |
| (5) Real Property..... | 4 hours |
| (6) Sales..... | 4 hours |
| (7) Bills & Notes..... | 4 hours |
| (8) Agency..... | 4 hours |
| (9) Domestic Relations..... | 2 hours |
| (10) Bailments and Carriers..... | 2 hours |
| (11) Evidence..... | 4 hours |

- | | |
|--------------------------------|---------|
| (12) Pleading, Common Law..... | 4 hours |
| (13) Pleading, Code..... | 4 hours |

II. Liberal Arts Studies.

- | | |
|---|----------|
| (1) English..... | 32 hours |
| (a) English I: Rhetoric and Composition.. | 4 hours |
| (b) English III: English Literature..... | 4 hours |
| (c) English VI: American Prose..... | 4 hours |
| (d) English VIII: English Prose..... | 4 hours |
| (e) English XI: The Drama & Shakespeare | 4 hours |
| (f) English XII: Public Speaking..... | 4 hours |
| (g) English XV: English Grammar..... | 4 hours |
| (h) English XVIII or XIX; Bible..... | 4 hours |
| (2) History (American and English)..... | 12 hours |
| (3) Science (one Year in Biology, Physics or
Chemistry)..... | 12 hours |
| (4) Mathematics (one Year)..... | 12 hours |
| (5) Sociology..... | 4 hours |
| (6) Economics..... | 4 hours |
| (7) Political Science..... | 4 hours |
| (8) Logic..... | 4 hours |
| (9) Psychology..... | 4 hours |
| (10) Ethics..... | 4 hours |
| (11) Philosophy..... | 4 hours |

LAW FACULTY

S. A. Enloe—Classic Graduate of Central Normal College; Professor of Law, C. N. C. 1904 to 1917. Judge of Indiana Appellate Court. Dean of Law Department and Professor of Blackstone and Common Law Pleading.

A. J. Stevenson—Central Normal College 1912; Indiana State Normal School 1913-1914; Graduate of Indiana University School of Law. Professor of Law and Assistant Dean of Law Department.

Edgar M. Blessing—Indiana State Normal School 1900; University of Michigan School of Law 1904; Member of Public Service Commission June 1, 1921 to Professor of Equity and Real Property.

James L. Clark—Professor of Law Central Normal College 1889 to 1895; Judge of Hendricks Circuit Court.....to.....;

Member of Indiana Public Service Commission.... to; Professor of Bills and Notes and Evidence.

CENTRAL NORMAL COLLEGE LAW COURSE

Open to strong high school graduates on and after September 1922.

Address all communications to President Jonathan Rigdon, Danville, Indiana.

ENGLISH

George H. Reibold, Professor.

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

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

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

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

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

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

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

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

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

ENGLISH IX.—The Novel. The principles of fiction that enable it to be art; the great writers of fiction and their most important works; their educational and ethical value; stress is laid upon books by the modern writers of the 19th and 20th centuries.

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

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

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

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

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

ENGLISH XV.—English Grammar. The structure of the English sentence and the principles that govern its syntax. The classification of Sentences, Clauses, and Phrases. How to think the Parts of Speech, their classes, properties and constructions. Special 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.

ENGLISH XIX. The New Testament.

AN ELEMENTARY COURSE IN THE BIBLE

- (1) Should increase and not diminish the student's respect and reverence for the Bible as the greatest of books.
- (2) Should lead to a more intelligent foundation for this feeling.
- (3) Should impart a fair conception of the History involved.
- (4) Should give to each student a connected story of the field covered.
- (5) Should give an intelligent grasp of the fundamental ethical and religious principles involved and their relation to life today.
- (6) Should justify the claim that the Bible is great literature.
- (7) Should give a clear conception of the leading Bible Characters and Bible stories.
- (8) Should increase the student's power of expression both oral and written.
- (9) Should steer clear of any sectarian or denominational teaching.

HISTORY

..... Professor.

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

ENGLISH 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 I. 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 II. The Development of American Nationality.

HISTORY VII. American History III.—Recent 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 forces 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. Lugenbeel, Professor.

MATHEMATICS I.—Solid Geometry. Complete course embracing lines, planes, dihedral 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 I. Fundamental Processes with rigid development of laws and uses of signs; Fractions, simple equations and their graphs; Binomial Theorem for positive integral exponents; Extracting Roots; Radicals and General Theory of Exponents; Quadratic Equations and applications.

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

MATHEMATICS IV.—Plane Trigonometry. Relation to Geometry; Development of Trigonometrical Functions; Solutions of all kind of triangles by laws of similar Triangles; Development of Formulas; Applications of Formulas to Triangles; Practical application to surveying and Physics; Solutions of Trigonometrical Equations.

MATHEMATICS V.—Spherical Trigonometry. Development of formula, Napier's rule for right spherical triangles; oblique spherical triangles; applications to terrestrial and celestial spheres. Applications to Astronomy and Surveying.

MATHEMATICS VI.—Plane Analytics. Introductory work in college Algebra and Trigonometry. Fundamental ideas. Development and application of the equations of the common curves: straight line, circle, ellipse, parabola, hyperbola. Equations of the higher plane curves, Polar equations and transformation of coordinates. Practical applications of the truths developed.

MATHEMATICS VII.—Solid Analytics. Thorough discussion of equations of second degree. Methods of discovering the curve of an equation. Spirals and their application. Development of equations of lines and planes in space. Equations of Solid of revolu-

tion. Applications of laws discovered. Discussion of equations of the third degree. Investigations of properties of higher equations.

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

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

MATHEMATICS X.—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 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.

MATHEMATICS XII.—Theory of Equations. Solutions of Equations of Higher Degree; Determinants and Applications; Series.

LATIN

Hazel Walker, Professor.

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

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

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

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

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

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

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

LATIN XI.—Terence-Phormio or Plautus Trinummus.

LATIN XII.—Tacitus-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 of observation in the Danville High School, followed by a discussion of the best methods of teaching Latin in high schools.

FRENCH

Hazel Walker, Professor

Never before in our history has there been such demand for, or interest in, the French language. 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

J. H. ROBLYER, Professor

.....Laboratory Assistant

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

1. 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.

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

3. 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 Sartorius 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 advantage in the ordinary shop. (2) He is also taught the manipulation of much that is more delicate and of a higher grade and so gains the more comprehensive view needed by the teacher.

COURSE IN PHYSICS.

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

Carhart's College Physics. Recitation and lectures two days per week. Laboratory two days. Prerequisite, Trigonometry.

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

Lectures and recitations two days. Laboratory two days.

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

Lectures two days. Laboratory two days per week.

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

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

Recitation and Lectures two days, laboratory two days.

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

PHYSICS VI.—Heat for Advanced Students: Continuity

of State. Mechanical Relations. Laws of Thermodynamics. Kinetic Theory. Carnot's Cycle. Radiation. Entropy.

Edser's Heat as text. *Prerequisites, Physics I II III, and Trigonometry.*

Recitation and lectures two days. Laboratory two days.

CHEMISTRY

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

Recitations two days per week. Laboratory two days.

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

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

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 Dyeing. Prerequisite, General Chemistry. This course is offered every other year, will be given in 1922.

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.

CHEMISTRY VIII.—Volumetric Analysis. Standardization of acids and bases. Oxidation and reduction. Analysis of ores. Sanitary water analysis. Analysis of fertilizers. Prerequisites, Chem I, II, III, VI, VII.

Biology

Troy Smith, Professor.

I. GENERAL BIOLOGY: Laying the foundation for the study of the different forms of life.

II. BOTANY: An elementary study of plants.

III. ZOOLOGY: An elementary study of animals.

IV. PHYSIOLOGY: An elementary course in human anatomy and the natural functions of the different organs.

V. BACTERIOLOGY:

VI. HEALTH AND HYGIENE: The importance of health in life and education, and the extent to which it depends upon the observance of hygienic laws.

VII. EVOLUTION: What the hypothesis means, the classes of evidence and of objections, together with some consideration of its relation to morality and religion.

VIII. HEREDITY: The fact of heredity; how it was conceived by Lamarck, Darwin, Weissmann and Mendel; what may be expected from heredity, and what from education; how heredity conditions education, and how education supplements heredity.

IX. EUGENICS: What it means and upon what it is based; in what sense it is foolish and in what wise.

OTHER ONE-TERM SUBJECTS

GENERAL SCIENCE—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.
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.

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 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 I.—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 in 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. The educational bearing of various lines of study, on industrial and other activities. The learning attitude, the teaching attitude. The definition of the teacher's academic and professional equipment, and the lines of study most helpful to a teacher. Teacher's habits and personality. The teacher's problem and what will help in its solution. An introductory course looking toward the educational orientation of the beginning teacher.

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

EDUCATION III.—Principles of Teaching. A study of the fundamental principles of the teaching process, including schoolroom organization and management.

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

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

EDUCATION VI.—Directed Observation. The time is divided between actual observation and a study of the principles underlying observation. Discussion and the preparation of notes on observation.

EDUCATION VII.—Supervised Teaching. Presupposes Education I., II. and III. (Preferably in Major and Minor subjects). Includes preparation and criticism of lesson plans with discussion and conferences under the direction of city superintendent and the head of the department.

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

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

EDUCATION X.—Tests and Measurements. Typical education and intelligence tests are studied and demonstrated. Students receive practice in administering, scoring and evaluating both individual and group tests.

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

L. C. NISWANDER, Professor.

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 manager he will see that they are applied by the bookkeeper.

The purpose of this course is to present the correct principles of bookkeeping and accounting—principles advocated and practiced by modern bookkeepers and accountants. The work is devoted to the illustration of the special methods of labor saving forms of bookkeeping as employed in the modern business 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 commercial papers and legal documents in use.

Every student advances as rapidly as he can. One for whom the subject is difficult may have as much time as he needs, while another for whom it is easy may advance as rapidly as he wishes. The course is 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, manifold, tabulating, letter-writing, legal forms, etc., are taught. Shorthand students are required to transcribe their notes directly into correct letter forms. A small fee for the use of 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. A 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 months of work and made forty-two credits. A credit is given for one term of twelve weeks of five recitation periods each, the length of the period being fifty minutes. Four credits may be made each term. Vocal Music and Drawing are required to the extent of seventy-two lessons in each of the subjects.

