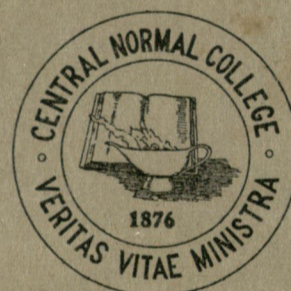


ANNUAL CATALOG

*of*

# Central Normal College



1924

CENTRAL NORMAL COLLEGE  
Danville, Indiana

Property Of  
HENDRICKS CO. HISTORICAL SOCIETY

### TRANSCRIPTS OF CREDITS

The keeping of records of attendance and of the class work of students has become so heavy a burden that a self-supporting institution is compelled to make a small charge for certified transcripts of credits. School officials, almost everywhere, are asking the teacher to file with them an official statement of college and normal school work. It is evident that the C. N. C. can not furnish a free transcript every time one of its thousands of students applies for a new position. There will hereafter be no free copies sent out.

### THE FEE

Credits made from 1900 to 1914 .....	\$1.00
Credits made since 1914 as follows:—	
One or two terms .....	\$ .50
Three or more terms .....	\$1.00
Copying credentials on file from other schools .....	\$.50

There is no record of credits prior to August 1900. We can investigate, and certify to attendance prior to 1900, for which the fee is \$1.00.

A transcript will not be sent unless the fee accompanies the request. One-cent and two-cent stamps will be accepted in payment.

## CENTRAL NORMAL COLLEGE QUARTERLY

Volume XXIV

SEPTEMBER 1924

Number 1

ANNUAL CATALOGUE

# CENTRAL NORMAL COLLEGE

1924

## Regular College and Standard Normal School

Published by the  
CENTRAL NORMAL COLLEGE  
DANVILLE, INDIANA

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g. Gilbert Cable

# GREETING

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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 it 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.

AT its regular meeting September 7, 1923 the State Board of Education approved the Central Normal College for the two-year elementary courses, including primary, intermediate, grammar-grade and rural school teachers; also the two-year courses for teachers of Home Economics, Music and Art; also the four-year courses (leading to the A. B. degree) for regular high school teachers of English, Mathematics, Sciences, (all options) and Social studies (all options); also the four-year courses for special high school teachers in Commerce, Home Economics, Music and Art; also the four-year courses for high school principals (second grade) and elementary school principals (second grade).

All these courses will follow closely those scheduled in chapters V. VI. VII. and IX. of Bulletin No. 64.

## 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, and Public Speaking.

**H. M. WHISLER, B. S. and B. A.** Central Normal College; Ph. B. and A. M. University of Chicago.—Vice President, and Head of Department of Education.

**CHARLES A. HARGRAVE, A. B.**, Central Normal College.—Professor of Astronomy and Geology.

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

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

**A. B. CARROLL, A. B. and A. M.**, University of Missouri.—Professor of Physics and Chemistry.

**FRED BRENGLE, A. M.**, University of Chicago.—Professor of History, Economics, and Political Science.

**H. H. PLEASANT, A. M.**, Indiana University.—Professor of Rural Education.

**MARGARET MONTGOMERY, A. B.**, University of Illinois; graduate work University of Chicago.—Professor of Primary Education.

**LENA COLE, A. M.**, University of Missouri.—Professor of Mathematics.

**HARRIET DAY, A. B.**, University of Nebraska; Columbia University, Teachers' College, New York City, one year. Public School Art, Costume Design, Design and Interior Decoration. Under Arthur Dow. School of Industrial Art of Pennsylvania Museum, Philadelphia, one year. Crafts, Design, Architectural Drawing, Interior

Decoration and Manual Training. New York Art School, under Wm. M. Chase, one year. Fine Art, Design and Landscape. Academic Julian, Paris, France, one year. Fine Art and Design. Cincinnati Art Academy, two years. Completed Public School Art Course—Design, Pottery, Sculptor and Fine Art.

**ESTHER JACKSON, A. B. and A. M.**—Professor of Home Economics.

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

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

**MRS. E. E. OLCOTT**—Professor of Primary Teacher's Training and Reading (Spring and Summer Terms only).

.....Professor of Voice and Public School Music.

.....Professor of Band and Orchestra Instruments.

**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.

**MRS. LOUISE COOK, A. B.**, DePauw University.—Professor of History and Reading.

**RUSSELL COOK**—Professor of Physical Education and Athletic Coach.

**LOUIS W. ARMSTRONG, M. D.**, University of Baltimore.—Professor of Health and Hygiene.

## Officers of the College

JONATHAN RIGDON, President.  
 H. M. WHISLER, Vice President.  
 C. A. HARGRAVE, Sec'y.-Treas.

### TRUSTEES

O. E. GULLEY, Pres.  
 G. T. PATTISON, Sec'y.  
 ALLEN J. WILSON    W. T. LAWSON  
 J. W. NICHOLS      J. D. HOGATE  
 C. W. GASTON

## Calendar 1924-25

Fall Term, September 16, 1924 to December 4, 1924.  
 Winter Term, December 9, 1924 to February 26, 1925.  
 Spring Term, March 3, 1925 to May 21, 1925.  
 Summer Term, May 26, 1925 to Aug 15, 1925.  
 Mid-Summer Term, July 7, 1925 to August 14, 1925.

### ANNUAL COMMENCEMENT

June 18 to June 25, 1925

Garden Party for College Seniors and all students by  
 President and Mrs. Rigdon, June 18.  
 Baccalaureate Service June 21.  
 Class Play, June 22.  
 Recital of Department of Music June 23.  
 Alumna Banquet, June 24.  
 Graduating Exercises, June 25.

## Economy and Education

Time was when Americans were regarded as a nation of spend-thrifts. That time is not gone but it is going. It will be good when it is gone. Wastefulness was always wrong and fundamentally un-American. It was forced upon us by the seeming inexhaustibleness of our resources. This characteristic of wastefulness showed itself in the lavish expenditures of our ignorant rich, traveling in foreign countries. They thought thereby to impress their superiority. Instead they became the laughing stock of the people in whose lands they sojourned and caused unjust and unfair criticism on our people as a whole. It showed and is now showing itself in methods of state and federal government uselessly and senselessly extravagant. The people are rightly in rebellion. They are now demanding and will continue to demand the same strict economy in government expenditures that they are obliged to practice in their business and home life. Worst of all, this un-American characteristic is now showing itself in the lives of college students. Too many of them, and their number is increasing, are loafing under the illusion that going to college is extravagance in dress, giving expensive parties and riding in their own cars. It would be greatly to the advantage of education if every college in the country would eliminate loafing, discourage extravagance, show the beauty of simplicity in dress, regulate the number and the expense of parties and restrict the use of automobiles.

There must be a change. There is a change. Our resources are not inexhaustible. The conditions of life are harder. We are all feeling them more. In city, town and country, rich and poor alike are hard pressed to make ends meet. We are finding it necessary to practice self-denial. We must have fewer luxuries. Some of us can not have all the necessities. We must not waste. We must economize.

Now, the worst economy, the most unreasonable economy, the most expensive economy, the economy that we can not afford either individually or as a nation, is the economy that deprives the on-coming generation of the advantages of education. It is as true now as it ever was—it is even more true now than ever before—that we must educate or we must perish.

Well, then, if we must give up something, what shall we give

up? This question I shall not answer. I shall tell you only what not to give up. All the time, every where and under all conditions it is poor economy to give up education. The children and the youth must be educated today or we can not have men and women tomorrow. The safest and best investment any man ever makes is in the education of his children. The safest and best investment a state ever makes is in the education of its youth. But this does not mean that reckless extravagance and wasteful habits are justifiable even in getting an education. These defeat the very purpose of an education. They unfit young men and young women for the very lives education is supposed to prepare them to lead. If life in America is to be democratic, education in America must be democratic. If the lives that the great mass of our people must lead are to be along lines of economy, then the lessons of economy must be learned in childhood and in youth. They must be learned in our schools and colleges. All schools and all colleges believe in economy. They all teach economy. But when a university teaches and preaches lessons of economy from the rostrum and not only permits but encourages extravagance and waste on the campus, the student can not take his lessons seriously. No essential should be omitted from education, but it is time for us to learn that the value of an education is not measured by the number of dollars that it costs. On the contrary, it can easily be maintained that the value of an education is in inverse proportion to the amount of money spent upon it over and above the cost of the necessities and common comforts of the student. We must teach economy, but we must also practice it even in our schools and colleges. We must encourage education, but we must discourage extravagance in our schools. Two of the outstanding needs in American life today are first **EDUCATION IN ECONOMY**, and second **ECONOMY IN EDUCATION**. Boys and girls, young men and young women, go to college. Go to college even at the sacrifice your parents must make. But remember you can not keep your own self respect if you waste in college more than your father and mother can earn at home. If you care for economy come to a college that is just as good and costs you less.

The Central Normal College has always been and now is the best school for young men and women of moderate means. The location of the College is ideal. The spirit that prevails is happy, optimistic and democratic. Our students like both work and play.

They prefer the social things in which all may take part. There is no objectionable class rivalry. There is no snobbery. Good conduct is always encouraged. Loafers are sent home. The only aristocracy that is not frowned upon is based upon good conduct and good lessons. The faculty is selected with reference to teaching ability, scholarship and personality. They take a personal interest in all the students. They are friendly to the students and the students are their friends.

The expenses in Central Normal College are considerably less than elsewhere. Our school is organized on the term or quarter basis. A term consists of 12 weeks and 3 terms make a school year. The regular school year begins in September and ends in May. Then follows the Summer term of 12 weeks, beginning in May and ending in August. Students who have almost completed a college course may finish it in summer quarters without interfering with their earnings. But all students will find it greatly to their advantage to begin in September and remain continuously in school for at least an entire school year. Work done in this way is more systematic and more satisfactory both to the faculty and to the students.

For the preparation of teachers there is no better school than the Central Normal College. Our regular college course also prepares students for Law, Medicine, the Ministry, or Business. No investment will ever pay you better than an investment in education. Get together enough money for a year in school. When that is gone borrow the balance or go to work. Have you ever heard any one regret the necessary time or money he had spent on an education? You may have heard hundreds express regrets that they had passed by opportunities of education. Don't make a mistake. A college education as good as the best need not cost you much:

(1) Board, Room and Tuition in Central Normal College for one term of 12 weeks, .....	\$100.00
(2) Board, Room and Tuition in Central Normal College for one year of 3 terms, .....	\$300.00
(3) Board, Room and Tuition in Central Normal College for 4 years or 12 terms, .....	\$1200.00

NOTE:—This does not include books and laundry; but it does mean good board, a room with modern conveniences so long as such rooms last, and all fees and charges except laboratory fees and typewriter rent. May we not hear from you?

CENTRAL NORMAL COLLEGE, DANVILLE, INDIANA.

## 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 idea 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 humanities 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 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 the 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. 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 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 week's 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 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 study carried for 12 weeks with one recitation a week. A term hour is two-thirds of a semester hour. A semester hour  $1\frac{1}{2}$  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 of four hours in each subject in one term or a half credit of 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 12. Let us help you gather up the fragments and see that nothing is lost.

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 solids if 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. No student may ever add an extra study to his program if he enters late or if the term's work is done in less than the schedule time.

All prepared work in professional subjects is of college grade.

#### ENTRANCE REQUIREMENT

To begin work upon a college course or any of our teachers'

professional 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.

In one term of 12 weeks 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 such case a student may enter as much as two weeks late 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. The faculty and coach strongly discourage the use of tobacco.
- V. 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 —’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; reacted 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 medicinal qualities to that of 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. Danville is also on the coast to coast air line, six minutes west of Indianapolis.

### 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 are simple in architecture but adequate and convenient. Recitation Hall, Administration Building and Science Hall, have been erected

with reference to their use. 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 effected extensive improvements. Driveways and walks have been constructed in accordance with a plan made by a Cincinnati landscape artist.

What concerns the college most is the superb base-ball diamond and 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 intension to make this park as free to students as to citizens. There is plenty of room for all. It is as valuable to the college as private grounds.

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

### THE NEW GYMNASIUM

Just as this catalogue is going to press we are completing the foundation for our new Gymnasium. It is a large building, 90 feet by 120 feet. It is to have the standard college playing floor, 50 feet by 90 feet, and it will seat 3,000 persons. It is to be built out of hard-burnt hollow tile. The tile is now being hauled. Three carloads have already been delivered. The steel for supporting the roof has been ordered. It will be erected and the walls will be raising before these words are printed. We confidently believe that the erection of this new Gymnasium marks a new epoch in the progress

of Central Normal College. When it is done we may all look upon it with pride and we may know that it owes its existence to three things:—(1) The splendid faith of our Board of Trustees, who have toiled tirelessly for the up-building of the school; (2) The efficient services of Coach Cook, who in a marvelously short time has created a tremendous interest in athletics without lessening in the mind of any student the value of hard study; and (3) The spirit of our student body, which prompted the boys to donate 5,500 hours of labor and the girls to work in other ways to raise funds for the building. We do not yet see our way to the roof of this Gymnasium, but we are keeping the faith, we are working, and we are putting our trust in the spirit of our students. The seniors of last year pledged \$500 for the Gymnasium, the seniors of this year more than \$600 and every class the school has graduated will count it a privilege to help.

#### 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 EXERCISE.

Our chapel exercises, held in the larger auditorium at 8:30 every morning, are a necessary part of our school. Visitors are always welcome. Students are required to attend. These exercises are very general in character, but are always helpful. We have found that we can do our students more good by having them all present in chapel every day, regular chapel attendance is therefore a settled policy of our

school. Absence from Chapel, even when excused, lowers a student's grade and lessens his chance of being recommended for a position; while very many unexcused absences renders a grade impossible.

#### 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-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, with-

out 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 some years ago 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 graduates 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 \$30.00 entitles the student to a full program of regular studies for one term of 12 weeks. This single charge includes our Library Fee entitling the student to the free use of all books, and our Athletic Fee entitling the student to physical training and free admission to all the games on the regular schedule, and free attendant at the Health and Hygiene class for either 12 or 24 weeks.

#### GENERAL TUITION

- |  |         |
|--|---------|
| (1) For one term of 12 weeks, Paid in advance..... | \$30.00 |
| (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.....                 | 20.00   |

#### MUSIC TUITION

- (1) One term of 24 half-hour lessons, 2 or more a week, \$24.00 to \$30.00.

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, leading to the A. B. degree..... | \$5.00 |
| (2) Standard Normal.....                      | 5.00   |
| (3) Teachers Commerical Course.....           | 3.00   |
| (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, Organic Chemistry, per term.....	4.00
Cooking, term.....	3.00
Sewing, or Household Management, per term.....	1.50

**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 included in the \$30 tuition fee and 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 \$4.00 per week. The Danville restaurants take pride in serving students at reasonable prices. Within a half block of the Administration Building, is the College Inn where a student may board at \$4.00 per week or make short orders.

**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, or, if paid advance, \$15 per term, 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 East. 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.

## THE COLLEGE COURSE

BY JONATHAN RIGDON

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

### THE COLLEGE AND THE FUTURE

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

It is clear to everybody that the education of the future must somehow be different. How different, we shall know better later. Of these two principles we are certain now; (1) *American education must hereafter have a more distinct reference to citizenship in the American Republic.* The subjects studied and the methods of study must make for the Americanization of all our activities and all our interests. We shall of course keep our eyes open to the faults of our government and of our civilization, which must of necessity occasionally creep in and we shall be more zealous than ever to correct them, but hereafter we shall look with suspicion upon the man or the school

that apologizes for our language and our institutions and that seeks to belittle American education by holding up with approval and for the emulation of our children educational methods and practices that are foreign. We must lose no opportunity to improve, but the conduct of the American Soldier, of the American people, in the last five years, has left it no longer questionable that our elementary education in its power 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. Postions 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 near-*

*ly 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 this 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 this 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 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 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 had 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 giving breadth of view.
- (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 opportunity for scholarship and furnishes at least a point of view from which one may see his life work. It must include a major subject pursued three years or until 9 credits or 36

hours have been earned in it. In addition it must include one or more minor subjects each pursued for two years or until 6 credits or 24 hours have been earned in it.

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

(3) **The third** includes the one-year or 3-credit—or 12 hour subjects. Certain subjects as Language, Mathematics, Physics, Chemistry, should either not be attempted or should be pursued for at least one year. Less time will yield only a scrappy conception instead of a connected view. If one feels that he must have more time than

a year for a subject he must make it either a major or a minor:

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

(b) Certain other subjects which need not be required in every college course form a class of preferred subjects. Foremost among these, in view of the momentous and ever present question of citizenship, is History, and particularly American History. It is highly desirable, also, that every student should have at least an elementary course in Biology, in view of the fact that education is seeking to give itself, a biological basis. Also it would be good for every student to have at least a year in some physical science, in order that in addition to becoming acquainted with the subject matter, he may master the scientific methods of thinking. It would be good also for one to include a modern language. Then, in consideration of the large importance of Psychology and Education in everybody's thinking, these two should be preferred. Also any one of the branches listed as one-term subjects should be preferred for at least this amount of attention.

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

With these principles and suggestions in mind 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 Credit or 4 hours
Geography.....	1 Credit or 4 hours
Philosophy.....	1 Credit or 4 hours
Ethics.....	1 Credit or 4 hours
Logic.....	1 Credit or 4 hours
Aesthetics.....	1 Credit or 4 hours
Debating.....	1 Credit or 4 hours
Astronomy.....	1 Credit 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 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 included at least two years of English.

(e) Any student wishing to qualify under the laws of Indiana

for teaching in the High School may substitute professional study for one or more of the one-term studies, and may add to his daily program of our 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	4
(2) History.....	24 hours	4
(3) Biology.....	12 hours	
(4) Natural Science.....	12 hours	
(5) Mathematics.....	12 hours	
(7) Social Sciences.....	12 hours	
(8) Psychology.....	8 hours	
(9) Education.....	12 hours	
(10) Electives .....	64 hours	4

(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 his instructors such modification would better serve the interests of the particular student concerned.

## 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.—4 hours.

**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.—4 hours.

**ENGLISH III.—English Literature.**—a comprehensive study of English authors and their contributions with the students written criticisms and appreciations.—4 hours.

**ENGLISH IV.—American Literature**,—a comprehensive study of American authors and their contributions with the students' written criticisms and appreciations.—4 hours.

**ENGLISH V.—American Poetry**,—A comprehensive view of the field of American poetry followed by an intensive study of certain poems selected as types.—4 hours.

**ENGLISH VI.—American Prose**,—A general survey of American prose followed by an intensive study of particular selections chosen as types.—4 hours.

**ENGLISH VII.—English Poetry**. A general survey of English poetry with an intensive study of particular types.—4 hours.

**ENGLISH VIII.—English Prose**. A general survey of English prose with an intensive study of particular types.—4 hours.

**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.—4 hours.

**ENGLISH X.—The Short Story**. The study of plot, exercises in short stories as written by Poe, Irving, Clemens and more recent writers.—4 hours.

**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.—4 hours.

**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.—4 hours.

**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.—4 hours.

**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.—4 hours.

**ENGLISH XV.—English Grammar I**. 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.—4 hours.

**ENGLISH XV.—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.

**ENGLISH XVI.—Chaucer and Milton.** An intensive study of these two poets and their chief works.—4 hours.

**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.—4 hours.

**ENGLISH XVIII.—The Old Testament.**—4 hours.

**ENGLISH XIX. The New Testament.**—4 hours.

#### 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.

**ENGLISH XX.—Children's Literature.** This course is given particularly for students preparing to teach children. It includes an acquaintance with the best poetry and the best prose for children of the different grades together with a knowledge of how to teach Literature to children. The teacher's explanations supplement the textbook work.—4 hours.

**ENGLISH XXI.—The Teaching of English.** This course is intended to give the student the best methods of teaching English in the grades and in the high school.—4 hours.

## Social Science

Fred Brengle, A. M., Professor

**SOCIAL SCIENCE 1.—Economics.** A study of the elements including the forces of production, the laws of consumption, the principles of exchange and distribution.—8 hours.

**SOCIAL SCIENCE II.—Political Science I, Government.** A study of the fundamental forms and functions of government in their relation to the life of the people, their good and bad qualities in relation to modern progress, and the reaction of the people.—4 hours.

**SOCIAL SCIENCE II.—Political Science II, Politics.** Party problems, organization, and procedure. Each student is expected to take and read a daily news paper.—4 hours.

**SOCIAL SCIENCE III.—Sociology.** A study of the general principles of group activity, what forces make the group activity, and how group activity may help or hinder the welfare of the individual.—4 hours.

## Mathematics

Lena Cole, 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.—4 hours.

**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.—4 hours.

**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.—4 hours.

**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.—4 hours.

**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.—4 hours.

**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.—4 hours.

**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 plans in space. Equations of Solid of revolution. Applications of laws discovered. Discussion of equations of the third degree. Investigations of properties of higher equations.—4 hours.

**MATHEMATICS VIII.—Calculus, Differential and Integral, I.** 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. Fundamental principles of integration developed. Process developed and applied. Practical applications.

**MATHEMATICS VIII.—Calculus, Differential and Integral II.**

**MATHEMATICS VIII.—Calculus, Differential and Integral, II.**

**MATHEMATICS IX.—The History of Mathematics.**

**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.—4 hours.

**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.—4 hours.

**MATHEMATICS XII.—Theory of Equations.** Solutions of Equations of Higher Degree; Determinants and Applications; Series.—4 hours.

**MATHEMATICS XIII.—Commercial and Advanced Arithmetic.**—4 hours.

**MATHEMATICS. XIV.—The Teaching of Mathematics in the grade and in the high school.**

## Physics

A. B. Carroll, A. M., Professor

### FIRST YEAR

1st Quarter.—Mechanics. Lect. 3, Lab. 2 (2 hrs. each)  
2nd Quarter.—Liquids, Gases, Properties of Matter. (2 hrs. each)  
3rd Quarter.—Harmonic Motion, Sound, Heat. (2 hrs. each)

### SECOND YEAR

1st Quarter.—Magnetism, Electricity, Lect. 3, Lab. 2. (2 hrs.)  
2nd Quarter.—Electricity, Radioactivity, Atomic Structure.  
3rd Quarter.—Light. Thermodynamics.

## Chemistry

A. B. Carroll, A. M., Professor

### FIRST YEAR

1st Quarter.—General Chemistry, Lect. 2, Lab. 2 (3 hrs. each)  
2nd Quarter.—General Chemistry, Lect. 2, Lab. 2 (3 hrs. each)  
3rd Quarter.—General Chemistry, Lect. 2, Lab. 2 (3 hrs. each)  
NOTE:—Qualitative Analysis will be used as method of LABORATORY study of the metals in the 3rd quarter.

## SECOND QUARTER

1st Quarter.—Qualitative Analysis. Lab. 4 (3 hrs.)

2nd Quarter.—Qualitative Analysis. Lab. 4 (3 hrs.)

3rd Quarter.—Qualitative Analysis. Lab. 4 (3 hrs.)

## History

Fred E. Brengle, Professor.

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

**HISTORY II.—Medieval History.** Traces the development of Europe and its civilization from the fall 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. The development of the Christian Church, is given special emphasis.—4 hours.

**HISTORY III.—Modern and Contemporary Europe.** Special emphasis is placed upon economic and social development. Political development is not slighted. The Great War, its causes, results, and the part played by the United States are treated thoroly.—4 hours.

**HISTORY IV.—English History.** The rise and development of the English nation, the large events in English history and the development of the institutions that later have become American.—4 hours.

**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.—4 hours.

**HISTORY VI.—American History II.** The development of American Nationality. From J. Q. Adams, thru Civil War and Reconstruction to Hayes, 1876.—4 hours.

**HISTORY VII.—American History III.** Recent American History. Covers the period of westward expansion, of great economic and political progress, and of vital international relations. Ends with reconstruction at the end of the World War and the selection of 1920.—4 hours.

**HISTORY VIII.—Community Civics.** Setting forth the fundamental principles by which the people of a community may best live together and transact their business.—4 hours.

**HISTORY IX.—The Teaching of History and Civics.** In the grades and in the High School.—4 hours.

## Biology

Troy Smith, A. B. Professor.

**I. GENERAL BIOLOGY:** Laying the foundation for the study of the different forms of life.—4 hours.

**II. BOTANY:** An elementary study of plants.—4 hours.

**III. ZOOLOGY:** An elementary study of animals.—4 hours.

**IV. PHYSIOLOGY:** An elementary course in human anatomy and the natural functions of the different organs.—4 hours.

**V. BACTERIOLOGY:**—4 hours.

**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.—1 hour.

**VII. EVOLUTION:** What the hypothesis means, the classes of evidence and of objections, together with some consideration of its relation to morality and religion.—4 hours.

**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.—4 hours.

**IX. EUGENICS:** What it means and upon what it is based; in what sense it is foolish and in what wise.—4 hours.

**X. BIOLOGY: The Teaching of Nature Study and the Biological Sciences** in the grades and in the high school.

## 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.—4 hours.

**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.—4 hours.

**GEOGRAPHY**.—This course is planned to induce the student to the various geographic factors that influence the social activities of the race. It seeks to portray the relation between earth facts and man facts. Gregory, Keller and Bishop's Physical and Commercial Geography is the recommended text.—4 hours.