Statement of credits required in each subject for diploma:

English.....	9 credits
Foreign Language.....	6 credits
Science (three in each of two sciences).....	6 credits
Mathematics.....	6 credits
European History.....	3 credits
U. S. History.....	2 credits
Elective.....	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	Alg. 2	Alg. 3
Gram. 1	Gram. 2	Rhet. 1
U. S. History. 1	U. S. History. 2	Ancient History
Latin or French	Latin or French	Latin or French

SECOND YEAR

Alg. 4	Geom. 1	Geom. 2
Rhet. 2	Rhet. 3	A. Lit.
Mediaeval His.	Physics 1	Physics 2
Latin or French	Latin or French	Latin or French

THIRD YEAR

Drawing	Com. Arith.	English
Geom. 3	Reading	Botany 2 or Chem.
E. Lit.	Botany or Chem.	Physiology
Physics 3	Drawing	Bookkeeping

FOURTH YEAR

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

High School students, like all others, must enter at the beginning of a term.

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

JONATHAN RIGDON, Professor.

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 construction 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.

Arithmetic

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

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

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

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

Geography

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

GEOGRAPHY I.—General Geography. Fundamental facts

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

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

Reading

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

U. S. History

To-day the United States looms large, not only with ourselves but with the world. Education will hereafter take more account of American History and American institutions. Henceforth we shall see all countries and all subjects from the view-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 disease 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. Every one in the course of his life work will be obliged to do enough writing with a pen to make a plain easy penmanship well worth while.

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 1921-22

GRADUATES OF COLLEGE COURSE, DEGREE OF A. B., 1922

Collier, Chas. A.	Monroe, Ind.	Hert, Arie B.	Lawrence, Ind.
Comer, Myrtle, Mae.	Hendricks, Ind.	Hines, Katherine Frances.	Clark, Ind.
Coombs, Veda Vincent.	Hendricks, Ind.	Kahl, Mattie.	Clark, Ind.
Dockins, Chas. W.	Tippecanoe, Ind.	Morge, Harry E.	Harrison, Ind.
Emig, Elmer.	Benton, Ind.	Morge, Florence, V.	Harrison, Ind.
Fogleman, T. B.	Hamilton, Ind.	Pangburn, Edith.	Clark, Ind.
Hayes, Donald.	Parke, Ind.	Shirley, Lee W.	Hendricks, Ind.
Hurst, Forest.	Putnam, Ind.	Wilson, Carl E.	Washington, Ind.

GRADUATES OF THE STANDARD NORMAL COURSE, 1922

Baker, Roger Russell.	Dubois, Ind.	Lawler, Claude, G.	Boone, Ind.
Blue, Nial.	Hancock, Ind.	Long, Solon.	Lawrence, Ind.
Blunk, Raymond.	Morgan, Ind.	Myers, Walter L.	Warren, Ind.
Cain, Thos. E.	Scott, Ind.	McCoun, Olevia.	Hendricks, Ind.
Coombs, H. A.	Clinton, Ind.	McBride, Chas. E.	Orange, Ind.
Dockins, Chas. W.	Tippecanoe, Ind.	Owens, Ralph.	Boone, Ind.
Eckels, Ethel.	Putnam, Ind.	Porter, Carl.	Martin, Ind.
Gentry, Raymond L.	Hendricks, Ind.	Posey, Elmer.	Knox, Ind.
Hendrickson, Willis.	Warrick, Ind.	Reed, Millie F.	Hendricks, Ind.
Hovermale, Glen W.	Hendricks, Ind.	Scott, Edw. L.	Hendricks, Ind.
Howe, Leroy.	Perry, Ind.	Snodgrass, James P.	Hendricks, Ind.
Jackson, George, K.	Boone, Ind.	Tolin, Earl J.	Hancock, Ind.
Johnson, A. D.	Hendricks, Ind.	Veatch, Grace D.	Hendricks, Ind.
Kruse, Rudolph.	Warrick, Ind.	Walker, Anna L.	Hendricks, Ind.
Lundgren, L. Cecil.	Vermillion, Ind.	Zimmerman, Ernest L.	Marion, Ind.

GRADUATES OF TWO-YEAR ELEMENTARY LIFE COURSE, 1922

Baliff, Beryl.	Hamilton, Ind.	Lingle, Roxie Helen.	Marion, Ind.
Bailey, Virgil.	Hamilton, Ind.	Logston, Edna.	Hendricks, Ind.
Benz, Florence.	Crawford, Ind.	Lundgren, L. Cecil.	Vermillion, Ind.
Bennett, Sarah.	Hamilton, Ind.	McBride, Chas. E.	Orange, Ind.
Bruce, Elsie.	Montgomery, Ind.	Moore, Jas. E.	Hancock, Ind.
Blunk, Nettie F.	Hendricks, Ind.	Myers, Paul.	Parke, Ind.
Cain, Thos. E.	Scott, Ind.	Myers, Mrs. Clara.	Parke, Ind.
Davis, Eula Mae.	Hendricks, Ind.	Neese, Pearl.	Hendricks, Ind.
Davis, Mamie.	Hendricks, Ind.	Nordloh, Ida Alice.	Jennings, Ind.
Demaree, Raymond.	Ripley, Ind.	O'Brien, Reggie.	Hendricks, Ind.
Eckels, Ethel.	Putnam, Ind.	Overstreet, Kenneth R.	Hendricks, Ind.
Fisher, Joy A.	Hendricks, Ind.	Owens, Ralph L.	Boone, Ind.
Galbraith, Glenn W.	Decatur, Ind.	Pratt, George H.	Boone, Ind.
Gentry, Raymond L.	Hendricks, Ind.	Renick, Glee.	Fountain, Ind.
Gossett, Robert A.	Decatur, Ind.	Sullivan, Effie.	Boone, Ind.
Graves, Mrs. Tida E.	Daviess, Ind.	Snodgrass, Gladys.	Hancock, Ind.
Hall, Helen M.	Scott, Ind.	Sheets, Mabel.	Hendricks, Ind.
Howe, Leroy.	Perry, Ind.	Tanner, Bernice.	Jackson, Ind.
Hale, Edith L.	Jennings, Ind.	Veatch, Grace D.	Hendricks, Ind.
Harbison, Mrs. Eva.	Putnam, Ind.	Wallace, Noble D.	Hendricks, Ind.
Kirk, June.	Morgan, Ind.	Wetzel, Nettie L.	Jennings, Ind.
Lee, Flint.	Montgomery, Ind.	Walker, Anna L.	Hendricks, Ind.
Lefferson, James.	Shelby, Ind.	Wagner, Lovise.	Hendricks, Ind.

GRADUATE OF COMMERCIAL TEACHERS LIFE COURSE, 1922

Heavilin, Elsie H. Grant, Ind.¹

GRADUATES OF COMBINED BUSINESS COURSE, 1922

Bryan, Bertha. Clinton, Ind. Foster, Ellore. Hendricks, Ind.

GRADUATE OF BOOKKEEPING COURSE, 1922

Arthur, Lee. Morgan, Ind.

GRADUATES OF HIGH SCHOOL COURSE, 1922

Higgins, Urban D.	Hendricks, Ind.	Parrish, J. Russell.	Monroe, Ind.
Humbough, Ralph.	Daviess, Ind.	Reibold, Geo. K.	Hendricks, Ind.
McClintock, Geo. N.	Montgomery, Ind.	Thrasher, Lowell.	Marion, Ind.
Money, L. Wayne.	Marion, Ind.	Whittington, Donald.	Logan, Colo.
Priest, Duff W.	Putnam, Ind.		

GENERAL LIST 1921-1922

Abbott, Sarah F.	Clark, Ind.	Baringer, Ethella	Boone, Ind.
Abel, Lester M.	Johnson, Ind.	Barker, Emily	Tippecanoe, Ind.
Abston, Chester O.	Boone, Ind.	Barker, Nona	Putnam, Ind.
Acra, Louella	Shelby, Ind.	Barker, Lloyd H.	Fountain, Ind.
Adams, Carrie E.	Monroe, Ind.	Barker, Mary	Hendricks, Ind.
Adams, Virgil	Vermillion, Ind.	Barnes, Raymond E.	Shelby, Ind.
Adkins, Franklin	Ripley, Ind.	Barnett, Ben F.	Hendricks, Ind.
Akers, Mildred	Daviess, Ind.	Barrett, A. G.	Hendricks, Ind.
Albright, Vera	Clinton, Ind.	Barts, Clarice	Boone, Ind.
Albright, Otto	Clinton, Ind.	Barwick, Agnes M.	Warren, Ind.
Alford, Floyd	Hancock, Ind.	Bauchert, Carey	Hamilton, Ind.
Allen, Arsinoe M.	Hendricks, Ind.	Baxter, George	Dubois, Ind.
Allen, W. M.	Brown, Ind.	Beals, Susie Marie	Hamilton, Ind.
Allen, Addie	Brown, Ind.	Beatty, Ruth	Tipton, Ind.
Allen, Theo	Morgan, Ind.	Beatty, Garnet Emma	Jackson, Ind.
Allen, Mrs. Mary	Morgan, Ind.	Beatty, Earl	Dubois, Ind.
Allen, Margaret	Martin, Ind.	Beatty, Blanch	Orange, Ind.
Allen, Fay	Lawrence, Ind.	Beaver, Mona Marie	Boone, Ind.
Allen, Gladys	Lawrence, Ind.	Beaver, Mabel	Tippecanoe, Ind.
Amos, Robert A.	Marion, Ind.	Beck, Marie	Johnson, Ind.
Amos, Nelson T.	Hendricks, Ind.	Beck, Ralph	Hendricks, Ind.
Anderson, Margaret E.	Perry, Ind.	Beck, Richard C.	Boone, Ind.
Anthony, Cloyd	Brown, Ind.	Becker, Eliza	Shelby, Ind.
Anthony, L. Herbert	Brown, Ind.	Beckort, Harrison	Harrison, Ind.
Applegate, Hazel	Fountain, Ind.	Beckort, Florence	Harrison, Ind.
Archer, Harley	Hendricks, Ind.	Beem, Hazel	Jackson, Ind.
Armfield, Evaline	Newton, Ind.	Beiler, Beatrice	Marshall, Ind.
Armstrong, Robert	Hendricks, Ind.	Belangea, Burnice	Warren, Ind.
Arnold, Irene	Hendricks, Ind.	Bell, Joseph	Clinton, Ind.
Arnold, Jessie	Hendricks, Ind.	Bennett Sarah V.	Hamilton, Ind.
Arthur, Ralph	Greene, Ind.	Bennett, Bessie	Hamilton, Ind.
Arthur, Ruby J.	Greene, Ind.	Benz, Florence	Crawford, Ind.
Arthur, Lee	Morgan, Ind.	Benz, Emma	Crawford, Ind.
Asbell, Earnest	Martin, Ind.	Berkshire, Helen	Cass, Ind.
Austin, Clyde	Crawford, Ind.	Berkshire, Ruth	Cass, Ind.
Axson, Arlena	Monroe, Ind.	Berry, Gladys	Hendricks, Ind.
Axton, Grenade	Spencer, Ind.	Berryman, Grace	Montgomery, Ind.
Baber, Lee Annah	Boone, Ind.	Best, Harold	Harrison, Ind.
Bagshaw, Claude	Washington, Ind.	Best, Joe	Morgan, Ind.
Bagshaw, Jas. E.	White, Ind.	Bever, Elizabeth	Warren, Ind.
Bailey, Virgil	Boone, Ind.	Bickel, George R.	Harrison, Ind.
Bailey, A. R.	Perry, Ind.	Bickel, Jacie L.	Harrison, Ind.
Bailey, Lester E.	Boone, Ind.	Bisel, Harold R.	Bartholomew, Ind.
Bain, Clifford	Putnam, Ind.	Black, Ralph	Clinton, Ind.
Bair, Ruby	Lawrence, Ind.	Black, Ruth	Crawford, Ind.
Baird, Isa	Hendricks, Ind.	Black, M. Clyde	Owen, Ind.
Baird, Alice R.	Boone, Ind.	Blackaby, Nellie	Hendricks, Ind.
Baker, Alga	Scott, Ind.	Blackman George	Clark, Ind.
Baker, Roger R.	Dubois, Ind.	Blaydes, Roy	Putnam, Ind.
Baker, Everett L.	Jennings, Ind.	Blue, Nial	Hancock, Ind.
Baker, Marion	Martin, Ind.	Blunk, Nettie	Morgan, Ind.
Balay, Maggie N.	Morgan, Ind.	Blunk, Raymond	Morgan, Ind.
Balay, Tonnie	Morgan, Ind.	Bodenhamer, Lucy	Hendricks, Ind.
Bales, Callie	Daviess, Ind.	Boggs, Mary Effie	Washington, Ind.
Bales, Harold	Morgan, Ind.	Bogie, Ruth	Jennings, Ind.
Baliff, Beryl	Hamilton, Ind.	Bogard, Mary	Lawrence, Ind.
Baliff, Amy	Hamilton, Ind.	Boicourt, Leslie	White, Ind.
Bail, Albertha	Washington, Ind.	Boicourt, Earl	Jennings, Ind.
Banta, Beatrice F.	Parke, Ind.	Bolen, Ben W.	Hendricks, Ind.

Bolinger, Nina May	Howard, Ind.	Bush, Marie	Shelby, Ind.
Bolton, Wayne M.	Cass, Ind.	Bussell, Lyell	Hancock, Ind.
Bolton, Howard	Cass, Ind.	Butler, Roxie	Orange, Ind.
Bond, Leland Clayton	Union, Ind.	Butterfield, Merle	Owen, Ind.
Bond, Floyd	Union, Ind.	Butts, Thelma A.	Jackson, Ind.
Bond, Tressa	Brown, Ind.	Byrd, Clarence E.	Howard, Ind.
Booher, Leatha	Shelby, Ind.	Byrd, Cleo	Putnam, Ind.
Boone, Abbie H.	Harrison, Ind.	Byfield, Aletta	Jefferson, Ind.
Booty, J. Leslie	Hendricks, Ind.	Cadle, Edward	Washington, Ind.
Boring, Mary E.	Decatur, Ind.	Cain, Thos E.	Scott, Ind.
Boring, Hannah Ruth	Decatur, Ind.	Cain, Marguerite	Scott, Ind.
Boss, Chester C.	Crawford, Ind.	Cain, Elva	Washington, Ind.
Bottorff, Mildred	Jackson, Ind.	Calbert, Nona	Hendricks, Ind.
Bowden, Scade C.	Orange, Ind.	Call, Thelma	Putnam, Ind.
Bowen, Paul R.	Boone, Ind.	Callahan, Maude	Jackson, Ind.
Bowen, Ralph	Boone, Ind.	Callas, Rector M.	Dubois, Ind.
Bowman, Haglee	Morgan, Ind.	Calvert, Bertha	Johnson, Ind.
Bowman, Leona	Fountain, Ind.	Calvert, Iva May	Johnson, Ind.
Bowman, Nolin	Lawrence, Ind.	Campbell, R. G.	Fountain, Ind.
Bowman, Jasper	Lawrence, Ind.	Campbell, Letea	Carroll, Ind.
Boulden, Bennie	Hamilton, Ind.	Cannon, Hazel	Howard, Ind.
Boyd, Jessie	Clark, Ind.	Carr, Mrs. Goldie	Jackson, Ind.
Brady, Leslie	Hendricks, Ind.	Certain, Milo K.	Grant, Ind.
Brannaman, Newton O	Washington, Ind.	Carmichael, Geoffrey	Brown, Ind.
Branson, Biddie J.	Clay, Ind.	Carmichael, Bessie	Brown, Ind.
Bramblett, Frank	Boone, Ind.	Carmony, Stanley	Shelby, Ind.
Bramblett, Arthur	Boone, Ind.	Carpenter, Cecil	Putnam, Ind.
Braner, Eunice	Parke, Ind.	Carter, Ira P.	Perry, Ind.
Bray, Muriel	Hendricks, Ind.	Casey, Ralph	Fayette, Ill.
Bray, Paul	Hendricks, Ind.	Caudell, William F.	Shelby, Ind.
Bray, Mildred	Hendricks, Ind.	Chambers, R. P.	Rush, Ind.
Breeden, Price	Orange, Ind.	Chandley, Albert	Dubois, Ind.
Breidenbaugh, Clare	Martin, Ind.	Chandler Lillie	Hendricks, Ind.
Brenner, Harold	Martin, Ind.	Chapman, Hazel L.	Madison, Ind.
Brenner, Howell	Washington, Ind.	Chase, Oscar	Harrison, Ind.
Brewer, Lena	Hendricks, Ind.	Chatman, Thelma	Hendricks, Ind.
Bridges, Harry M.	Decatur, Ind.	Chenoweth, Emma	Morgan, Ind.
Bright, Edgar	Daviess, Ind.	Christie, Harry	Hendricks, Ind.
Bright, Ira J.	Daviess, Ind.	Clark, Faun R.	Brown, Ind.
Briscoe, Winifred	Harrison, Ind.	Clark, Homer	Hendricks, Ind.
Britton, Minnie	Johnson, Ind.	Clark, Verna E.	Hendricks, Ind.
Broadstreet, Mae E.	Putnam, Ind.	Clark, Ralph E.	Marion, Ohio.
Brooking, Ronald L.	Lawrence, Ind.	Clark, Otto	Hendricks, Ind.
Broshears, Naomi	Greene, Ind.	Clark, Ford	Bartholomew, Ind.
Brown, Lloyd O.	Warwick, Ind.	Clarkson, Chesly	Jennings, Ind.
Brown, Bernice B.	Morgan, Ind.	Clayton, Elmer	Greene, Ind.
Brown, J. Dorman	Montgomery, Ind.	Clements, Mrs. Julia	Putnam, Ind.
Brown, Mary	Hendricks, Ind.	Clements, Grover	Putnam, Ind.
Brown, Gayle Hurst	Hendricks, Ind.	Clifton, Nellie	Martin, Ind.
Brown, Bessie	Hendricks, Ind.	Cline, Flossie	Putnam, Ind.
Brute, Earl M.	Montgomery, Ind.	Cline, Dorothy	Putnam, Ind.
Bruce, Elsie	Montgomery, Ind.	Coble, Elizabeth	Owen, Ind.
Brunson, Robert E.	Hancock, Ind.	Coffin, J. Merrill	Hamilton, Ind.
Bryan, Bertha	Clinton, Ind.	Coleman, Paul	Crawford, Ind.
Buchanan, Ruby	Hendricks, Ind.	Coleman, Mont	Fountain, Ind.
Bunten, Edna	Hendricks, Ind.	Coleman, Keith	Vermillion, Ind.
Burke, Jean R.	Marion, Ind.	Colin, Ollie	Harrison, Ind.
Burke, Fleda	Putnam, Ind.	Colin, Ollie H.	Harrison, Ind.
Burroughs, Floyd	Martin, Ind.	Collier, Jeannette	Hancock, Ind.
Burroughs, Olive	Martin, Ind.	Collier, Chas A.	Marion, Ind.
Burns, June	Boone, Ind.	Collins, Ruby Ann	Montgomery, Ind.
Buser, Lee Roy	Montgomery, Ind.	Collins, Curran	Crawford, Ind.
		Collins, Harold Van	Dubois, Ind.
		Collins, Cecil	Scott, Ind.

Collins, Edna Martin, Ind.
 Collins, Millard F. Montgomery, Ind.
 Collins, Vera Jackson, Ind.
 Colvin, Tom E. Carroll, Ind.
 Colvin, Florine Hendricks, Ind.
 Comer, Myrtle Mae Hendricks, Ind.
 Comer, Chester Hendricks, Ind.
 Conner, Louise Owen, Ind.
 Conrad, Harold R. Boone, Ind.
 Copeland, Helen Boone, Ind.
 Copeland, Ross Henry, Ind.
 Coombs, Georgia Mae Johnson, Ind.
 Coombs, H. A. Clinton, Ind.
 Coombs, Veda Hendricks, Ind.
 Cooper, Miss Hortense Hendricks, Ind.
 Cooper, Eva Hendricks, Ind.
 Cooper, Samuel E. Washington, Ind.
 Cooper, Ralph Hendricks, Ind.
 Cooper, Harleen Mae Hendricks, Ind.
 Cooper, Roy L. Hendricks, Ind.
 Correll, Claudean Daviess, Ind.
 Cotner, Jessie Benton, Ind.
 Cotton, Sidney Harrison, Ind.
 Cotton, Edgar Hamilton, Ind.
 Cox, Nellus Orange, Ind.
 Cox, Olive Dubois, Ind.
 Cox, Albert Greene, Ind.
 Cox, Gladys Marie Hendricks, Ind.
 Crabbe, Jennie Greene, Ind.
 Crabbe, Nellie Greene, Ind.
 Crawford, Walter Lawrence, Ind.
 Craig, Lester A. Marion, Ind.
 Craig, Shyrl Marion, Ind.
 Craigie, Edna Scott, Ind.
 Crawley, Vivian B. Lake, Ind.
 Crawley, May-Belle Hendricks, Ind.
 Creelius, Reader Harrison, Ind.
 Crone, Eva Benton, Ind.
 Crosby, Clarice Floyd, Ind.
 Crosby, Mabel Floyd, Ind.
 Crose, Martha Hendricks, Ind.
 Crutcher, Gladys Bartholomew, Ind.
 Cudworth, Lela Washington, Ind.
 Cummings, Clyde L. Hendricks, Ind.
 Cummins, Leonard Crawford, Ind.
 Cummins, Denail Morgan, Ind.
 Curtis, Leona R. Martin, Ind.
 Cutsinger, Pansy Hendricks, Ind.
 Darby, Edwin Vermillion, Ind.
 Davidson, Emily Hendricks, Ind.
 Davidson, Carl Orange, Ind.
 Davis, Delbert D. Harrison, Ind.
 Davis, Loretta Monroe, Ind.
 Davis, Marguerite G. Monroe, Ind.
 Davis, Phoebe Harrison, Ind.
 Davis, Russell Greene, Ind.
 Davis, Marie Montgomery, Ind.
 Davis, Eula Hendricks, Ind.
 Davis, Mamie Hendricks, Ind.
 Davis, Floyd Putnam, Ind.
 Deckard, Edith Brown, Ind.
 Deckard, Jessie Monroe, Ind.
 Delong, Harold Hendricks, Ind.