**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.—4 hours.

**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.—4 hours.

**LOGIC**.—The forms and laws of thought with special attention to definition and division of concepts, immediate and mediate inference, induction and deduction, all leading toward accuracy, clearness and force, both in thought and in expression.—4 hours.

**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.—4 hours.

## Educational Psychology

Jonathan Rigdon, Ph. D. and H. M. Whisler A. M., Professors.

**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, A. M., H. H. Pleasant, A. M. and Jonathan Rigdon, Ph. D. Professors.

**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 its solution. Introductory course looking toward the educational orientation of the beginning teacher.—4 hours.

**EDUCATION II**.—Teaching of Elementary School Subjects. Including primary methods and special methods or technique of handling the fundamental school subjects.—4 hours.

**EDUCATION III**.—Principles of Teaching. A study of the fundamental principles of the teaching process, including school room organization and management.—4 hours.

**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.—4 hours.

**EDUCATION V.—History of Education.** An intensive study of elementary education since the Reformation. The transition of education from the religious to a secular basis. A comparative study of Nineteenth Century systems and theories.—4 hours.

**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.—4 hours.

**EDUCATION VII. (a)—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.—4 hours.

**EDUCATION VII. (b)—Supervised Teaching.** Teaching and observation in the elementary grades. Include observation, teaching conferences, and lesson plans as described under Educ. VII (a).

**EDUCATION VII. (c)—Supervised Teaching.** Continuation of Education VII (a).

**EDUCATION VIII.—Secondary Education.** 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.—4 hours.

**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."—4 hours.

**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.—4 hours.

**EDUCATION XI.—Public School Administration.** A

general cause in Administration for both high schools and elementary schools.

**EDUCATION XII.—High School Administration.** A special study of the problems of high school Administration including high school records and statistics.

**EDUCATION XIII.—High School Supervision.** Includes a study of the duties and opportunities of the supervisory officer in charge of a high school.

**EDUCATION XIV.—Elementary School Administration** A cause devoted to the special problems of the elementary school including reports, records, and statistics.

**EDUCATION XV.—Elementary School Supervision.** Includes a study of the duties and opportunities of the supervisory officer in charge of an elementary school.

**EDUCATION XVI.—Class Room Management.** A course for those teaching or preparing to teach in the elementary grades.

**EDUCATION XVII.—Rural School Management.** A course devoted to the special problems of the rural one teacher school.

## Drawing and Art Work

Harriet Day A. M., Professor

The Central Normal College maintains a permanent Art department for the benefit of students preparing to teach any phase of Art in the grade or in the high school. We are very fortunate in having secured for director and teacher of this important subject, Mrs. Mary Hadley Strouse, who studied in the Normal Department of the Chicago Art Institute, the Cincinnati Art Academy, the Kansas City Art School, the Prany Summer School, and has for ten years been Art Supervisor in Indiana public schools.

### PUBLIC SCHOOL ART.

- I. **Principles of Drawing.**—Freehand perspective, pencil, crayon, chalk, charcoal and brush drawing. Beginning water colors. Black board drawing.
- II. **Design and Color.**—Color theory, color scales, harmony and combinations of colors. Values, Dark and light spacing.

- III. **Commerical Art.**—Lettering, posters, advertisements, book covers and book making.
- IV. **Home Decoration and Dress Design.**—Application of color harmony to daily life.
- V. **Primary Handwork.**—Paper cutting, stick printing, basketry, weaving, modelling.
- VI. **Advanced Basketry.**
- VII. **Clay modeling and Pottery.**—For grades and High school.
- VIII. **High School Crafts.**—Carter, metal, cement, woodblock, printing, stencelling, dyeing batik.
- IX. **History of Art.**
- X. **Aesthetics**
- XI. **Art Appreciation.**—Outline of picture study for 8 grades and High School.
- XII. **Methods of Teaching and Supervision.**—Outlines of work in Art for eight grades and High School.

## Commercial Subjects

L. C. Niswander, Professor

- Commercial Subjects I. Bookkeeping I.
- Commercial Subjects II. Bookkeeping II.
- Commercial Subjects III. Bookkeeping III.
- Commercial Subjects IV. Accounting I.
- Commercial Subjects V. Accounting II.
- Commercial Subjects VI. Shorthand I.
- Commercial Subjects VII. Shorthand II.
- Commercial Subjects VIII. Shorthand III.
- Commercial Subjects IX. Advanced and Commercial Arithmetic.
- Commercial Subjects X. Business English.
- Commercial Subjects XI. Commercial Geography.
- Commercial Subjects XII. Commercial Law.
- Commercial Subjects XIII. Office Practice.
- Commercial Subjects XIV. Special Methods in Commercial Subjects.

### UNPREPARED WORK OR DRILLS

- |                |                  |
|----------------|------------------|
| Penmanship I.  | Typewriting I.   |
| Penmanship II. | Typewriting III  |
|                | Typewriting III. |

## Commercial Course

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

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

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

- Bookkeeping three hours per day until finished.
- Business English, one term or until finished.
- Arithmetic, one term or until finished.
- Rapid Calculation, one term.
- Commercial Law, one term.
- Penmanship, one hour per day until finished.
- Spelling, one term.

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

### SHORTHAND OR STENOGRAPHY COURSE

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

Our course embraces a through 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 courses include

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.

## Home Economics

**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, Cakes, Gelatine, etc. Laboratory work and note book.

**HOME ECONOMICS IV.—Second Course in Sewing.** Dress-making, 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. Textbook 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.

## Public School Music

Public School Music I. Sight singing, ear training, musical notation

Public School Music II. Sight singing, ear training, musical notation  
musical terminology

Public School Music III. Sight singing, ear training, musical notation,  
musical terminology.

Public School Music IV. Harmony.

Public School Music V. Harmony.

Public School Music VI. History of Music.

Public School Music VII. Music Appreciation.

Public School Music VIII. Applied Music; 16 hours. 12 hours in  
Voice and 4 hours in Piano.

Public School Music IX. Orchestration and Conducting.

Public School Music X. Methods of Teaching Music

### UNPREPARED WORK OR DRILLS

Sight Singing I.

Music Appreciation I.

### APPLIED MUSIC

Applied Music I. Voice 36 hours.

Applied Music II. Piano 36 hours

Applied Music III. Violin or other orchestral instrument 36 hours.

## Teacher-Training Courses

### I. A Four-Year College Course Leading to Life License for High School Teachers, Principals and Superintendents

The new Indiana law for licensing teachers necessitates a complete reorganization of our Teachers Training courses. As we understand it, the central idea of the new law is that each student shall make specific preparation for the particular kind of teaching he chooses to do. This requires on the part of teacher training institutions a special course for each kind of teaching it attempts to fit students for. The Central Normal College must therefore restrict its activities to the kind of work it is able to do well.

1. We shall not offer any courses of graduate work. For any work above a four-year liberal arts course, we must send our students to a university. We do not offer it.

2. We give no kindergarten work. We offer nothing for teachers of children below the first grade. For this special training we recommend all students to a special kindergarten school.

3. Since such training includes graduate work we do not offer courses leading to *first grade* license of superintendents, principals, and supervisors. Students wishing to prepare for first grade license in any of these administrative and supervisory positions may take the corresponding course designated on the following pages and then a year of graduate work in the university.

4. We do not offer complete courses in Agriculture, Manual Training, or Foreign Languages.

Or, stating it positively, we do offer the following courses and are submitting them to the State Board of Education for its approval:

1 Courses for elementary or grade teachers, including primary intermediate, grammar grade and rural teachers.

2 Courses for high school teachers, leading to first grade license to teach in high schools and to the A. B. degree.

3. Courses for superintendents, principals and supervisors, leading to second-grade license and to the A. B. degree.

4 Courses in the Commercial Subjects, Home Economics, Music, and Art, including in each the required amount of special and professional credit to prepare students to teach in the high school.

Any student selecting a course that leads to an A. B. degree must have a major in at least one of the subject-groups designated below, and a minor of not less than 30 hours in another.

We offer only seven subject-groups as majors. A student may choose any one or two of the seven as his major studies.

Indianapolis, Indiana.  
September 8, 1923

President Jonathan Rigdon,  
Central Normal College,  
Danville, Indiana.

Dear President Rigdon:

At its regular meeting yesterday the State Board of Education approved the following recommendation of the Inspector of Teacher Training Institutions.

"Approval of two-year elementary courses offered by Central Normal College for primary, intermediate, grammar grade, and rural school teachers, also of two-year courses for teachers of Home Economics, Music and Art; also of four-year courses for regular high school teachers of English, Mathematics, Sciences (all options) and Social Sciences (all options); also of four-year courses for special high school teachers in Commerce, Home Economics, Music and Art; also of four-year courses for high school principals (second grade) and elementary school principals (second grade). All of said courses will follow closely those scheduled in chapters V. VI. VII, and IX of Bulletin No. 64.

You will kindly preserve this communication as the official notice of accreditation.

Very sincerely yours.

OSCAR H. WILLIAMS,  
Inspector of Teacher Training.

The Educational Bulletin prepared by the State Department of Public Instruction for the guidance of colleges and normal schools gives all requirements in semester hours. What follows is a reprint from this bulletin, except that we have given in term hours the nearest equivalent of the required semester hours. It is not possible in every case, to give the exact equivalent. The article will give to our readers the approximate requirements for every license that is discussed.

N. B. The entrance requirement for all courses under the new law is graduation from a commissioned high school. Graduates of certified high schools must count off one term of normal school work, or pass the State examination for high school equivalency, to make up the deficiency.

#### Regular High School Teachers License—First Grade.

A regular high school teachers license, first grade, is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit, and good for teaching the branches for which the license is issued in any high school (Junior or Senior) and in the seventh and eighth grades of any elementary school.

Applicants for a regular high school teachers license first grade, should present credits and qualification approximately as follows:

(1) Graduation from a standard or approved College or Normal School (four-year course) with a minimum of 192 term hours of credit.

(2) Professional credits approximately as follows:  
Psychology and its applications to Education.....8 term hours  
Secondary Education .....4 term hours  
Principles of Teaching .....4 term hours  
Practice Teaching.....4 term hours

(3) Term hours of College credits in any two of the following subject groups and in each of the two subject groups elected in amount approximately as follows:

English—36 term hours plus 6 term hours professional academic preparation.

- |                             |                         |
|-----------------------------|-------------------------|
| 1. Grammar and Composition. | 3. American Literature. |
| 2. English Literature       | 4. Oral Expression.     |

Of the 36 hours of general academic preparation approximately 8 hours should be in each of 1 and 3; 16 hours in 2; 4 hours in 4. The 6 hours of professional training should be divided about equally between 1 and either 2 or 3.

**Mathematics**—32 term hours, plus 6 term hours of professional academic preparation.

1. Algebra.
2. Geometry.
3. Trigonometry.
4. Analytics.
5. Calculus.
6. Commercial and Advanced Arithmetic.

Of the 32 hours of general academic preparation approximately 4 hours should be in each 1, 2 and 5; 8 hours in each of 3 and 4; and 4 in 6.

The 6 hours of professional academic training should be divided between 1, 2 and 6.

#### **Social Studies:**

**First Option**—54 term hours of general academic preparation, plus 6 hours of professional academic preparation.

1. General History.
2. U. S. History.
3. Economics.
4. Science of Government.
5. Sociology.
6. Community Civics.
7. Vocational Information.

Of the 54 hours, approximately 18 hours should be in each of 1 and 2, 8 or more hours in each of 3 and 4.

The 6 hours of professional academic preparation should be divided about equally between 1, 2 and 6.

**Second Option**—36 term hours of general academic preparation plus 4 hours of professional academic preparation.

Applicants who present approximately 36 hours of general and 4 of professional academic work in history (General and U. S.) will be granted a license in history and the credits in history will be accepted for credits in one of the two study groups in which full credits should be offered.

**Third Option**—Same number of hours as in second option.

Applicants who present approximately 36 term hours of general and 4 term hours of professional academic work in economics, sociology, and the science of government, will be granted a license to teach these subjects, and the credits in them will be accepted for credits in one of the two study groups in which full credits should be offered.

#### **Science:**

**First Option**—60 term hours of general academic preparation plus 6 hours of professional academic preparation.

1. Biology.
2. Botany.
3. Zoology.
4. Chemistry.
5. Physics.
6. Physical Geography.
7. Economic Geography.
8. Human Physiology.

Of the 60 term hours of general academic preparation approximately 16 hours should be in biology or 8 hours each in botany and zoology, 16 hours each in chemistry and physics, and 6 hours each in physical geography and human physiology. The 6 hours of professional preparation should be divided about equally between 1, or 2, and 3, and 4 and 5.

**Second Option**—38 term hours of general academic preparation plus 4 hours of professional academic preparation.

1. Biology.
2. Botany.
3. Zoology.
4. Human Physiology.

Of the 38 term hours of general academic preparation approximately 30 hours should be in biology or 15 hours each in botany and zoology and 8 hours in human physiology.