Delrymple, Adda Washington, Ind.
 Delrymple, Esta Washington, Ind.
 Demaree, Raymond Ripley, Ind.
 Demaree, Marie Ripley, Ind.
 DeMoss, Lowell H. Rush, Ind.
 Demoss, Mabel Rush, Ind.
 DeMotte, Georgia Pike, Ind.
 Dennis, Mildred J. Morgan, Ind.
 Denny, Helen Jackson, Ind.
 DePew, Walter W. Hendricks, Ind.
 Dinn, Chelsea Johnson, Ind.
 Dismore, Gladys Scott, Ind.
 Dixon, Lloyd Hendricks, Ind.
 Dixon, Ermel Orange, Ind.
 Dixon, Wendell H. Hendricks, Ind.
 Dockins, Chas. W. Tippecanoe, Ind.
 Dodds, Sylvia A. Putnam, Ind.
 Donahue, Flora Dubois, Ind.
 Donham, Kilbourne Vigo, Ind.
 Donaldson Margaret E. Benton, Ind.
 Dooley, Weybourn Hendricks, Ind.
 Dorsett, Wiley E. Benton, Ind.
 Doud, Mary A. Jennings, Ind.
 Doud, Wm. C. Jennings, Ind.
 Downham, Nellie Carroll, Ind.
 Duggins, Beveridge A. Harrison, Ind.
 Dulin, Ellen Boone, Ind.
 Duzan, Marion Hamilton, Ind.
 Earl, Eva Hendricks, Ind.
 East, Irvine Lawrence, Ind.
 Eastes, Estell Hancock, Ind.
 Easton, Viva Hendricks, Ind.
 Easton, Vera Hendricks, Ind.
 Eaton, Lillian E. Ripley, Ind.
 Eckels, Hazel Putnam, Ind.
 Eckels, Ethel Putnam, Ind.
 Edmonson, Louise Hendricks, Ind.
 Edmonson, Donald Hendricks, Ind.
 Edwards, Kenneth K. Hendricks, Ind.
 Edwards, James Ira Decatur, Ind.
 Edwards, Chlous Lawrence, Ind.
 Eisenmenger, Irene Harrison, Ind.
 Elliott, Lucile Miami, Ind.
 Ellis, Cheta Mae Orange, Ind.
 Ellis, Nina Gibson, Ind.
 Ellis, Mabel Dubois, Ind.
 Ellis, Scott Dubois, Ind.
 Emery, Chas. Clinton, Ind.
 Emley, Wilma L. Clinton, Ind.
 Emly, Mary Washington, Ind.
 Emig, Elmer Benton, Ind.
 Emly, Mary Washington, Ind.
 Emig, Elmer Benton, Ind.
 England, Florence Jackson, Ind.
 Engle, Dora E. Ripley, Ind.
 English, Geo. L. Pike, Ind.
 Esarey, Pearl Perry, Ind.
 Esarey, Rhoda Perry, Ind.
 Etchison, Clive E. Boone, Ind.
 Evans, Hazel F. Lawrence, Ind.
 Everling, Chas. Hendricks, Ind.
 Everson, Charles Hancock, Ind.
 Fairchild, Mildred Parke, Ind.
 Fall, Raymond E. Boone, Ind.

Fancher, Alva Boone, Ind.
 Fancher, Claude Washington, Ind.
 Farnsley, J. Vachel Harrison, Ind.
 Farrell, Vincent Boone, Ind.
 Fatout, Willetta Marion, Ind.
 Fessler, Maurice Shelby, Ind.
 Fields, Florence Shelby, Ind.
 Fields, Kenneth Jackson, Ind.
 Finchum, Goldie Morgan, Ind.
 Finchum, Vergil Morgan, Ind.
 Finley, Allen M. Orange, Ind.
 Finnegan, Esther Wilma. Tippecanoe, Ind.
 Fisk, C. W. Hendricks, Ind.
 Fish, Opher Martin, Ind.
 Fish, Della M. Jackson, Ind.
 Fisher, Joy A. Hendricks, Ind.
 Fisher, Ralph B. Montgomery, Ind.
 Fisher, Mary Hamilton, Ind.
 Fisher, Darlie Union, Ind.
 Flanagan, Otto H. Marion, Ind.
 Fleener, Fred A. Brown, Ind.
 Fletcher, Mary G. Morgan, Ind.
 Fletcher, Grace Morgan, Ind.
 Flinn, Orin E. Lawrence, Ind.
 Fogleman, T. B. Hamilton, Ind.
 Forbis, Burrell Harrison, Ind.
 Foster, Doris Warren, Ind.
 Foster, Pauline Tippecanoe, Ind.
 Foster, Ellorice Hendricks, Ind.
 Foy, Edward Franklin, Ohio.
 Francis, James Hendricks, Ind.
 Franklin, Virgil Hendricks, Ind.
 Franklin, Lawrence W. Hendricks, Ind.
 Franklin, Norene Hendricks, Ind.
 Franklin, Helen Hendricks, Ind.
 Franklin, Lawrence Paul Hendricks, Ind.
 Frazee, Roscoe B. Hendricks, Ind.
 Frazier, Ester Orange, Ind.
 Frazier, Chester Orange, Ind.
 Freed, Vella Daviess, Ind.
 Freeman, Earl Boone, Ind.
 Freeman, Eulalia Boone, Ind.
 Fuller, Edward Lake, Ind.
 Funk, Lucille Harrison, Ind.
 Funkhouse, Gideon Boone, Ind.
 Gabel, Martha Marion, Ind.
 Gaddis, Ermal Randolph, Ind.
 Galbraith, Glen W. Decatur, Ind.
 Garis, Emma Jackson, Ind.
 Garland, Dallas Dubois, Ind.
 Garner, Loren Boone, Ind.
 Garner, Doris Hendricks, Ind.
 Garriott, Harry Washington, Ind.
 Gasway, Jeanetta Marion, Ind.
 Gastino, Grace Marion, Ind.
 George, Earl Greene, Ind.
 Gentry, Raymond L. Hendricks, Ind.
 Gentry, Richard Hendricks, Ind.
 Gentry, Mildred Hendricks, Ind.
 Gephart, Elizabeth Benton, Ind.
 Gettelfinger, Clarence Harrison, Ind.
 Gheen, Ollie Greene, Ind.
 Gilbert, Morris W. Hendricks, Ind.

Gillespie, Russell Boone, Ind.
 Gillian, Harold Hamilton, Ind.
 Gilkerson, Kleo Hendricks, Ind.
 Gilstrap, Cleo Washington, Ind.
 Gilstrap, Lester M. Lawrence, Ind.
 Gilstrap, Wilbert O. Lawrence, Ind.
 Gilstrap, Noble L. Lawrence, Ind.
 Glover, Elizabeth Hendricks, Ind.
 Gobbel, Comal Crawford, Ind.
 Goddard, Frances Putnam, Ind.
 Goffinet, Olive M. Perry, Ind.
 Goodwin, Geneva Hendricks, Ind.
 Goold, Evelyn Marion, Ind.
 Gordon, Merle Rush, Ind.
 Gordon, Loyd W. Boone, Ind.
 Gorrell, Nellie Hendricks, Ind.
 Gossett, Robert A. Decatur, Ind.
 Gossett, Elsie Hendricks, Ind.
 Gravel, Ruth Cass, Ind.
 Graves, Tida E. Clark, Ind.
 Graves, Maude Champaign, Ill.
 Green, Mrs. Charles E. Marion, Ohio.
 Green, Chas. E. Marion, Ohio.
 Gregory, Ollie T. Boone, Ind.
 Groseclose, Wm. T. Marion, Ind.
 Gross, Maurice E. Hendricks, Ind.
 Gross, Emil E. Hendricks, Ind.
 Gruver, Elsie Perry, Ind.
 Gruver, Charles E. Perry, Ind.
 Gruver, William Perry, Ind.
 Gum, Laura Tippecanoe, Ind.
 Gunder, Edythe F. Marion, Ohio.
 Gurtz, Robert F. Harrison, Ind.
 Gurtz, Wanda W. Harrison, Ind.
 Guthrie, James Washington, Ind.
 Gwin, Mary E. Lawrence, Ind.
 Habenicht, Pearl Dearborn, Ind.
 Habenicht, Louisa Dearborn, Ind.
 Hackleman, Nellie M. Boone, Ind.
 Hadley, Esther Hendricks, Ind.
 Hadley, Herschell A. Hendricks, Ind.
 Hadley, Olive Hendricks, Ind.
 Hadley, Helen Hendricks, Ind.
 Hadlock, E. A. Pike, Ind.
 Hadlock, Mrs. Anna Pike, Ind.
 Hagenbuch, Dorothy Benton, Ind.
 Hale, Harold Jennings, Ind.
 Hale, Edith Jennings, Ind.
 Hall, Forrest Perry, Ind.
 Hall, Earl Jackson, Ind.
 Hall, Pearl Montgomery, Ind.
 Hall, Madeline Monroe, Ind.
 Hall, Nitis Hendricks, Ind.
 Hall, Helen Scott, Ind.
 Hamble, Blanche Hamilton, Ind.
 Hamblen, Floy Warren, Ind.
 Hamilton, F. S. Marion, Ind.
 Hammon, Mary Lou Hendricks, Ind.
 Hamm, Herman A. Parke, Ind.
 Hampton, Claude L. Montgomery, Ind.
 Hancock, Otto B. Harrison, Ind.
 Hansell, Flossie Dearborn, Ind.
 Hansell, Amy M. Dearborn, Ind.
 Harbison, Eva Putnam, Ind.