**Third Option**—38 term hours general academic preparation plus 4 hours of professional academic preparation.

1. Physics.
2. Chemistry.
3. Physical Geography.
4. Commercial Geography.

Of the 38 hours of general academic preparation approximately 16 hours each should be in physics and chemistry and 6 hours in physical geography.

The 4 hours of professional preparation should be in physics and chemistry.

**Fourth Option**—Applicants who present approximately 30 term hours of general and 4 term hours of professional academic work in either biology, botany, zoology, chemistry, physics, physical and commercial geography, or human physiology and hygiene will be granted a license in that subject.

**N. B.** Applicants may not present credits in more than one option in sciences unless they also present full credits in some other subject group.

**Commercial Subjects**—Thirty term hours, plus 4 term hours of professional academic preparation. The required hours of general academic preparation should be distributed among the subjects of stenography, typewriting, bookkeeping and office management. The four hours of professional training will be in methods of teaching the above subjects.

Students should observe that a license to teach the commercial subjects is no longer called a "special" license. It is now a "regular" license.

#### **Regular High School Teacher's License—Second Grade.**

A regular high school teacher's license second grade is valid for two years, renewable thereafter for two year periods on presentation of evidence of one year of successful experience, professional spirit, and additional school preparation, and good for teaching the branches for which the license is issued in any high school (Junior or Senior) and in the seventh and eighth grades of any elementary school.

Applicants for a regular high school teacher's license, second grade, should present credits and qualifications approximately as follows:

(1) Completion of three years of work in a standard or approved college or normal school (four-year course) with a minimum of 144 term hours of credit.

(2) Professional credits in term hours approximately as follows:

- |  |    |
|--|----|
| 1. Psychology and its applications to Education..... | 10 |
| 2. Secondary Education.....                          | 4  |
| 3. Principles of Teaching.....                       | 4  |

(3) Credits in any two of the following subject-groups, elected in amount approximately as follows:

**English**—32 term hours of general academic preparation plus 4 to 6 hours of professional academic preparation.

1. Grammar and Rhetoric.
2. English Literature.
3. American Literature.
4. Oral Expression.

Of the 32 term hours of general preparation approximately 8 hours should be in each of 1 and 3, 12 in 2, and 4 in 4.

The 4 to 6 term hours in professional preparation should be divided about equally between 1 and either 2 or 3.

**Mathematics**—32 term hours of general academic preparation plus 4 to 6 hours professional preparation.

1. Algebra.
2. Geometry.
3. Trigonometry.
4. Analytics.
5. Calculus.
6. Commercial and Advanced Arithmetic.

Of the 32 hours of general academic preparation approximately 4 hours should be in each of 1, 2 and 5, 8 hours in each of 3 and 4, and 4 in 6.

The 6 hours of professional academic training should be divided between 1, 2 and 6.

**Social Studies**—48 term hours of general academic preparation plus 4 to 6 term hours of professional academic preparation.

1. General History.
2. U. S. History.
3. Economics.
4. Science of Government.
5. Sociology.
6. Community Civics.
7. Vocational Information.

Of the 48 term hours of general preparation approximately 18 term hours should be in each of 1 and 2 and 4 hours in each of 3, 4 and 5.

The 4 to 6 hours in professional preparation should be divided equally between 1 and 2 and 6.

Science—48 term hours general academic preparation plus 4 to 6 term hours of professional academic preparation.

1. Biology.
2. Botany.
3. Zoology.
4. Physics.
5. Physical Geography.
6. Economic Geography.
7. Human Physiology.

Of the 48 required term hours of general academic preparation, approximately 16 hours should be in biology or 8 hours each in botany and zoology, 16 hours in physics and 8 hours each in physical geography and human physiology.

The 4 to 6 hours of professional preparation should be divided about equally between 1 or 2 and 3, and 4.

**Commercial Subjects**—The requirements are the same as for the first grade license.

#### SPECIAL HIGH SCHOOL TEACHER'S LICENSES

(The C. N. C. is accredited for Home Economics, Music and Art)

Two grades of special high school teacher's licenses are issued, first and second.

**First Grade**—A special high school teacher's license, first grade, is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit and good for teaching and supervising the branch for which the license is issued in any high school (Junior or Senior) and in any elementary school.

Applicants for a special high school teacher's license, first grade, should present credits and qualifications approximately as follows:

1. Graduation from a standard or approved college or normal school (four year course) or special school, with a minimum of 192 term hours of credit.

## II. Elementary School Teachers Courses

### (1) Primary Teachers Course

A primary teacher's license, first grade, is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit, and good for teaching in the first, second, third, and fourth grades of any elementary school.

Applicants for a primary teacher's license, first grade, should have completed in a standard or approved college or normal school a two year course (not less than 72 weeks) designed to prepare for teaching in the first, second, and third grades, with the work and term hour distributed approximately as follows:

#### FIRST TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Psychology.....	4	Music.....	2
Literature.....	4	*Penmanship or Spelling.....	1
Primitive People and Pioneer		Physical Education and Games	2
Life.....	4		
Drawing and Handwork.....	4		

#### SECOND TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Principles of Teaching.....	4	Music.....	2
Literature (Children's).....	4	Penmanship or Spelling.....	1
Arithmetic (Grades 1-3).....	4	Physical Education and Games	2
(Materials and Methods)			
Reading and Phonics.....	4		

#### THIRD TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Class-Room Management.....	4	Music.....	2
Grammar and Composition.....	4	Penmanship or Spelling.....	1
Nature Study.....	4	Physical Education and Games	2
Reading (Grades 1-2).....	4		
-Materials and Methods)			

## FOURTH TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
United States History.....	4	Music.....	2
Geography -Home).....	4	Drawing and Handwork.....	1
Nature Study -Grades 1-3)....	4	Physical Education and Games	2
(Materials and Methods)			
Teaching.....	4		

## FIFTH TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Elementary Education.....	4	Music.....	2
United States History.....	4	Drawing and Handwork.....	1
History and Geography.....	4	Physical Education and Games	2
(Grades 1-3)			
(Materials and Methods)			
Language and Composition....	4		
-Grades 1-3)			
-Materials and Methods)			

\*Students should continue to take penmanship and spelling until they can write a good hand and make a satisfactory grade in spelling.

## SIXTH TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Community Civics.....	4	Music.....	2
Physiology (including diseases		Drawing and Handwork.....	1
and defects of children)....	4	Physical Education and Games	2
Drawing and Handwork.....	2		
(Grades 1-3)			
(Materials and Methods)			
Music and Games.....	2		
(Grades 1-3)			
(Materials and Methods)			
Teaching.....	4		

## (2) Intermediate Teachers Course

An intermediate teacher's license, first grade, is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit, and good for teaching in the fourth, fifth, sixth, seventh and eighth grades of any elementary school.

Applicants for an intermediate teacher's license, first grade, should have completed in a standard college or normal school a two year course (not less than 72 weeks) designed to prepare for teaching

in the fourth, fifth and sixth grades, with the work and term hours distributed approximately as follows:

## FIRST TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Psychology.....	4	Music.....	2
Literature.....	4	*Penmanship or Spelling.....	1
Arithmetic.....	4	Physical Education and Games	2
Drawing and Handwork.....	4		

## SECOND TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Principles of Teaching.....	4	Music.....	2
Literature (Children's).....	4	Penmanship or Spelling.....	1
Reading and Phonics.....	4	Physical Education and Games	2
Arithmetic (Grades 4-8).....	4		
(Materials and Methods)			

## THIRD TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Class-room Management.....	4	Music.....	2
Grammar and Composition....	4	Penmanship or Spelling.....	1
Geography.....	4	Physical Education and Games	2
Reading (Grades 4-8).....	4		
(Materials and Methods)			

## FOURTH TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Elementary Education.....	4	Music.....	2
United States History.....	4	Drawing and Handwork.....	1
Geography.....	4	Physical Education and Games	2
Language and Composition....	4		
-Grades 4-8)			
-Materials and Methods)			

## FIFTH TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
United States History.....	4	Music.....	2
Physiology (including diseases		Drawing and Handwork.....	1
and physical defects of chil-		Physical Education and Games	2
dren).....	4		
History and Geography.....	4		
(Grades 4-8)			
(Materials and Methods)			
Teaching.....	4		

\*Students should continue to take penmanship and spelling until they can write a good hand and make a satisfactory grade in spelling.

## SIXTH TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Community Civics.....	4	Music.....	2
Nature Study.....	4	Drawing and Handwork.....	1
Tests and Measurements.....	2	Physical Education and Games	2
Drawing and Music.....	2		
-Grades 4-8)			
-Materials and Methods)			
Teaching.....	4		

**(3) Grammar Grade Teachers Course**

A grammar grade teacher's license, first grade, is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit, and good for teaching in the fourth, fifth, sixth, seventh and eighth grades of any elementary school and in the seventh and eighth grades of any junior high school.

Applicants for a grammar grade teacher's license, first grade should have completed in a standard college or normal school a two-year course (not less than 72 weeks) designed to prepare for teaching in the seventh and eighth grades, with the work and term hours distributed approximately as follows:

## FIRST TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Psychology.....	4	Music.....	2
Literature.....	4	*Penmanship or Spelling.....	1
Arithmetic.....	4	Physical Education and Games	2
Drawing.....	4		

## SECOND TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Principles of Teaching.....	4	Music.....	2
Literature.....	4	Penmanship or Spelling.....	1
Reading and Phonics.....	4	Physical Education and Games	2
Arithmetic -Grades 4-8).....	4		
(Materials and Methods)			

## THIRD TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Class room Management.....	4	Music.....	2
Grammar and Composition.....	4	Penmanship or Spelling.....	1
United States History.....	4	Physical Education and Games	2
Reading -Grades 4-8).....	4		
(Materials and Methods)			

## FOURTH TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
United States History.....	4	Music.....	2
Geography.....	4	Drawing.....	1
Language and Composition....	4	Physical Education and Games	2
(Grades 4-8)			
(Materials and Methods)			
Teaching.....	4		

## FIFTH TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Elementary Education.....	4	Music.....	2
Community Civics.....	4	Drawing.....	1
Geography.....	4	Physical Education and Games	2
History and Geography.....	4		
(Grades 4-8)			
(Materials and Methods)			

Students should continue in penmanship and spelling until they can write a good hand and make a satisfactory grade in spelling.

## SIXTH TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Physiology (including diseases and physical defects of children).....	4	Music.....	2
Nature study.....	4	Drawing.....	1
Tests and Measurements.....	2	Physical Education and Games	2
Drawing and Music.....	2		
(Grades 4-8)			
(Materials and Methods)			
Teaching.....	4		

## (4) Rural School Teachers Course

A rural school teacher's license, first grade, is valid for five years renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit, and good for teaching in any one-teacher elementary school.

Applicants for rural school teacher's license, first grade, should have completed in a standard college or normal school a two year (not less than 72 weeks) designed to prepare for teaching in the one-teacher elementary school, with the work and term hours distributed approximately as follows:

### FIRST TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Psychology.....	4	Music.....	2
Literature (Children's).....	4	*Penmanship and Spelling.....	1
Arithmetic.....	4	Physical Education and Games.....	2
Drawing and Handwork.....	4		

### SECOND TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Principles of Teaching.....	4	Music.....	2
Geography.....	4	Penmanship or Spelling.....	1
Reading and Phonics.....	4	Physical Education and Games.....	2
Arithmetic - All Grades).....	4		
(Materials and Methods)			

### THIRD TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Rural School Management.....	4	Music.....	2
Grammar and Composition.....	4	Penmanship or Spelling.....	1
United States History.....	4	Physical Education and Games.....	2
Reading - All Grades).....	4		
(Materials and Methods)			

### FOURTH TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Elementary Education.....	4	Music.....	2
United States History.....	4	Drawing.....	1
Geography.....	4	Physical Education and Games.....	2
Language and Composition.....	4		
(All Grades)			
(Materials and Methods)			

\*Students should continue in penmanship and spelling until they can write a good hand and make a satisfactory grade in spelling.

### FIFTH TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Community Civics (Rural)....	4	Music.....	2
Agriculture, or Home Economics.....	4	Drawing.....	1
History and Geography.....	4	Physical Education and Games.....	2
(All Grades)			
(Materials and Methods)			
Teaching (One-teacher school).....	4		

### SIXTH TWELVE WEEKS

<i>Prepared</i>		<i>Unprepared</i>	
Literature.....	4	Music.....	2
Physiology (including diseases and physical defects of children).....	4	Drawing.....	1
Agriculture, or Home Economics.....	4	Physical Education and Games.....	2
Teaching -One-teacher school).....	4		

## Allocation of Credit on New License Courses for Subjects Previously Announced

The following instructions have been received from the State Teachers Training Board:—

#### "1. General Principles

1. Subjects completed for credit in present approved courses should receive full credit on appropriate new license courses.