Harden, Beatrice.....Brown, Ind.
 Hardin, Roy E.....Washington, Ind.
 Hardsaw, Kenneth.....Harrison, Ind.
 Hargis, Leota.....Hancock, Ind.
 Harold, Coral L.....Marion, Ind.
 Harmon, Walter.....Boone, Ind.
 Harmon, Theodore, M.....Boone, Ind.
 Harmon, Alford.....Boone, Ind.
 Harmon, Arletta.....Boone, Ind.
 Harris, Clarence E.....Ripley, Ind.
 Harris, Clifford.....Ohio, Ind.
 Harrison, Roy C.....Hendricks, Ind.
 Harrison, Evangeline.....Hendricks, Ind.
 Hart, Robert.....Hendricks, Ind.
 Harwood, Zelma.....Hendricks, Ind.
 Harwood, Donald.....Hendricks, Ind.
 Haworth, Orpha B.....Vermillion, Ind.
 Hayes, Donald C.....Parke, Ind.
 Hayes, Pearl L.....Parke, Ind.
 Hays, Carl C.....Hamilton, Ind.
 Hays, Jean.....Scott, Ind.
 Haywood, Mildred.....Rush, Ind.
 Hazelrigg, Horace.....Ripley, Ind.
 Hazelwood, Geneva.....Hendricks, Ind.
 Havilin, Elsie.....Grant, Ind.
 Hebard, Elizabeth.....Newton, Ind.
 Hedges, Falas E.....Harrison, Ind.
 Hedrick, Murrell P.....Washington, Ind.
 Heinig, Chas M.....Vigo, Ind.
 Heinlein, Norma.....Ripley, Ind.
 Henderson, Harry.....Greene, Ind.
 Henderson, Edith.....Greene, Ind.
 Hendrickson, Charles O.....Parke, Ind.
 Hendrickson, Willis.....Warrick, Ind.
 Hendrickson, Harvey.....Warrick, Ind.
 Henser, Wm.....Harrison, Ind.
 Hern, Raymond.....Decatur, Ind.
 Hern, Mrs. Raymond.....Decatur, Ind.
 Hern, Lois Ann.....Marion, Ind.
 Hert, Arie B.....Lawrence, Ind.
 Hert, Cora A.....Lawrence, Ind.
 Hicks, Mona D.....Morgan, Ind.
 Higgins, Urban.....Hendricks, Ind.
 Hildebrand, Effie.....Fountain, Ind.
 Hilker, Raymond C.....Dearborn, Ind.
 Hilker, Sarah L.....Dearborn, Ind.
 Hines, Goldia.....Hendricks, Ind.
 Hines, Katharine F.....Clark, Ind.
 Hinkle, Anna.....Carroll, Ind.
 Hoadley, Cecil.....Hendricks, Ind.
 Hoadley, Edna.....Hendricks, Ind.
 Hodson, Joyce.....Hamilton, Ind.
 Hoggatt, J. R.....Washington, Ind.
 Holmes, Viola.....Spencer, Ind.
 Hollowell, Coy.....Washington, Ind.
 Hooker, Leo R.....Clark, Ind.
 Holt, Eva J.....Martin, Ind.
 Horn, Naomi.....Carroll, Ind.
 Horn, Hazel.....Carroll, Ind.
 Horne, Junaita.....Hendricks, Ind.
 Hornickel, Carl.....Harrison, Ind.
 Houston, J. Frank.....Kenton, Ky.
 Hovermale, Glenn.....Hendricks, Ind.
 Howe, Iola.....Perry, Ind.

Howe, Allie.....Perry, Ind.
 Howe, Leroy.....Perry, Ind.
 Howe, Leona.....Perry, Ind.
 Howell, Hattie E.....Randolph, Ind.
 Hudson, Cyprus D.....Greene, Ind.
 Hudson, Velma.....Greene, Ind.
 Huffman, Myrtle.....Scott, Ind.
 Hughes, Dorothy.....Jackson, Ind.
 Hulgan, Raymond.....Washington, Ind.
 Humbaugh, Ralph.....Davies, Ind.
 Humbaugh, Nelson.....Davies, Ind.
 Hunt, Ivan.....Hendricks, Ind.
 Hunter, Jacob E.....Greene, Ind.
 Hunter, Pally.....Greene, Ind.
 Hurin, Edith.....Hendricks, Ind.
 Hurley, Walter C.....Madison, Ind.
 Hurley, Claude E.....Jackson, Ind.
 Hurst, Forrest.....Putnam, Ind.
 Huston, Jennie C.....Henry, Ind.
 Hyatt, Bernice.....Fountain, Ind.
 Hyde, May E.....Franklin, Ind.
 Ingle, Forest.....Lawrence, Ind.
 Ingle, Clyde.....Lawrence, Ind.
 Ingersoll, Ralph.....Fountain, Ind.
 Ingram, Eugene.....Hendricks, Ind.
 Irick, Justin.....Clinton, Ind.
 Isom, Vennis.....Lawrence, Ind.
 Ison, Clara Belle.....Hendricks, Ind.
 Jack, Mildred.....Parke, Ind.
 Jackson, George, K.....Boone, Ind.
 Jacobs, Margaret.....Johnson, Ind.
 Jay, Roy C.....Marion, Ind.
 Jeffries, Charles.....Crawford, Ind.
 Johnson, Eunice Mae.....Morgan, Ind.
 Johnson, Ethel.....Jackson, Ind.
 Johnson, Lila.....Lawrence, Ind.
 Johnston, Clara.....Dearborn, Ind.
 Jolly, Earl.....Marion, Ind.
 Jones, Roy E.....Putnam, Ind.
 Jones, Edythe.....Owen, Ind.
 Jones, Jas.....Hendricks, Ind.
 Johns, Robert J.....Putnam, Ind.
 Jones, Geraldine M.....Hendricks, Ind.
 Jones, Wilbur.....Bartholomew, Ind.
 Jones, Cloris.....Greene, Ind.
 Jones, Miriam.....Greene, Ind.
 Jones, Willard.....Shelby, Ind.
 Jones, Roy E.....Crawford, Ind.
 Jones, Ray C.....Crawford, Ind.
 Jordan, Lowell A.....Jackson, Ind.
 Jordan, Lillian R.....Jackson, Ind.
 Joseph, Bernice.....Hendricks, Ind.
 Justice, Ennis.....Hendricks, Ind.
 Kahl, Myrtle.....Clark, Ind.
 Kahl, Mattie.....Clark, Ind.
 Kaiser, Addie.....Perry, Ind.
 Keesling, Fred.....Marion, Ind.
 Keith, Elsie.....Scott, Ind.
 Kellam, Walter.....Hamilton, Ind.
 Keller, Mabel A.....Penton, Ind.
 Kelley, Eudora.....Brown, Ind.
 Kelley, Orliif J.....Decatur, Ind.
 Kemper, Lina.....Shelby, Ind.
 Kennedy, Marie.....Hendricks, Ind.

Kennedy, Harrell.....Morgan, Ind.
 Kennedy, Hazel.....Morgan, Ind.
 Kennedy, Howard.....Morgan, Ind.
 Kenny, W. W.....Monroe, Ind.
 Kenworthy, Loyd L.....Jefferson, Ind.
 Kenworthy, Lorraine.....Jefferson, Ind.
 Keppel, Lillian.....Shelby, Ind.
 Ketchum, Donald W.....Marion, Ind.
 Kifer, Wilburn.....Warrick, Ind.
 King, Tilson W.....Tippecanoe, Ind.
 King, Walter.....Hendricks, Ind.
 Kirk, Wallace.....Hendricks, Ind.
 Kirk, June.....Morgan, Ind.
 Kistler, Dowania.....Cass, Ind.
 Kite, Vera.....Parke, Ind.
 Kitterman, Ruskin.....Harrison, Ind.
 Kline, Martine J.....Jennings, Ind.
 Knepper, Lelah.....Clark, Ind.
 Kovener, Matilda.....Jackson, Ind.
 Kruse, Rudolph.....Warrick, Ind.
 Kyler, Nellie.....Perry, Ind.
 Lambuth, Alice M.....Tippecanoe, Ind.
 Lambuth, Maude.....Tippecanoe, Ind.
 Landon, Mary E.....Warren, Ind.
 Lanham, Claude P.....Montgomery, Ind.
 Lanum, Robert.....Hendricks, Ind.
 Latshaw, Voris.....Clinton, Ind.
 Lawler, Claude G.....Boone, Ind.
 Lawson, Eula.....Hendricks, Ind.
 Lavinder, Erma.....White, Ind.
 Layman, Mildred.....Henry, Ind.
 Leach, Emma.....Hendricks, Ind.
 Leak, Bessie.....Hendricks, Ind.
 Lee, Marie.....Lawrence, Ind.
 Lee, T. Lester.....Madison, Ind.
 Lee, Noble.....Lawrence, Ind.
 Lee, Flint.....Montgomery, Ind.
 Leffler, Charles E.....Harrison, Ind.
 Lefferson, James.....Shelby, Ind.
 Leitzman, Sewell H.....Hendricks, Ind.
 Lemmel, Raymond.....Harrison, Ind.
 Lemley, Fred.....Hendricks, Ind.
 Leonard, Lillian.....Orange, Ind.
 Lest, Herman.....Wells, Ind.
 Leslie, Eskel.....Warrick, Ind.
 Leslie, Quincy T.....Warrick, Ind.
 Leslie, Emil T.....Warrick, Ind.
 Leslie, Milia.....Warrick, Ind.
 Leslie, Mary.....Warrick, Ind.
 Levi, Earnest.....Madison, Ind.
 Lewis, Parvin, S.....Lawrence, Ind.
 Lewis, Collin.....Jackson, Ind.
 Lewis, Mary.....Putnam, Ind.
 Lewis, Howard C.....Boone, Ind.
 Lind, Don E.....Knox, Ind.
 Lindsey, Ida Frances.....Washington, Ind.
 Lingle, Leeta Marie.....Marion, Ind.
 Lingle, Roxie H.....Marion, Ind.
 Link, Curtis.....Lawrence, Ind.
 Linn, Marguerite.....Carroll, Ind.
 Linville, Lucy.....Shelby, Ind.
 Lively Jessie B.....Lawrence, Ind.
 Lively, Mary.....Lawrence, Ind.
 Livengood, Burnice.....Orange, Ind.