Provided, that due regard should be paid to equivalency in allocation of credit.

2. Equivalency in allocation of credit should be construed liberally.

Provided, that in such construction violence should not be done to subject matter in given cases.

3. Except for general electives, blanket credit should not be granted; credit for subjects previously completed should be allocated to equivalent subjects without regard to sequence or position in the new license courses.

4. Minimum Essentials (i. e., content and methods subjects peculiar to any given course) should be required irrespective of when or where they must be taken in adjusting old courses to new ones.

Provided, that this principle should not be constructed so as to extend the time required to complete the course on which the student started."

## 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 in each of the lessons 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.

## Courses 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.

## 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 be 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
- (11) Evidence.....4 hours
- (12) Pleading, Common Law.....4 hours
- (13) Pleading, Code.....4 hours

#### 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 & Shalespeare.4 hours
  - (f) English XII: Public Speaking.....4 hours
  - (g) English XV: English Grammer.....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 is open to strong high school graduates on and after September 1922.

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

## STUDENTS OF 1923-1924

GRADUATES OF THE FOUR-YEAR COLLEGE COURSE 1924  
DEGREE OF A. B.

Bailey, Albert Russell.....	Perry, Ind.	Lemley, Fred.....	Hendricks, Ind.
Bailiff, Amy.....	Hamilton, Ind.	Lundgren, L. Cecil.....	Vermillion, Ind.
Blue, Lloyd Nial.....	Hancock, Ind.	McBride, Charles E.....	Whitley, Ind.
Blue, Orville.....	Putnam, Ind.	McGuirk, Francis H.....	Clark, Ind.
Blunk, Ida Nordloh.....	Hendricks, Ind.	Mitchell, Verne.....	Pulaski, Ind.
Cain, Thomas E.....	Scott, Ind.	Meyer, Willard H.....	Hendricks, Ind.
Clements, Grover C.....	Putnam, Ind.	Myers, Paul.....	Parke, Ind.
Cook, Russell.....	Hendricks, Ind.	Owens, Beulah S.....	Hendricks, Ind.
Eckels, Hazel E.....	Putnam, Ind.	Owens, Ernest E.....	Hendricks, Ind.
Fessler, Maurice.....	Hendricks, Ind.	Owens, Ralph Louis.....	Boone, Ind.
Fogal, Arlie L.....	Harrison, Ind.	Phillips, Carmel.....	Bartholomew, Ind.
Galbraith, Glen W.....	Decatur, Ind.	Phillips, John W.....	Madison, Ind.
Gentry, Raymond L.....	Hendricks, Ind.	Phillips, Ralph.....	Madison, Ind.
Hartley, Harvey.....	Miami, Ind.	Porter, Edgar E.....	Martin, Ind.
Hendrickson, George W.....	Warrick, Ind.	Price, John Paul.....	Parke, Ind.
Holliday, James R.....	Harrison, Ind.	Rawlings, Thomas E.....	Kosciusko, Ind.
Howe, Lee Roy.....	Perry, Ind.	Spencer, Lowell.....	Hendricks, Ind.
Inman, Randall.....	Lawrence, Ind.	Shull, Floyd J.....	Hancock, Ind.
Jolliffe, John H.....	Parke, Ind.	Sprinkle, Theodore T.....	Perry, Ind.
Kirk, Jessie Arnold.....	Hendricks, Ind.	Vaughan, Jewell H.....	Putnam, Ind.
Landis, Charles R.....	Tippicanoe, Ind.	Veatch, Grace D.....	Hendricks, Ind.
Lee, Flint.....	Montgomery, Ind.	Wilcox, Anna E.....	Harrison, Ind.

## GRADUATES OF THE TWO-YEAR ELEMENTARY COURSE, 1924

Arnold, Grace.....	Putnam, Ind.	Howe, Allie B.....	Perry, Ind.
Bailey, Alice Baird.....	Boone, Ind.	Hyatt, Bernice.....	Fountain, Ind.
Barker, Mary E.....	Hendricks, Ind.	Jack, Mildred.....	Parke, Ind.
Beals, Susie Marie.....	Hamilton, Ind.	Kennedy, Marie D.....	Hendricks, Ind.
Buchanan, Mrs. Clara.....	Morgan, Ind.	Leak, Bessie Marie.....	Hendricks, Ind.
Calvert, Bertha.....	Johnson, Ind.	Martin, Vernie L.....	Hancock, Ind.
Donahue, Flora.....	Dubois, Ind.	Newman, Ethel.....	Hendricks, Ind.
Edwards, Hazel Owens.....	Hendricks, Ind.	Ridlen, Daphne E.....	Scott, Ind.
Fleetwood, Viola H.....	Monroe, Ind.	Sanson, Susie.....	Benton, Ind.
Grimes, Harriet L.....	Columbia, Pa.	Smith, Olive L.....	Putnam, Ind.
Hansell, Flossie L.....	Dearborn, Ind.	Tague, Edna.....	Knox, Ind.
Harmon, Walter H.....	Boone, Ind.	Terrell, Mary.....	Morgan, Ind.
Harris, Clarence E.....	Ripley, Ind.	Truitt, Emma Jean.....	Clinton, Ind.
Hayes, Vera B.....	Montgomery, Ind.	Wright, Helen G.....	Grant, Ind.

## GRADUATES OF COMBINED BUSINESS COURSE, 1924

Dittmore, Eldon.....	Knox, Ind.	Sims, Leota.....	Fountain, Ind.
Groutry, Ines.....	Fountain, Ind.	Wilhite, Edna Howell.....	Morgan, Ind.

## GRADUATES OF HIGH SCHOOL COURSE, 1924

Certain, Milo K.....	Grant, Ind.	Shelton, Mary B.....	Monroe, Ind.
Fehrenbacher, Florian K.....	Jasper, Ill.	Whiteman, Paul.....	Hendricks, Ind.

## GENERAL LIST, 1923-24

Ackerman, Mildred.....	Jackson, Ind.	Blackaby, Nellie.....	Hendricks, Ind.
Akers, Ella O.....	Warren, Ind.	Blackburn, Alice.....	Hamilton, Ind.
Alford, Floyd.....	Hancock, Ind.	Blackford, Edna.....	Shelby, Ind.
Alkire, Benson.....	Putnam, Ind.	Bless, C. M.....	Owen, Ind.
Allen, Lloyd.....	Jackson, Ind.	Blue, Orville.....	Putnam, Ind.
Allen, Vera B.....	Lawrence, Ind.	Blue, L. N.....	Hancock, Ind.
Allen, Ray.....	Martin, Ind.	Blunk, Jce.....	Morgan, Ind.
Altemeyer, Opal.....	Jackson, Ind.	Blunk, Mrs. R. E.....	Hendricks, Ind.
Ames, Veva.....	Parke, Ind.	Blunk, Nettie.....	Morgan, Ind.
Amy, Ruel J.....	Harrison, Ind.	Blunk, Gladys.....	Morgan, Ind.
Antony, L. Herbert.....	Brown, Ind.	Bogie, Ruth.....	Jennings, Ind.
Armstrong, Robert W.....	Hendricks, Ind.	Boggs, Myrtle.....	Washington, Ind.
Arnold, Grace.....	Putnam, Ind.	Bond, Clayton.....	Union, Ind.
Austen, Gladys.....	Rush, Ind.	Boner, Eldina.....	Martin, Ind.
Austin, Verner C.....	Crawford, Ind.	Bosse, Ollie T.....	Crawford, Ind.
Austill, Lloyd.....	Randolph, Ind.	Bosse, Chester O.....	Crawford, Ind.
Avery, Kashner.....	Clinton, Ind.	Boulden, Bonnie.....	Hamilton, Ind.
Axson, Arlena.....	Monroe, Ind.	Bourne, Olive.....	Hendricks, Ind.
Bagshaw, Claud.....	Washington, Ind.	Bowers, Russell C.....	Montgomery, Ind.
Bailey, Mrs. Alice Baird.....	Boone, Ind.	Bowman, Leoma.....	Fountain, Ind.
Bailey, Lester E.....	Jasper, Ind.	Bradley, Russell.....	Montgomery, Ind.
Bailey, Virgil I.....	Boone, Ind.	Bramblett, Arthur.....	Boone, Ind.
Bailey, Classie C.....	Perry, Ind.	Branson, Biddie J.....	Clay, Ind.
Bailey, A. R.....	Perry, Ind.	Bray, Paul.....	Hendricks, Ind.
Baird, John.....	Hendricks, Ind.	Brickert, Verla.....	Marionette, Wis.
Baker, Emily.....	Hendricks, Ind.	Bridges, Athal.....	Putnam, Ind.
Baker, Raligh.....	Hendricks, Ind.	Broshears, Loran.....	Warrick, Ind.
Baker, Audrey.....	Scott, Ind.	Brower, Bernice.....	Cass, Ind.
Baker, Minor.....	Morgan, Ind.	Brown, Ernest.....	Morgan, Ind.
Baker, Olive.....	Washington, Ind.	Browning, Vernie.....	Putnam, Ind.
Balay, Tonnie.....	Morgan, Ind.	Brucker, Bernice.....	Newton, Ind.
Baliff, Amy.....	Hamilton, Ind.	Bryant, Sarah.....	Hendricks, Ind.
Ball, Lemuel L.....	Washington, Ind.	Buchanan, Mrs. Clara.....	Morgan, Ind.
Ball, Alberta.....	Washington, Ind.	Bullington, Fern.....	Washington, Ind.
Baringer, Berta May.....	Jackson, Ind.	Burchfield, Arthur V.....	Hendricks, Ind.
Barker, Jesse E.....	Brown, Ind.	Burgess, Brenda.....	Montgomery, Ind.
Barker, Mary.....	Hendricks, Ind.	Burgess, Marjorie.....	Montgomery, Ind.
Barker, Lloyd H.....	Fountain, Ind.	Burks, Jean.....	Marion, Ind.
Barrowman, Margaret L.....	Parke, Ind.	Burroughs, Floyd.....	Knox, Ind.
Bass, Frances.....	Shelby, Ind.	Bush, Marie.....	Shelby, Ind.
Bass, Emerson H.....	Shelby, Ind.	Rush, Ernest.....	Shelby, Ind.
Bassett, Frances.....	Shelby, Ind.	Russell, Lyell.....	Hancock, Ind.
Beals, Susie Marie.....	Hamilton, Ind.	Butts, Thelma A.....	Jackson, Ind.
Bedell, Madge.....	Jackson, Ind.	Ruzzard, Emery J.....	Scott, Ind.
Beem, Hazel.....	Jackson, Ind.	Byers, Edwin P.....	Lawrence, Ind.
Bell, Marjorie H.....	Rush, Ind.	Ryfield, Almeta.....	Jefferson, Ind.
Bell, Joseph E.....	Clinton, Ind.	Byrd, Clarence.....	Howard, Ind.
Bennett, Sarah V.....	Hamilton, Ind.	Cadle, Edward.....	Washington, Ind.
Bennett, Bessie.....	Hamilton, Ind.	Cain, Marguerite.....	Scott, Ind.
Benz, Emma.....	Crawford, Ind.	Cain, Mrs. Delta V.....	Scott, Ind.
Benz, Florence.....	Crawford, Ind.	Cain, Thomas E.....	Scott, Ind.
Berkshire, Helen.....	Cass, Ind.	Cain, Catherine.....	Scott, Ind.
Best, Harold R.....	Harrison, Ind.	Call, Nona.....	Hendricks, Ind.
Betson, Irene.....	Vermillion, Ind.	Calvert, Bertha.....	Johnson, Ind.
Bever, Emma Jane.....	Warren, Ind.	Campbell, Robert Glen.....	Fountain, Ind.
Bitner, Forrest G.....	Hamilton, Ind.	Carmichael, Forest.....	Bartholomew, Ind.
Black, Ralph E.....	Clinton, Ind.	Carmichael, Marie.....	Bartholomew, Ind.
Black, B. Livengood.....	Hendricks, Ind.	Carmichael, Bessie.....	Brown, Ind.
Black, Mildred.....	Washington, Ind.	Carmony, H. Stanley.....	Shelby, Ind.