Livingston, Sarah.....Greene, Ind.
 Lochmuller Lodocia.....Hendricks, Ind.
 Logston, Edna.....Hendricks, Ind.
 Long, Solon.....Greene, Ind.
 Lorenz, Florence.....Hamilton, Ind.
 Lotich, Nelle.....Harrison, Ind.
 Lotich, Charles.....Harrison, Ind.
 Lottich, Emma.....Harrison, Ind.
 Lott, Esther.....Clark, Ind.
 Louks, Raymond.....Boone, Ind.
 Lowe, Joel.....Hendricks, Ind.
 Lucas, Myrtle.....Jackson, Ind.
 Lucas, Avis.....Jackson, Ind.
 Luckett, Wm. L. Jr.....Orange, Ind.
 Lundgren, L. C.....Vermillion, Ind.
 Lutz, Mabel J.....Dearborn, Ind.
 Lutz, Gethel A.....Boone, Ind.
 Lytton, Leona G.....Lawrence, Ind.
 Madden, Charles D.....Hendricks, Ind.
 Magner, Mabel.....Orange, Ind.
 Mahan, Aubrey.....Hendricks, Ind.
 Mahorney, Glenn S.....Boone, Ind.
 Mahuron, Lawrence R.....Washington, Ind.
 Major, Vernon J.....Hamilton, Ind.
 Maloney, Elizabeth.....Hendricks, Ind.
 Maloney, Genevieve.....Hendricks, Ind.
 Mann, Mildred.....Jackson, Ind.
 Mann, Luther B.....Warren, Ind.
 Marsey, Millie.....Lawrence, Ind.
 Marshall, Addeline.....Washington, Ind.
 Marshall, John.....Spencer, Ind.
 Marshall, John E.....Washington, Ind.
 Marshall, Reuel.....Morgan, Ind.
 Martin, William O.....Washington, Ind.
 Martin, Vernie.....Hancock, Ind.
 Martin, G. J.....Washington, Ind.
 Martin, Herman.....Washington, Ind.
 Marvel, Chas. Hassel.....Marion, Ind.
 Mason, A. H.....Marion, Ind.
 Masten, Mabel G.....Hendricks, Ind.
 Massena, Wilma.....Jackson, Ind.
 Masterson, Morton.....Pulaski, Ind.
 Mathis, Mrs. Charlott.....Brown, Ind.
 Mathis, Ray.....Brown, Ind.
 Mattox, Hazel.....Washington, Ind.
 May, Nancy.....Washington, Ind.
 May, George.....Washington, Ind.
 McEride, Charles E.....Orange, Ind.
 McCabe, Arthur.....Orange, Ind.
 McCammack, Harold.....Putnam, Ind.
 McCammack, Florence.....Hendricks, Ind.
 McCann, Esther.....Davies, Ind.
 McClellan, Donis.....Hendricks, Ind.
 McClellan, Mary.....Scott, Ind.
 McClintock, George.....Montgomery, Ind.
 McConnell, Mae.....Jefferson, Ind.
 McConnell, Helen.....Shelby, Ind.
 McCormick, Wilber.....Hendricks, Ind.
 McCoun, Olivia.....Hendricks, Ind.
 McCoy, Ansel M.....Clinton, Ind.
 McDonald, Dennis B.....Orange, Ind.
 McDonald, Russell E.....Orange, Ind.
 McDonald, Noel E.....Orange, Ind.
 McDonald, Mable.....Cass, Ind.

McElhany, Virgil Washington, Ind.
 McFall Mary E Benton, Ind.
 McFall, Marguerite Benton, Ind.
 McGhehey, Leroy P Marion, Ind.
 McGill, Irene Parke, Ind.
 McGuirk, Vera A Clark, Ind.
 McGuirk, Frank H Floyd, Ind.
 McNabb, Russell Martin, Ind.
 McNaught, Edna Crawford, Ind.
 McNeely, Nona B Washington, Ind.
 McQueen, Hazel Bartholomew, Ind.
 McRae, Olive Harrison, Ind.
 McVey, Lloyd B Montgomery, Ind.
 McMillin, Ruth A Marion, Ind.
 Mellings, Eldo H Hendricks, Ind.
 Melvin, Myrtle Montgomery, Ind.
 Mendenhall, Clarence Cass, Ind.
 Mercer, Jessie Hendricks, Ind.
 Mershon, Margaret J Parke, Ind.
 Meyer, Allen Harrison, Ind.
 Meyer, Gertrude Jackson, Ind.
 Miles, Dora Hendricks, Ind.
 Miles, Edith Montgomery, Ind.
 Miles, Geraldine Hendricks, Ind.
 Miles, Chas Hendricks, Ind.
 Miles, Dessie Hendricks, Ind.
 Miles, Clarence Hendricks, Ind.
 Miles, Hazel Hendricks, Ind.
 Miles, W. Leslie Perry, Ind.
 Miller, Mildred N Harrison, Ind.
 Miller, Blanche Putnam, Ind.
 Miller, Myrtle Boone, Ind.
 Miller, Florence Marion, Ohio
 Miller, Bernis Morgan, Ind.
 Miller, Lyndal B Spencer, Ind.
 Miller, Cecil Greene, Ind.
 Miller, Lucile Boone, Ind.
 Miller, Burke H Hendricks, Ind.
 Mills, Orpha Dubois, Ind.
 Mills, Pansey Hendricks, Ind.
 Milnes, Minnie Brown, Ind.
 Misch, Jean Hendricks, Ind.
 Mitchell, Mildred Decatur, Ind.
 Mitchell, Florence Ripley, Ind.
 Mitchell, Verne Ripley, Ind.
 Mitchell, Lucy Parke, Ind.
 Mitchell, Edith Lyle Dubois, Ind.
 Mitzenberg, Francis Tipton, Ind.
 Money, Wayne L Marion, Ind.
 Moon, Wilna Hendricks, Ind.
 Moore, Wm. Dean Brown, Ind.
 Moore, Nathan Shelby, Ind.
 Moore, James E Shelby, Ind.
 Moore, Ert Brown, Ind.
 Moore, Ruby E Putnam, Ind.
 Moore, Ruby L Parke, Ind.
 Moorman, Mayne Hendricks, Ind.
 Moran John Jr Hendricks, Ind.
 Morehead, Dale Hamilton, Ind.
 Morge Florence, V Harrison, Ind.
 Morge, Harry E Harrison, Ind.
 Morris, Mary Mabel Putnam, Ind.
 Mosier, Johnny Morgan, Ind.
 Morrow, Grace Decatur, Ind.

Mullinix, Florence Johnson, Ind.
 Mullins, Ethel M Perry, Ind.
 Murphy, Earl W Brown, Ind.
 Murphy, Lula Tippecanoe, Ind.
 Musselman, Omer E Green, Ind.
 Myer, La Vaughn Shelby, Ind.
 Myers, Geneva E Parke, Ind.
 Myers, Walter, L Warren, Ind.
 Myers, Luella Warren, Ind.
 Myers, Marjorie Parke, Ind.
 Myers, Clara Parke, Ind.
 Myers, Paul Ripley, Ind.
 Narwold, Meta Washington, Ind.
 Naugle, Carl E Lawrence, Ind.
 Neal, Frank Hendricks, Ind.
 Neese, Leta Hendricks, Ind.
 Neese, Mary Hendricks, Ind.
 Neese, Earl Hendricks, Ind.
 Neff, Wayne Cass, Ind.
 Neff, Floyd Boone, Ind.
 Neher, Harold F Carroll, Ind.
 Neidigh, Claude V Brown, Ind.
 Nelson, Dewey Jasper, Ind.
 Nelson, Esther Daviess, Ind.
 Nelson, Louis E Clay, Ind.
 Newell, George W Putnam, Ind.
 Newland, Francis Lawrence, Ind.
 Newman, H. C Union, Ind.
 Newman, Mrs. Lelia Webb Union, Ind.
 Newman, Ethel Hendricks, Ind.
 Newman, Chas W Hendricks, Ind.
 Nichols, Olive Washington, Ind.
 Nichols, Hettie Washington, Ind.
 Niemeier Pearl E Ohio, Ind.
 Nice, Clyde Washington, Ind.
 Nolot, Hazel L Harrison, Ind.
 Nordloh, Estella Jennings, Ind.
 Nordloh, Ida Jennings, Ind.
 Northcott, Lincoln A Putnam, Ind.
 O'Brien, Bernice Hendricks, Ind.
 O'Brien, Reggie Hendricks, Ind.
 Ogle, Ora D Morgan, Ind.
 Ogle, George Morgan, Ind.
 Oliver, Flo Morgan, Ind.
 Opal, Edgar G Dubois, Ind.
 Osborn, Rome Martin, Ind.
 Osmon, Roland F Daviess, Ind.
 Owen, Ruth Rush, Ind.
 Owens, Marie Putnam, Ind.
 Owens R. L Boone, Ind.
 Owens, Beulah S Hendricks, Ind.
 Owens, Frank W Putnam, Ind.
 Owens, Edna Boone, Ind.
 Owens, Bertha Boone, Ind.
 Owens, Lee Putnam, Ind.
 Owens, Ona Marie Hendricks, Ind.
 Overstreet, Kenneth Hendricks, Ind.
 Oyler, Agatha Eileen Fountain, Ind.
 Padgett, Theodore, R Orange, Ind.
 Pampel, Sabina M Jasper, Ind.
 Pangburn, Edith Clark, Ind.
 Park, Harry F Johnson, Ind.
 Parker, H. E Marion, Ind.
 Parks, Ethel Orange, Ind.

Parr, James H Washington, Ind.
 Parish Russell, J Marion, Ind.
 Patterson, J. H Perry, Ind.
 Patterson, Redden F Shelby, Ind.
 Patten, Kenneth Crawford, Ind.
 Payne, J. E Jackson, Ind.
 Payton, Nettie Tippecanoe, Ind.
 Percy, Louisa E Clinton, Ind.
 Pearson, Esther Henry, Ind.
 Pennington, Mary Hendricks, Ind.
 Persons, Mary Hendricks, Ind.
 Pevler, Herman Hendricks, Ind.
 Phillips, Ralph Brown, Ind.
 Pickett, Ella Putnam, Ind.
 Pickett, Goldie Putnam, Ind.
 Pierce, Lawrence Lawrence, Ind.
 Pierson, Gladys Hendricks, Ind.
 Pigg Warren L Boone, Ind.
 Pinnick, Elva Orange, Ind.
 Pittman, D. V Montgomery, Ind.
 Platt, Omer Rush, Ind.
 Pleake, Gladys Morgan, Ind.
 Poe, Opa Parke, Ind.
 Poe, Lillian B Dubois, Ind.
 Poe, Nolan Crawford, Ind.
 Poe, Alma Crawford, Ind.
 Pope, Marguerite Putnam, Ind.
 Port, Benton V Morgan, Ind.
 Porter, A. A Montgomery, Ind.
 Porter, Carl Martin, Ind.
 Porter, Leo Parke, Ind.
 Posey, Charles Daviess, Ind.
 Potts, John C Dubois, Ind.
 Powers, Mrs. Dulcene Montgomery, Ind.
 Powers, Harry W Montgomery, Ind.
 Prage, Herbert Harrison, Ind.
 Pratt, Geo. H Boone, Ind.
 Prechtel, Louis Dubois, Ind.
 Presnall, Ellice Hancock, Ind.
 Preist, Duff W Putnam, Ind.
 Price John P Parke, Ind.
 Price, Thos. E Hendricks, Ind.
 Price, Arthur L Parke, Ind.
 Pruitt, Frank G Hendricks, Ind.
 Pugh, Beulah Parke, Ind.
 Pugh, Beulah Fountain, Ind.
 Purdue, Vernon Boone, Ind.
 Purlee, Lillian Washington, Ind.
 Quiaht, Engle T Warrick, Ind.
 Radcliffe, Fred E Fountain, Ind.
 Rafferty, Carl Shelby, Ind.
 Ragland, Charles Hendricks, Ind.
 Randolph, Thorne F Hendricks, Ind.
 Rankin, Opal Morgan, Ind.
 Rapp, William E Sullivan, Ind.
 Rawlings, Earl Hendricks, Ind.
 Rawlings, Pauline Parke, Ind.
 Rector, Chloe Eva Tippecanoe, Ind.
 Redden, Baxter Harrison, Ind.
 Reed, Millie F Hendricks, Ind.
 Reed, Fern Hendricks, Ind.
 Reed, W. H Hancock, Ind.
 Reibold, Geo. King Hendricks, Ind.
 Reichman, Hazel Lawrence, Ind.