Carpenter, Cecil..... Putnam, Ind.  
 Carrio, Ruth Eldean..... Martin, Ind.  
 Carver, R. H..... Dallas, Ark.  
 Cass, Agnes Ruth..... Dearborn, Ind.  
 Castetter, Marguerite..... Hendricks, Ind.  
 Certain, Milo..... Hendricks, Ind.  
 Chamness, Mildred..... Putnam, Ind.  
 Champion, Blanche..... Perry, Ind.  
 Chapman, Carl..... Hancock, Ind.  
 Cha-stain, Pauline..... Lawrence, Ind.  
 Chenoweth, Emma..... Morgan, Ind.  
 Christie, Harry L..... Hendricks, Ind.  
 Clapp, Merrill A..... Montgomery, Ind.  
 Clapp, Robert..... Clark, Ind.  
 Clark, Otto..... Hendricks, Ind.  
 Clark, Homer T..... Hendricks, Ind.  
 Clark, Faun T..... Brown, Ind.  
 Clark, Verna E..... Hendricks, Ind.  
 Clark, Ford..... Brown, Ind.  
 Clark, Hattie M..... Daviess, Ind.  
 Clem, Zola..... Warren, Ind.  
 Clem, Estella..... Warren, Ind.  
 Clements, Grover..... Putnam, Ind.  
 Cline, Flossie..... Morgan, Ind.  
 Coats, Horace..... Clark, Ind.  
 Coble, Gilbert E..... Morgan, Ind.  
 Cochran, Earl..... Shelby, Ind.  
 Coffin, Florence..... Hancock, Ind.  
 Cogan, Thelma..... Wabash, Ill.  
 Cogswell, Chlois..... Orange, Ind.  
 Cory, Jeanetta Collier..... Hamilton, Ind.  
 Conner, Louise..... Hendricks, Ind.  
 Comer, Chester..... Hendricks, Ind.  
 Conrad, Harold..... Boone, Ind.  
 Cook, George Mae..... Johnson, Ind.  
 Coombs, Veda V..... Hendricks, Ind.  
 Cooper, Eva..... Hendricks, Ind.  
 Cooper, Ralph..... Hendricks, Ind.  
 Cosby, Elizabeth..... Jefferson, Ind.  
 Cotner, Jessie..... Benton, Ind.  
 Couch, Paul..... Switzerland, Ind.  
 Cox, Olive..... Dubois, Ind.  
 Cox, Margaret..... Jackson, Ind.  
 Cox, Ralph H..... Hendricks, Ind.  
 Cox, Reginald G..... Morgan, Ind.  
 Cox, Gladys Marie..... Hendricks, Ind.  
 Cox, Lawrence, C..... Hendricks, Ind.  
 Craig, Shyrl..... Marion, Ind.  
 Craig, Lester..... Marion, Ind.  
 Crose, Martha E..... Hendricks, Ind.  
 Cudworth, Lela..... Washington, Ind.  
 Cummings, Jesse G..... Owen, Ind.  
 Curtis, Mrs. Ruth J..... Morgan, Ind.  
 Curtis, Leona R..... Morgan, Ind.  
 Danner, Alice..... Clark, Ind.  
 Dannreuther, Rowena..... Newton, Ind.  
 Darr, Etta..... Jackson, Ind.  
 Davidson, Emily..... Vermillion, Ind.  
 Davis, Troy V..... Montgomery, Ind.  
 Davis, John..... Harrison, Ind.  
 Davis, Everett L..... Montgomery, Ind.  
 Davis, Arthur..... Hendricks, Ind.  
 Davis, June..... Montgomery, Ind.

Davis, Mercedes..... Daviess, Ind.  
 Davis, Loretta..... Harrison, Ind.  
 Davis, Mildred I..... Hendricks, Ind.  
 Day, Bernice H..... Tipton, Ind.  
 Deakayne, Mary E..... Hamilton, Ind.  
 Dean, Jennings..... Crawford, Ind.  
 DeArmond, Robert O..... Franklin, Ind.  
 Deck, Luther..... Morgan, Ind.  
 Deck, Carl W..... Morgan, Ind.  
 Deckard, Alma..... Brown, Ind.  
 Deckard, Emma H..... Greene, Ind.  
 Deckard, Lance W..... Greene, Ind.  
 DeLashmit, Lela..... Montgomery, Ind.  
 DeLashmit, Maude..... Montgomery, Ind.  
 Delrymple, Esta..... Marion, Ind.  
 DeMoss, Mabel L..... Rush, Ind.  
 DeMotte, Georgie..... Pike, Ind.  
 Denny, James R..... Greene, Ind.  
 Dent, Emma L..... Cook, Ill.  
 Deputy, Joy..... Jackson, Ind.  
 Deremiah, Everitt..... Washington, Ind.  
 Dickey, Alys..... Orange, Ind.  
 Dismore, Gladys..... Scott, Ind.  
 Dittmore, Elden..... Knox, Ind.  
 Divine, John L..... Martin, Ind.  
 Donahue, Flora..... Dubois, Ind.  
 Dorsett, Flo..... Marion, Ind.  
 Dorsett, Shirley V..... Morgan, Ind.  
 Doty, Mrs. Locha Pence..... Warren, Ind.  
 Downey R. Carmichael..... Warren, Ind.  
 Downham, Nellie..... Carroll, Ind.  
 Dozier, Flora..... Hendricks, Ind.  
 Duggins, George..... Harrison, Ind.  
 Dunkin, Hobart..... Putnam, Ind.  
 East, Irvine L..... Lawrence, Ind.  
 Eastes, Estell..... Hancock, Ind.  
 Easton, Vera..... Hendricks, Ind.  
 Eaton, Mrs. Eva L..... Marion, Ind.  
 Eckels, Hazel..... Putnam, Ind.  
 Edwards, H. Owens..... Hendricks, Ind.  
 Edwards, Chlois..... Lawrence, Ind.  
 Ellis, Scott..... Dubois, Ind.  
 Ellis, Clea..... Orange, Ind.  
 Ellis, Grace..... Orange, Ind.  
 Ely, Wayne T..... Clay, Ind.  
 Emerson, Edna..... Greene, Ind.  
 Emig, Georgiana..... Bartholomew, Ind.  
 Emly, Herbert..... Clinton, Ind.  
 Emly, Mary R..... Washington, Ind.  
 Endicott, Edith James..... Boone, Ind.  
 Earey, Pearl..... Jefferson, Ind.  
 Essex, Roy..... Bartholomew, Ind.  
 Evans, Alma June..... Boone, Ind.  
 Evans, Hazel Fern..... Lawrence, Ind.  
 Everhart, Mary L..... Montgomery, Ind.  
 Everson, Charles A..... Hancock, Ind.  
 Ewbank, Lucile..... Parke, Ind.  
 Ewbank, Ruth..... Parke, Ind.  
 Ewbank, Helen..... Montgomery, Ind.  
 Faris, Ellen Jean..... Lawrence, Ind.  
 Farnsley, J. Vachel..... Harrison, Ind.  
 Farnsley, Ethel..... Lake, Ind.  
 Fehrenbacher, Florian..... Jasper, Ill.

Ferguson, Dale J..... Wells, Ind.  
 Ferguson, Jessie..... Wells, Ind.  
 Ferrell, Ruth..... Montgomery, Ind.  
 Fessler, Maurice..... Hendricks, Ind.  
 Fields, Florence..... Shelby, Ind.  
 Fields, Cecil N..... Crawford, Ind.  
 Fields, Eva Kathleen..... Greene, Ind.  
 Fink, Ruth A..... Marion, Ind.  
 Fippen, Dale W..... Hamilton, Ind.  
 Fish, Opher..... Martin, Ind.  
 Fisher, George..... Washington, Ind.  
 Fisher, Joy A..... Hendricks, Ind.  
 Flanagan, Otto H..... Hendricks, Ind.  
 Fleece, Pauline..... Hendricks, Ind.  
 Fleener, Fred..... Brown, Ind.  
 Fletcher, John..... Hancock, Ind.  
 Fleetwood, Mrs. Roy E..... Monroe, Ind.  
 Fleetwood, Roy E..... Monroe, Ind.  
 Fleetwood, C. W..... Jackson, Ind.  
 Flinn, Orin E..... Lawrence, Ind.  
 Fogal, A. L..... Harrison, Ind.  
 Force, Claudia T..... Martin, Ind.  
 Fortner, Fanny Snow..... Lawrence, Ind.  
 Fortner, Arthur D..... Lawrence, Ind.  
 Foster, Clarence..... Hendricks, Ind.  
 Foster, Doris..... Warren, Ind.  
 Francis, James P..... Hendricks, Ind.  
 Franklin, Margaret E..... Hendricks, Ind.  
 Frazier, Esther..... Orange, Ind.  
 Freed, Vella..... Daviess, Ind.  
 Freeman, Herman..... Washington, Ind.  
 Freeman, Eulalia..... Boone, Ind.  
 Freeman, Earl..... Boone, Ind.  
 Galbraith, Glen W..... Decatur, Ind.  
 Gardner, Bruce..... Gibson, Ind.  
 Gentry, Raymond L..... Hendricks, Ind.  
 Gephart, Elizabeth..... Bartholomew, Ind.  
 Gephart, Lillian..... Jennings, Ind.  
 Gesell, Elmer..... Ripley, Ind.  
 Gibson, Nannie..... Decatur, Ind.  
 Gilbert, Gordon..... Perry, Ind.  
 Gillespie, Russell..... Boone, Ind.  
 Gilkeson, Kjeo..... Hendricks, Ind.  
 Gilstrap, Cleo..... Washington, Ind.  
 Gilstrap, Ella..... Lawrence, Ind.  
 Gish, Dorothy M..... Cass, Ind.  
 Glascock, Mrs. Rose..... Montgomery, Ind.  
 Goffinet, Floyd E..... Perry, Ind.  
 Gott, Lucile..... Montgomery, Ind.  
 Gouty, Inez..... Warren, Ind.  
 Grant, Maro..... Marion, Ind.  
 Graves, Mrs. Tida E..... Clark, Ind.  
 Graves, Alta..... Montgomery, Ind.  
 Gray, Lonnie R..... Hendricks, Ind.  
 Gray, Carl D..... Montgomery, Ind.  
 Greene, Dorothy..... Vermillion, Ill.  
 Greer, Marie..... Johnson, Ind.  
 Gregory, Ollie T..... Boone, Ind.  
 Griffin Rittia..... Martin, Ind.  
 Grimes, Harriett..... Columbia, Penn.  
 Groom, Littleton..... Caldwell, Ky.  
 Gruver, Elsie..... Perry, Ind.  
 Gruver, Charles E..... Perry, Ind.  
 Guest, Thomas R..... Harrison, Ind.

Gwin, Mary E..... Lawrence, Ind.  
 Haase, Helen..... Morgan, Ind.  
 Hadley, Alma..... Hendricks, Ind.  
 Hadley, Mark..... Hendricks, Ind.  
 Hadley, Pearl..... Hendricks, Ind.  
 Hadley, Helen..... Hendricks, Ind.  
 Hall, Helen..... Scott, Ind.  
 Hall, E. Blanche..... Orange, Ind.  
 Hamblen, Floy..... Warren, Ind.  
 Hammer, Maurine..... Orange, Ind.  
 Hamilton, Cleo..... Washington, Ind.  
 Hamilton, Bertha..... Martin, Ind.  
 Hancock, Otto B..... Harrison, Ind.  
 Hansell Flossie..... Dearborn, Ind.  
 Harbaugh, Mary J..... Hendricks, Ind.  
 Harcourt Opal..... Rush, Ind.  
 Harding, Josephine..... Montgomery, Ind.  
 Harding, Lester I..... Martin, Ind.  
 Hardsaw Lamar..... Harrison, Ind.  
 Hardsaw Kenneth..... Harrison, Ind.  
 Hargis Leota..... Hancock, Ind.  
 Harlan, Pauline M..... Hendricks, Ind.  
 Harmon, Mabel..... Parke, Ind.  
 Harmon, Arletta M..... Boone, Ind.  
 Harmon, Walter H..... Boone, Ind.  
 Harris, Leo..... Ripley, Ind.  
 Harris, Clarence..... Ripley, Ind.  
 Harris, Robert..... Spencer, Ind.  
 Harrison, Evangeline A..... Hendricks, Ind.  
 Harrison, Aria..... Hendricks, Ind.  
 Harrison, Mary Ellen..... Hendricks, Ind.  
 Harrison, Roy C..... Hendricks, Ind.  
 Harshaw, Roscoe..... Martin, Ind.  
 Harshbarger, Maude..... Montgomery, Ind.  
 Hartman, Herman..... Parke, Ind.  
 Harvey, George..... Hendricks, Ind.  
 Hatten, Verne L..... Shelby, Ind.  
 Hawkins, Mrs. Effie M..... Martin, Ind.  
 Hawkins, Alton..... Martin, Ind.  
 Hawkins, Estella..... Martin, Ind.  
 Hawley, Edna K..... Clinton, Ind.  
 Haworth, Elizabeth..... Hendricks, Ind.  
 Haworth, T. Hadley..... Hendricks, Ind.  
 Hauk, Kenneth..... Montgomery, Ind.  
 Haupt, Florence E..... Warren, Ind.  
 Hayes, Vera B..... Montgomery, Ind.  
 Hayes, Opal M..... Montgomery, Ind.  
 Hazzard, Olive Madge..... Scott, Ind.  
 Heath, Mabel..... Jefferson, Ind.  
 Hedrick, Murrell P..... Washington, Ind.  
 Henderson, Reitzel E..... Hendricks, Ind.  
 Henderson, Howard B..... Brown, Ind.  
 Henderson, Harry R..... Greene, Ind.  
 Henderson, Thelma..... Clark, Ind.  
 Hendrickson, Orvel..... Hendricks, Ind.  
 Hendrickson, Willis..... Warrick, Ind.  
 Hendrickson, Charles..... Parke, Ind.  
 Hert, Cora A..... Lawrence, Ind.  
 Hesler, Okel..... Montgomery, Ind.  
 Hession, Frances..... Hendricks, Ind.  
 Heuser, William..... Harrison, Ind.  
 Hicks, Gladys..... Montgomery, Ind.  
 Hildebrand, Mary G..... Harrison, Ind.

Hill, Evelyn Isaline. . . . . Scott, Ind.  
Himes, Norma L. . . . . Montgomery, Ind.  
Himes, Mildred. . . . . Putnam, Ind.  
Hines, Golda. . . . . Hendricks, Ind.  
Hines, Opal. . . . . Vermillion, Ind.  
Hinkle, Vernon. . . . . Marion, Ind.  
Hite, Charles. . . . . Marion, Ind.  
Hobbs, L. Jennings. . . . . Perry, Ind.  
Hobbs, Glenn. . . . . Perry, Ind.  
Hobson, Edna. . . . . Howard, Ind.  
Holden, Alonzo. . . . . Morgan, Ind.  
Holliday, James R. . . . . Harrison, Ind.  
Hollowell, Coy. . . . . Washington, Ind.  
Holt, Eva. . . . . Martin, Ind.  
Hoover, Hanley. . . . . Brown, Ind.  
Horn, Hazel. . . . . Carroll, Ind.  
Hornbeck, Ina. . . . . Montgomery, Ind.  
Hornickel, Carl E. . . . . Harrison, Ind.  
Horsey, Mary Ellen. . . . . Martin, Ind.  
Horton, Maxine. . . . . Tipton, Ind.  
Houser, Herschell. . . . . Knox, Ind.  
Howe, Leroy. . . . . Perry, Ind.  
Howe, Allie. . . . . Perry, Ind.  
Howe, Iola. . . . . Perry, Ind.  
Howe, Nell. . . . . Perry, Ind.  
Howe, Mrs. Leroy. . . . . Perry, Ind.  
Howell, Ruth. . . . . Morgan, Ind.  
Howell, Edna. . . . . Morgan, Ind.  
Hudson, Joseph E. . . . . Lawrence, Ind.  
Hudson, Cyrus D. . . . . Greene, Ind.  
Huey, Gerald L. . . . . Hancock, Ind.  
Huey, Helen C. . . . . Hancock, Ind.  
Huffer, Thelma. . . . . Clinton, Ind.  
Humphreys, Virginia R. . . . . Clark, Ind.  
Hunt, Ivan L. . . . . Hendricks, Ind.  
Hunt, Georgia L. . . . . Rush, Ind.  
Hunt, Harold. . . . . Parke, Ind.  
Hunter, Dally. . . . . Greene, Ind.  
Hunter, Jacob E. . . . . Greene, Ind.  
Hurst, Bernard. . . . . Rush, Ind.  
Hutchinson, Ernest E. . . . . Lawrence, Ind.  
Hutchinson, C. E. . . . . Lawrence, Ind.  
Hyatt, Bernice. . . . . Fountain, Ind.  
Hyten, Pearl W. . . . . Montgomery, Ind.  
Isenbarger, Cormilles. . . . . Clinton, Ind.  
Ingersoll, Ralph M. . . . . Fountain, Ind.  
Ingersoll, Herschel M. . . . . Fountain, Ind.  
Ingram, Gladys. . . . . Vermillion, Ind.  
Ingram, Eugene. . . . . Hendricks, Ind.  
Inman, Randal. . . . . Lawrence, Ind.  
Irick, Justin. . . . . Clinton, Ind.  
Irons, Karle. . . . . Montgomery, Ind.  
Isom, Vennis O. . . . . Lawrence, Ind.  
Isom, Cleo. . . . . Lawrence, Ind.  
Isom, Clara Belle. . . . . Marion, Ind.  
Jack, Helen. . . . . Parke, Ind.  
Jack, Mildred. . . . . Parke, Ind.  
Jackman, J. W. . . . . Tippecanoe, Ind.  
Jarrell, Frank. . . . . Morgan, Ind.  
James, Philena. . . . . Warren, Ind.  
Jay, Roy C. . . . . Marion, Ind.  
Jay, Wilma Emley. . . . . Marion, Ind.  
Johns, Naomi. . . . . Harrison, Ind.

Johnson, Rosanna. . . . . Warren, Ind.  
Johnson, Ruth. . . . . Scott, Ind.  
Johnson, Mary Agnes Montgomery, Ind.  
Johnson, Mercedes. . . . . Hendricks, Ind.  
Johnston, Lila. . . . . Lawrence, Ind.  
Johnston, Laura. . . . . Dearborn, Ind.  
Jollief, John H. . . . . Parke, Ind.  
Jones, Miriam. . . . . Greene, Ind.  
Jones, Myrtle. . . . . Montgomery, Ind.  
Jones, Leota. . . . . Hendricks, Ind.  
Jones, Cloris. . . . . Greene, Ind.  
Jordan, Lowell A. . . . . Jackson, Ind.  
Jordan, Lillian R. . . . . Jackson, Ind.  
Joseph, Mary. . . . . Hendricks, Ind.  
Kahl, Hazel. . . . . Hendricks, Ind.  
Keith, Elsie. . . . . Scott, Ind.  
Keeling, Lois. . . . . Shelby, Ind.  
Kellam, Walter. . . . . Hamilton, Ind.  
Kellams, Roberta O. . . . . Dubois, Ind.  
Kelly, Josina M. . . . . Hamilton, Ind.  
Kelley, Mrs. Ruth. . . . . Hendricks, Ind.  
Kelley, Otis G. . . . . Boone, Ind.  
Kelley, Eudora. . . . . Brown, Ind.  
Kemp, Neva. . . . . Montgomery, Ind.  
Kemper, Lina. . . . . Shelby, Ind.  
Kennedy, Harrell M. . . . . Morgan, Ind.  
Kennedy, Hazel Mary. . . . . Morgan, Ind.  
Kennedy, Marie. . . . . Hendricks, Ind.  
Kennedy, Floyd E. . . . . Scott, Ind.  
Kennedy, Pearl. . . . . Owen, Ind.  
Kenworthy, Loyd L. . . . . Jefferson, Ind.  
Kenworthy, Lorraine. . . . . Jefferson, Ind.  
Kerr, Mabel E. . . . . Parke, Ind.  
King, Tilson W. . . . . Tippecanoe, Ind.  
Kintner, Carl D. . . . . Harrison, Ind.  
Kirk, Jessie Arnold. . . . . Hendricks, Ind.  
Kutch, Mrs. Ella Toon. . . . . Daviess, Ind.  
Lance, Lillian M. . . . . Perry, Ind.  
Landis, Chas. Russell. . . . . Tippecanoe, Ind.  
Lane, Chester G. . . . . Orange, Ind.  
Lanum, Robert J. . . . . Hendricks, Ind.  
Leak, Bessie. . . . . Hendricks, Ind.  
Lee, Marie. . . . . Lawrence, Ind.  
Lee, Flint. . . . . Montgomery, Ind.  
Lee, Arlena. . . . . Morgan, Ind.  
Lefferton, Jas. . . . . Shelby, Ind.  
Leeke, Agnes. . . . . Boone, Ind.  
Lehman, Elizabeth. . . . . Montgomery, Ind.  
Leitzman, S. H. . . . . Hendricks, Ind.  
Lemley, Fred. . . . . Hendricks, Ind.  
Lenon, Mary L. . . . . Cass, Ind.  
Leonard, Larue. . . . . Hamilton, Ind.  
Lewis, Collin. . . . . Jackson, Ind.  
Lind, Don E. . . . . Greene, Ind.  
Lindley, J. Kenneth. . . . . Parke, Ind.  
Lindsey, Ida Frances. . . . . Lawrence, Ind.  
Little, Anna. . . . . Perry, Ind.  
Lively, Rowena D. . . . . Hamilton, Ind.  
Lively, O. E. . . . . Hamilton, Ind.  
Lock, Ernie. . . . . Switzerland, Ind.  
Lott, Esther. . . . . Clark, Ind.  
Louks, Alice. . . . . Benton, Ind.  
Lucas, Myrtle. . . . . Jackson, Ind.

Lugenbeel, Nita. . . . . Sebastian, Ark.  
Lundgren, L. C. . . . . Vermillion, Ind.  
Lutz, Mabel J. . . . . Dearborn, Ind.  
Madden, J. Riley. . . . . Shelby, Ind.  
Malaska, Dean G. . . . . Tippecanoe, Ind.  
Marks, Mrs. Thomas. . . . . Parke, Ind.  
Marks, Thomas. . . . . Parke, Ind.  
Marlott, Mary Alice. . . . . Warren, Ind.  
Marsey, Millie. . . . . Lawrence, Ind.  
Marsh, Dorris L. . . . . Morgan, Ind.  
Marshall, Reuel. . . . . Morgan, Ind.  
Marshall, John. . . . . Hendricks, Ind.  
Marshall, Ollie. . . . . Perry, Ind.  
Marshall, Adeline. . . . . Washington, Ind.  
Martin, John W. . . . . Washington, Ind.  
Martin, Mary. . . . . Decatur, Ind.  
Martin, Leonne M. . . . . Vermillion, Ind.  
Martin, Vernie. . . . . Hancock, Ind.  
Martin, Wendell. . . . . Montgomery, Ind.  
Martin, Glenn E. . . . . Lawrence, Ind.  
Martin, William O. . . . . Washington, Ind.  
Marting, Mary. . . . . Dubois, Ind.  
Mason, Clyde L. . . . . Parke, Ind.  
Masten, Louise. . . . . Hendricks, Ind.  
Masten, Vivian. . . . . Hendricks, Ind.  
Mattox, Hazel. . . . . Washington, Ind.  
Mays, S. R. . . . . Dallas, Ark.  
McBride, May Calvert. . . . . Whitley, Ind.  
McBride, Chas. E. . . . . Whitley, Ind.  
McCabe, Arthur. . . . . Orange, Ind.  
McCann, Esther. . . . . Daviess, Ind.  
McClelland, Pauline. . . . . Montgomery, Ind.  
McCloud, Ruby. . . . . Morgan, Ind.  
McConnell, Helen Jean. . . . . Shelby, Ind.  
McCoy, Ansell M. . . . . Clinton, Ind.  
McDonald, Dennis B. . . . . Orange, Ind.  
McDonald, Mabel. . . . . Cass, Ind.  
McDonald, Cleo H. . . . . Pulaski, Ind.  
McDonald, Russell E. . . . . Orange, Ind.  
McElhany, Virgil. . . . . Washington, Ind.  
McGuirk, Francis. . . . . Floyd, Ind.  
McGuirk, Isaleen. . . . . Floyd, Ind.  
McGuirk, Alvin. . . . . Floyd, Ind.  
McKain, Ralph. . . . . Jackson, Ind.  
McKinney, Nora J. . . . . Clinton, Ind.  
McKinney, Mae. . . . . Clinton, Ind.  
McMullen, Robert M. . . . . Dearborn, Ind.  
Mehaffie, Mary. . . . . White, Ind.  
Mendel, Goldie. . . . . Dearborn, Ind.  
Mendel, Leona. . . . . Dearborn, Ind.  
Meyer, Willard H. . . . . Hendricks, Ind.  
Meyer, Gertrude L. . . . . Jackson, Ind.  
Miles, Dora. . . . . Hendricks, Ind.  
Miles, Hazel. . . . . Hendricks, Ind.  
Miles, Dessie. . . . . Hendricks, Ind.  
Miles, Geraldine. . . . . Hendricks, Ind.  
Miller, Mary. . . . . Warren, Ind.  
Miller, Lola Marie. . . . . Scott, Ind.  
Miller, Myrtle. . . . . Washington, Ind.  
Miller, Florence M. . . . . Hancock, Ind.  
Miller, Lucile. . . . . Boone, Ind.  
Miller, N. Mildred. . . . . Harrison, Ind.  
Miller, Edna Claire. . . . . Clark, Ind.