Scripture, Grace Decatur, Ind.
 Scudder, Mildred Shelby, Ind.
 Seay, Ruby Spencer, Ind.
 Renner, Gladys Bartholomew, Ind.
 Repass, Velma Hamilton, Ind.
 Replogle, Helen Wayne, Ind.
 Retherford, Hillis Carroll, Ind.
 Reynolds, Lois Lawrence, Ind.
 Rice, Mary A Parke, Ind.
 Richert Orlen Harrison, Ind.
 Richter, J. W Switzerland, Ind.
 Richards, Raymond E Clark, Ind.
 Richardson, Charles G Putnam, Ind.
 Richardson, Kenneth Fountain, Ind.
 Ridden, Daphne Scott, Ind.
 Riggan, Inez Hendricks, Ind.
 Riggs, Amos Lawrence, Ind.
 Riggs, Margaret Lawrence, Ind.
 Rine, J. L Fountain, Ind.
 Roane, Faye Jennings, Ind.
 Roberts, Claude Crawford, Ind.
 Robertson, Flo Bartholomew, Ind.
 Robinson, Earl Hendricks, Ind.
 Rodman, Jesse Washington, Ind.
 Roland, Roscoe Orange, Ind.
 Roll, Walter F Washington, Ind.
 Roller, Clarence A Carroll, Ind.
 Romine, Irene Jay, Ind.
 Rosenbaum, Ray Lawrence, Ind.
 Ross, Eva Lee Clark, Ind.
 Ross, Lorena Clark, Ind.
 Roult, Nancy Owen, Ind.
 Rush, Glenn Everett Morgan, Ind.
 Rush, Marjorie Gladys Morgan, Ind.
 Rush, Mary Jane Parke, Ind.
 Rush, Elmer Washington, Ind.
 Rycraft, Bertha F Tippecanoe, Ind.
 Safford, Blanch Cass, Ind.
 Sage, Russell Jackson, Ind.
 Sanders, Mary K Pike, Ind.
 Sanders, General Pike, Ind.
 Sanders, Alla Scott, Ind.
 Sanders, Irene Boone, Ind.
 Sanders, Opal Hendricks, Ind.
 Sanders, Carrie Jackson, Ind.
 Sandefer, May Shelby, Ind.
 Sandefer, Gladys Shelby, Ind.
 Sanson, Susie Benton, Ind.
 Sappenfield, Orin Harrison, Ind.
 Sappenfield, Nolan Harrison, Ind.
 Sarig, Harold A Hamilton, Ind.
 Satterwhite, Earle Scott, Ind.
 Scheid, Herman Clay, Ind.
 Schillinger, Charles Hendricks, Ind.
 Schooler, Arvilla Boone, Ind.
 Schowe, R. M Clark, Ind.
 Schuh, Wm. P Marion, Ind.
 Scifres, Earl Jackson, Ind.
 Scott, Maurice J Jackson, Ind.
 Scott, Mary Ash Hancock, Ind.
 Scott, Mary Ann Owen, Ind.
 Scott, Edw. L Hendricks, Ind.
 Scott, Goldie A Carroll, Ind.
 Scott, Marvin Lawrence, Ind.

Remington, Mary Parke, Ind.
 Renfro, Harriett Jefferson, Ind.
 Renick, Glee Fountain, Ind.
 Seibert, Mary Martin, Ind.
 Selby, Mina Pike, Ind.
 Senninger, Theda Dubois, Ind.
 Seward, Velma Cass, Ind.
 Sharp, Lem Bartholomew, Ind.
 Shadley, Madison Shelby, Ind.
 Shand, Cora Jasper, Ind.
 Shaw, Orpha Jasper, Ind.
 Sheets, Mable Hendricks, Ind.
 Sheets, Geraldine Hendricks, Ind.
 Sheets, Blanche Daviess, Ind.
 Shepard, Phyllis L. Clinton, Ind.
 Shepherd, Hulda M. Hendricks, Ind.
 Shemely, Mildred Ripley, Ind.
 Shepp, Benjamin F. Morgan, Ind.
 Shewmaker, John P. Floyd, Ind.
 Shinn, Mary E. Hendricks, Ind.
 Shirley, Lee W. Hendricks, Ind.
 Shoemaker, Madeline Perry, Ind.
 Short, Heber Washington, Ind.
 Short, Lillian Washington, Ind.
 Shrout, Basil A. Hancock, Ind.
 Shull, Floyd J. Hancock, Ind.
 Shuts, Mable Hendricks, Ind.
 Sieg, Frances Harrison, Ind.
 Sigler, Robert Harrison, Ind.
 Simmons, H. L. Fountain, Ind.
 Simmons, Grace Dubois, Ind.
 Simons, Blanche Marshall, Ind.
 Simpson, Anna L. Hendricks, Ind.
 Simpson, Clark F. Jennings, Ind.
 Simpson, Elisha Lawrence, Ind.
 Simpson, Flora Hamilton, Ind.
 Sims, Arthur Clinton, Ind.
 Sims, James T. Boone, Ind.
 Sinclair, Clone Putnam, Ind.
 Skeen, Leona Lawrence, Ind.
 Sloop, Adren E. Greene, Ind.
 Sluder, Adron B. Boone, Ind.
 Smallwood, William Jackson, Ind.
 Smallwood, Ruby Arthur. Jackson, Ind.
 Smiley, Clydia Hendricks, Ind.
 Smiley, Mary Parke, Ind.
 Smith, Mildred Perry, Ind.
 Smith, Virginia Morgan, Ind.
 Smith, Eldon R. Harrison, Ind.
 Smith, Arthur Marion, Ohio.
 Smith, Mildred C. Hendricks, Ind.
 Smith, Helen B. Pike, Ind.
 Smith, Serelda E. Boone, Ind.
 Smith, Carroll Boone, Ind.
 Smith, Joseph A. Henry, Ind.
 Smith, Wendell Putnam, Ind.
 Smith, Audrey Hancock, Ind.
 Smith, Samuel M. Shelby, Ind.
 Smith, Lorne F. Greene, Ind.
 Smith, Ralph A. Daviess, Ind.
 Smith, Texa Morgan, Ind.
 Smith, Grace Hamilton, Ind.
 Snedaker, Marie Ripley, Ind.
 Snodgrass, James P. Hendricks, Ind.

Snodgrass, Gladys Hancock, Ind.
 Snow, Gloria Cass, Ind.
 Snow, Lucile Lawrence, Ind.
 Songer, Hardy Ray Hendricks, Ind.
 Soots, Merle Hendricks, Ind.
 Spear, Wilber Hamilton, Ind.
 Spear, Lloyd Lawrence, Ind.
 Spelzhaus, Mary F. Ripley, Ind.
 Spencer, Lowell Boone, Ind.
 Spencer, Glynn R. Parke, Ind.
 Spillman, Nellie Decatur, Ind.
 Springer, Herschel Orange, Ind.
 Sprinkle, Theo Perry, Ind.
 Spurgeon, Margaret E. Jackson, Ind.
 Spurgeon, Emma Ruth Washington, Ind.
 Standiford, Bess Daviess, Ind.
 Standiford, Charles, B. Crawford, Ind.
 Standley, Lola Daviess, Ind.
 Stanley, Lois W. Morgan, Ind.
 Staples, Mercedes Scott, Ind.
 Starnes, Charles F. Fountain, Ind.
 Staton, Glenn Boone, Ind.
 Stayton, Paul C. Hendricks, Ind.
 Stephenson, Chas. R. Bartholomew, Ind.
 Stephenson, John L. Hendricks, Ind.
 Stevenson, Esther Hendricks, Ind.
 Stephenson, Glen Boone, Ind.
 Stevens, Ralph Ripley, Ind.
 Sherwalt, Arthur D. Morgan, Ind.
 Stiles, William Parke, Ind.
 Stockwell, Percy Morgan, Ind.
 Stoops, Nell E. Switzerland, Ind.
 Storm, Cleatis Putnam, Ind.
 Storm, Noble, G. Putnam, Ind.
 Stoker, Alliene Harrison, Ind.
 Stout, Owen Orange, Ind.
 Strange, Edith M. Orange, Ind.
 Stringer Loftin R. Putnam, Ind.
 Stroud, Florence Knox, Ind.
 Stuart, Wynona Hendricks, Ind.
 Stuart, Nellie Hendricks, Ind.
 Stuart, Virgil C. Hendricks, Ind.
 Stull, Le Guy Fountain, Ind.
 Stull, Glenn Monroe, Ind.
 Sturdevant, Nora M. Washington, Ind.
 Stump, Virgil M. Boone, Ind.
 Suters, Oveta Fountain, Ind.
 Sullivan, Effie R. Boone, Ind.
 Sullivan, Lloyd Boone, Ind.
 Sullivan, Lusa Boone, Ind.
 Sumner, Phil Hamilton, Ind.
 Summers, Grace Tippecanoe, Ind.
 Surber, Martha Bartholomew, Ind.
 Sutherland, Esther Putnam, Ind.
 Sutton, Thomas R. Fountain, Ind.
 Sutt, Clara B. Clinton, Ind.
 Switzer, Charles Z. Montgomery, Ind.
 Switzer, Dallas M. Montgomery, Ind.
 Switzer, Hazel Montgomery, Ind.
 Tableman, Dorothy Spencer, Ind.
 Tagg, Pearl Benton, Ind.
 Tagg, Marie Benton, Ind.
 Tague, Edna Knox, Ind.
 Tague, Lola Rush, Ind.

Tanksley, Norman Lawrence, Ind.
 Tanner, Bernice Jackson, Ind.
 Tapscott, C. B. Clark, Ills.
 Tapscott, Russell Clark, Ills.
 Taylor, Lee Perry, Ind.
 Taylor, Lovell Perry, Ind.
 Taylor, C. E. Dubois, Ind.
 Taylor, Horace Hamilton, Ind.
 Taylor, Omer Crawford, Ind.
 Temple, Pauline Putnam, Ind.
 Terrill, Alice M. Dearborn, Ind.
 Terrill, Mary Morgan, Ind.
 Terrill, Harvey V. Lawrence, Ind.
 Terrill, Oral Morgan, Ind.
 Terry, Ora C. Martin, Ind.
 Tharp, Lois Martin, Ind.
 Tharp, Cecil Boone, Ind.
 Thickston, Garnet Brown, Ind.
 Thomas, Adeline Warrick, Ind.
 Thomas, Benj. Thomas. Hendricks, Ind.
 Thomas, Doyle E. Marion, Ind.
 Thompson, Pauline Hendricks, Ind.
 Thompson, Ferris Jackson, Ind.
 Thompson, June Hendricks, Ind.
 Thompson, Frank Hendricks, Ind.
 Thorne, Lora Warren, Ind.
 Thornasher, Lowell Monroe, Ind.
 Thornburg, John W. Hendricks, Ind.
 Throckmorton, Gladys Marion, Ohio.
 Todd, Alta Harrison, Ind.
 Tolin, Earl J. Monroe, Ind.
 Tolin, Ora Hancock, Ind.
 Toohy, Earl Orange, Ind.
 Toohy, Donald Morgan, Ind.
 Toon, Helen Martin, Ind.
 Tovey, Omer W. Brown, Ind.
 Towell, Opal M. Orange, Ind.
 Tove, Phillis Hamilton, Ind.
 Traylor, Esther Dubois, Ind.
 Traylor, Irene Dubois, Ind.
 Tredway, Mae Martin, Ind.
 Tremaine, Bernice Carroll, Ind.
 Tribett, Musie Warren, Ind.
 Tribby, Clesta Green, Ind.
 Trinkle Edwin, A. Washington, Ind.
 Troncin, John B. Harrison, Ind.
 Troncin, George Harrison, Ind.
 Truax, Ruth Hendricks, Ind.
 Tucker, Frank Hendricks, Ind.
 Tudor, Vera Burton Hendricks, Ind.
 Turner, Gayle M. Morgan, Ind.
 Turney, Ruth Shelby, Ill.
 Turney, Ruby Shelby, Ill.
 Twichel, C. P. Vigo, Ind.
 Umbenhower, Floyd W. Hancock, Ind.
 Underwood, Garnet Hendricks, Ind.
 Van Gorden Gladys Shelby, Ind.
 Vaughn, Oscar F. Putnam, Ind.
 Van Conia, Shirley Perry, Ind.
 Van Sickle, Fern Marion, Ind.
 Veatch, Grace D. Hendricks, Ind.
 VerDow, Russell Hendricks, Ind.
 Vogel, Dessie Louise Marion, Ind.
 Vogel, Glenn E. Hendricks, Ind.

Vogt, S Harlan Harrison, Ind.
 Wadsworth, Violet Daviess, Ind.
 Wadsworth, Dyal Daviess, Ind.
 Wagner, May C. Ripley, Ind.
 Wagner, Louise Hendricks, Ind.
 Wainscott, Elva Hancock, Ind.
 Wales, Rea La Von Henry, Ind.
 Walker, Ellis Hendricks, Ind.
 Walker, Ernest Hendricks, Ind.
 Walker, Ida Hendricks, Ind.
 Walker, Anna Hendricks, Ind.
 Walker, Wiley A. Boone, Ind.
 Wallace, Robert Hendricks, Ind.
 Wallace Noble Hendricks, Ind.
 Walls, Mary E. Hendricks, Ind.
 Walls, Claude Hendricks, Ind.
 Walls, Leorah G. Hendricks, Ind.
 Walthall Alice Vermillion, Ind.
 Watkins, Louis Decatur, Ind.
 Watson, Opal I. Tippecanoe, Ind.
 Watson, H. S. Hamilton, Ind.
 Warrick, Don Greene, Ind.
 Warriner, Earl W. Morgan, Ind.
 Warner, Lydia Hendricks, Ind.
 Warwick, Alvin Tippecanoe, Ind.
 Weathers, Lillian Washington, Ind.
 Weathers, Lelah Washington, Ind.
 Weaver, Alvin Daviess, Ind.
 Weber, John Franklin, Ind.
 Weber, Louise I. Marion, Ind.
 Weatherholt, Willia May Perry, Ind.
 Weedman, Elizabeth Perry, Ind.
 Weer, Easter Hendricks, Ind.
 Wells, Mildred Putnam, Ind.
 Weller, Alva Washington, Ind.
 Wershing, Ralph J. Morgan, Ind.
 Wertz, Thelma Shelby, Ind.
 West, Opal M. Hendricks, Ind.
 Westmorland, Bessie Morgan, Ind.
 Wetzel, Nettie L. Jennings, Ind.
 Wheeler, Ruth Monroe, Ind.
 Whitaker, Ida M. Morgan, Ind.
 White, Jeanette Brown, Ind.
 White, A. Glenn Brown, Ind.
 White, Mary Shelby, Ind.
 White, Isis Snow Lawrence, Ind.
 Whitecotton, Letha Boone, Ind.
 Whiteman, Paul Hendricks, Ind.
 Whitlatch, Grace Scott, Ind.
 Whittington, Donald. Logan, Colorado.
 Wilcox, Mary Alice Harrison, Ind.
 Wilcox, Anna E. Harrison, Ind.
 Wilhite, Edward Morgan, Ind.
 Williams, Elizabeth Ohio, Ind.
 Williams, Josephine Hendricks, Ind.
 Williams, Charles O. Hendricks, Ind.
 Williams, Durbin Washington, Ind.
 Williams, Holt Martin, Ind.
 Williams, Edwin Lawrence, Ind.
 Williams, Lester Howard, Ind.
 Williams, Carl M. Howard, Ind.
 Williams, Cyrus C. Brown, Ind.
 Williar, Edwin Harrison, Ind.
 Willison, Ida Spencer, Ind.

Wilson, Florence.....	Orange, Ind.	Woods, James Levi.....	Daviess, Ind.
Wilson, Beaver.....	Brown, Ind.	Woodard, Connie.....	Harrison, Ind.
Wilson, Morris.....	Marion, Ind.	Wright, Doris.....	Parke, Ind.
Wilson, John.....	Lawrence, Ind.	Wright, Helen.....	Grant, Ind.
Wilson, Ella.....	Lawrence, Ind.	Wright, Golda.....	Hendricks, Ind.
Wilson, Carl E.....	Washington, Ind.	Wyatt, Magdalene.....	Pike, Ind.
Wilson, Clarice.....	Lawrence, Ind.	Yarnal, Myrtle.....	Fountain, Ind.
Wilson, Nellie.....	Putnam, Ind.	Yeager, Ernest.....	Jennings, Ind.
Wilson, Howard.....	Lawrence, Ind.	Yeager, Florence.....	Jennings, Ind.
Winchell, Lelia.....	Spencer, Ind.	York, I. R.....	Daviess, Ind.
Wilkerson, Edna.....	Jennings, Ind.	York, Claude V.....	Putnam, Ind.
Witmer, Dorothy.....	Boone, Ind.	Young, W. Wayne.....	Boone, Ind.
Witmer, Edith.....	Boone, Ind.	Young, Lillian.....	Jennings, Ind.
Wolfe, Blanche B.....	Harrison, Ind.	Zacharias, Carl W.....	Franklin, Ind.
Wolfe, Clarence.....	Harrison, Ind.	Zerfas, Fleet A.....	Clinton, Ind.
Wood, Orpha.....	Spencer, Ind.	Zeig, Lee O.....	Clinton, Ind.
Wood, Earl L.....	Boone, Ind.	Zieg, Mary Scheirer.....	Clinton, Ind.
Woodrow, Beulah L.....	Fountain, Ind.	Zimmerman, E. L.....	Marion, Ind.
Woods B Jefferson.....	Morgan, Ind.	Zimmerman, Leslie.....	Henricks, Ind.

TOTAL INDIANA ATTENDANCE BY COUNTIES 1876 TO 1922

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

Adams.....	22	Lawrence.....	871
Allen.....	34	Madison.....	320
Benton.....	327	Marion.....	852
Bartholomew.....	514	Marshall.....	20
Blackford.....	55	Martin.....	458
Boone.....	1037	Miami.....	81
Brown.....	551	Monroe.....	412
Carroll.....	316	Montgomery.....	767
Cass.....	230	Morgan.....	749
Clark.....	358	Newton.....	29
Clay.....	512	Noble.....	21
Clinton.....	665	Ohio.....	106
Crawford.....	499	Orange.....	455
Daviess.....	637	Owen.....	261
Dearborn.....	317	Parke.....	871
Decatur.....	489	Perry.....	590
Dekalb.....	17	Pike.....	131
Delaware.....	264	Porter.....	1
Dubois.....	272	Posey.....	132
Elkhart.....	49	Pulaski.....	77
Fayette.....	197	Putnam.....	1292
Floyd.....	112	Randolph.....	454
Fountain.....	334	Ripley.....	209
Franklin.....	123	Rush.....	542
Fulton.....	43	Scott.....	333
Gibson.....	226	Shelby.....	1166
Grant.....	131	Spencer.....	451
Greene.....	446	Starke.....	12
Hamilton.....	525	St. Joseph.....	39
Hancock.....	708	Steuben.....	1
Harrison.....	694	Sullivan.....	463
Hendricks.....	6032	Switzerland.....	197
Henry.....	301	Tippecanoe.....	291
Howard.....	227	Tipton.....	439
Huntington.....	158	Union.....	113
Jackson.....	803	Vanderburg.....	87
Jasper.....	160	Vermillion.....	120
Jay.....	62	Vigo.....	132
Jefferson.....	415	Wabash.....	51
Jennings.....	407	Warren.....	254
Johnson.....	392	Warrick.....	448
Knox.....	232	Washington.....	723
Kosciusko.....	9	Wayne.....	186
Lagrange.....	18	Wells.....	111
Lake.....	5	White.....	79
Laport.....	24	Whitley.....	39

Total from Indiana, 35,343

Seventy-two Indiana Counties Represented 1921-1922

"IN RETRACING the tortuous path of the youthful criminal," says the director of the Chicago Crime Commission, "it is seldom found that the trail leads back to the play-ground, the diamond, the athletic field or the community centre. The young delinquent has, in the majority of instances, grown up in the atmosphere of the saloon, the pool room and similar hang-outs."