Miller, Adalene. . . . . Tippecanoe, Ind.  
Miller, Florence. . . . . Marion, Ohio.  
Miller, Burke H. . . . . Hendricks, Ind.  
Miller, Bernice. . . . . Morgan, Ind.  
Mills, Pansy. . . . . Hendricks, Ind.  
Minich, Wayne. . . . . Owen, Ind.  
Mitchell, Clyde. . . . . Knox, Ind.  
Mitchell, Florence. . . . . Pulaski, Ind.  
Mitchell, Verne. . . . . Pulaski, Ind.  
Mitchell, Gladys. . . . . Vermillion, Ill.  
Mitchell, Dova. . . . . Owen, Ind.  
Mitchell, Edna. . . . . Shelby, Ind.  
Money, Stanley. . . . . Hendricks, Ind.  
Monroe, Farres O. . . . . Hendricks, Ind.  
Monroe, Mack. . . . . Shelby, Ind.  
Montgomery, Myrtle C. . . . . Parke, Ind.  
Montgomery, Noel. . . . . Parke, Ind.  
Montgomery, E. William. . . . . Shelby, Ind.  
Moon, Wilna. . . . . Hamilton, Ind.  
Moon, Dessie Irene. . . . . Orange, Ind.  
Moore, Roscoe. . . . . Martin, Ind.  
Moran, John. . . . . Hendricks, Ind.  
Morehead, Dale. . . . . Hamilton, Ind.  
Morgan, Laura. . . . . Clark, Ind.  
Morrison, M. H. . . . . Hendricks, Ind.  
Mounts, Maple. . . . . Fountain, Ind.  
Mullins, Ethel. . . . . Perry, Ind.  
Murphy, Lula. . . . . Tippecanoe, Ind.  
Myers, Marjorie. . . . . Parke, Ind.  
Myers, Paul. . . . . Parke, Ind.  
Myler, Wallace W. . . . . Crawford, Ind.  
Narwood, Meta. . . . . Ripley, Ind.  
Nay, Frank. . . . . Hamilton, Ind.  
Naylor, Frances R. . . . . Parke, Ind.  
Naugle, Carl E. . . . . Washington, Ind.  
Naugle, Elise. . . . . Washington, Ind.  
Naugle, Verle. . . . . Washington, Ind.  
Neal, Frank. . . . . Lawrence, Ind.  
Neidigh, Claude V. . . . . Brown, Ind.  
Neidigh, Harriet. . . . . Lawrence, Ind.  
Neier, Hattie B. . . . . Putnam, Ind.  
Neier, Virgil R. . . . . Putnam, Ind.  
Nelson, Faye. . . . . White, Ind.  
Nelson, Dewey. . . . . Benton, Ind.  
Nelson, Mrs. J. C. . . . . Hendricks, Ind.  
Nelson, James C. . . . . Hendricks, Ind.  
Newland, Francis. . . . . Lawrence, Ind.  
Newman, H. C. . . . . Union, Ind.  
Newman, Ethel. . . . . Hendricks, Ind.  
Nice, Clyde. . . . . Washington, Ind.  
Nicholas, Laura K. . . . . Putnam, Ind.  
Nickell, Melvin. . . . . Macon, Ill.  
Noe, John C. . . . . Jackson, Ind.  
Norman, Edith Irene. . . . . Morgan, Ind.  
Northcott, Lincoln. . . . . Tippecanoe, Ind.  
Orle, Wayne. . . . . Brown, Ind.  
Oliver, Muriel. . . . . Brown, Ind.  
Opel, Edgar. . . . . Dubois, Ind.  
Osborn, Rome. . . . . Martin, Ind.  
Osborn, Anne Martha. . . . . Hendricks, Ind.  
Owens, Beulah S. . . . . Hendricks, Ind.  
Owens, E. E. . . . . Hendricks, Ind.  
Owens, Gaynell. . . . . Jackson, Ind.

Owens, Ona Maree . . . Hendricks, Ind.  
 Owens, Edna . . . Boone, Ind.  
 Owens, Marie . . . Putnam, Ind.  
 Owens, R. L. . . . Boone, Ind.  
 Oyler, Agatha Eileen . . . Fountain, Ind.  
 Pampel, Sabina M. . . . Jasper, Ind.  
 Parker, Robert . . . Decatur, Ind.  
 Parker, Frank G. . . . Jasper, Ill.  
 Parker, Ephra . . . Hendricks, Ind.  
 Parr, Mrs. Millie Reed . . . Hendricks, Ind.  
 Parr, Harvey . . . Washington, Ind.  
 Patterson, Ralph . . . Hendricks, Ind.  
 Payne, Lola . . . Montgomery, Ind.  
 Payne, Elsie . . . Montgomery, Ind.  
 Pearcey, Louisa E. . . . Clinton, Ind.  
 Pennington, Mary . . . Hendricks, Ind.  
 Peters, Kyle . . . Marion, Ind.  
 Peters, Violet . . . Madison, Ind.  
 Petty, Haswell . . . Clark, Ind.  
 Phillips, Elizabeth . . . Brown, Ind.  
 Phillips, John . . . Madison, Ind.  
 Phillips, Ralph . . . Brown, Ind.  
 Phillips, Carmel . . . Brown, Ind.  
 Platt, Omer G. . . . Decatur, Ind.  
 Plummer, Chas. E. . . . Greene, Ind.  
 Poff, Edith . . . Putnam, Ind.  
 Poindexter, S. W. . . . Martin, Ind.  
 Pollard, Robert . . . Marion, Ind.  
 Pommerehn, Nannie E. . . . Jefferson, Ind.  
 Porter, Edgar . . . Martin, Ind.  
 Porterfield, Nina . . . Bartholomew, Ind.  
 Potter, Ralph . . . Morgan, Ind.  
 Prall, Frieda . . . Morgan, Ind.  
 Pratt, George H. . . . Boone, Ind.  
 Presnall, Ellis . . . Hancock, Ind.  
 Price, John P. . . . Parke, Ind.  
 Price, Arthur L. . . . Parke, Ind.  
 Priest, Duff . . . Putnam, Ind.  
 Puckett, Gladys . . . Howard, Ind.  
 Pugh, Beulah . . . Fountain, Ind.  
 Pumphrey, Elizabeth . . . Whitley, Ind.  
 Purdy, Olive . . . Marion, Ind.  
 Purdue, Vernon . . . Boone, Ind.  
 Quackenbush, Cora E. . . . Lawrence, Ind.  
 Radcliffe, Daniel . . . Harrison, Ind.  
 Ragland, Chas. . . . Hendricks, Ind.  
 Rapp, Earle . . . Sullivan, Ind.  
 Rawlings, Earl . . . Kosciusko, Ind.  
 Ray, Lawrence E. . . . Hendricks, Ind.  
 Ray, Viva . . . Scott, Ind.  
 Redden, Baxter . . . Harrison, Ind.  
 Reed, Hubert . . . Putnam, Ind.  
 Reed, W. H. . . . Hancock, Ind.  
 Reed, Wm. B. . . . Clinton, Ind.  
 Reibold, Geo. King . . . Hendricks, Ind.  
 Renick, Glee . . . Fountain, Ind.  
 Reynolds, Lois . . . Lawrence, Ind.  
 Reynolds, Fannie . . . Jackson, Ind.  
 Reynolds, Nellie Mae . . . Jackson, Ind.  
 Reynolds, Golden . . . Marion, Ind.  
 Richardson, Chas. G. . . . Putnam, Ind.  
 Richardson, Clyde R. . . . Marion, Ind.  
 Richert, Orlen . . . Harrison, Ind.

Ridlen, Daphne . . . Scott, Ind.  
 Riley, Mae . . . Hendricks, Ind.  
 Robbins, Rachel . . . Jefferson, Ind.  
 Robbins, Fred A. . . . Hendricks, Ind.  
 Roberts, O. A. . . . Lawrence, Ind.  
 Robertson, Reah . . . Jackson, Ind.  
 Robertson, Lorene . . . Boone, Ind.  
 Robinson, Claire . . . Hendricks, Ind.  
 Robinson, Mollie J. . . . Clark, Ind.  
 Robinson, Ova . . . Hendricks, Ind.  
 Rodebeck, Fred C. W. . . . Hancock, Ind.  
 Rodebeck, Matilda . . . Hancock, Ind.  
 Rogers, M. H. . . . Marion, Ind.  
 Rodman, Jesse . . . Washington, Ind.  
 Roller, Everett . . . Carroll, Ind.  
 Roll, Walter F. . . . Washington, Ind.  
 Rose, Maude . . . Jackson, Ind.  
 Ross, Lorena . . . Clark, Ind.  
 Ross, Marvel . . . Hendricks, Ind.  
 Rothrock, Ray . . . Marion, Ind.  
 Routan, Walter . . . Marion, Ind.  
 Ruby, Charles . . . Rush, Ind.  
 Rushton, Estill A. . . . Hendricks, Ind.  
 Rutherford, Lula . . . Washington, Ind.  
 Ryan, Orville . . . Perry, Ind.  
 Sageser, F. M. . . . Hendricks, Ind.  
 Saltgaver, Estella . . . Crawford, Ind.  
 Sample, Helen . . . Boone, Ind.  
 Sanders, L. D. . . . Morgantown, Ind.  
 Sanders, Alla . . . Scott, Ind.  
 Sanders, Mary K. . . . Pike, Ind.  
 Sanders, General . . . Pike, Ind.  
 Sanders, Carrie . . . Jackson, Ind.  
 Sanson, Susie . . . Benton, Ind.  
 Sappenfield, Nolan . . . Harrison, Ind.  
 Sarig, Harold A. . . . Hancock, Ind.  
 Sater, Thelma . . . Bartholomew, Ind.  
 Scharf, Anna Belle . . . Harrison, Ind.  
 Scott, Esther . . . Vermillion, Ind.  
 Shadley, Madison . . . Shelby, Ind.  
 Shand, Mrs. Cora . . . Benton, Ind.  
 Shanks, Lee K. . . . Montgomery, Ind.  
 Shearer, Almeda . . . Clinton, Ind.  
 Shelton, Fred . . . Hendricks, Ind.  
 Shepard, Phyllis . . . Clinton, Ind.  
 Shepp, Benj. F. . . . Morgan, Ind.  
 Shields, Miriam . . . Scott, Ind.  
 Shrout, Basil A. . . . Hancock, Ind.  
 Shull, Floyd J. . . . Hancock, Ind.  
 Shull, Bernice . . . Hancock, Ind.  
 Sibbitt, Alta E. . . . Putnam, Ind.  
 Sides, Gladys . . . Martin, Ind.  
 Sides, Russel . . . Martin, Ind.  
 Simpson, Anna Lucile . . . Hendricks, Ind.  
 Simpson, Flora . . . Hamilton, Ind.  
 Sims, Leota . . . Fountain, Ind.  
 Sims, Ruth Blunk . . . Morgan, Ind.  
 Sluder, Adron B. . . . Boone, Ind.  
 Smallwood, Mrs. Ruby A. . . . Jackson, Ind.  
 Smallwood, William . . . Jackson, Ind.  
 Smith, Ruth . . . Perry, Ind.  
 Smith, Mildred . . . Perry, Ind.  
 Smith, Helen Ilene . . . Putnam, Ind.

Smith, Olive . . . Putnam, Ind.  
 Smith, Hazel Wilma . . . Fountain, Ind.  
 Smith, Ralph H. . . . Daviess, Ind.  
 Smith, Gwynn . . . Clinton, Ind.  
 Smith, Lone . . . Greene, Ind.  
 Snow, Lucille . . . Lawrence, Ind.  
 Snow, Gloria . . . Cass, Ind.  
 Soey, Edna . . . Fountain, Ind.  
 Sowder, Earl . . . Monroe, Ind.  
 Sparrow, Ralph . . . Perry, Ind.  
 Spear, Wilber . . . Hamilton, Ind.  
 Spencer, May-Belle C. . . . Hendricks, Ind.  
 Spencer, Lowell . . . Hendricks, Ind.  
 Spillman, Nellie . . . Decatur, Ind.  
 Sprinkle, Theodore . . . Perry, Ind.  
 Spurgeon, Margaret . . . Jackson, Ind.  
 Spurgeon, Gladys . . . Jackson, Ind.  
 Staples, Mercedes . . . Scott, Ind.  
 Stark, Charlotte S. . . . Montgomery, Ind.  
 Starnes, Charles F. . . . Fountain, Ind.  
 Stark, Aulta . . . Scott, Ind.  
 Stansbury, Archie . . . Tippecanoe, Ind.  
 Staton, Glen . . . Boone, Ind.  
 Steele, Jeanette . . . Boone, Ind.  
 Stepp, Gertrude . . . Washington, Ind.  
 Stephenson, John L. . . . Hendricks, Ind.  
 Stepro, Joe E. . . . Harrison, Ind.  
 Stewart, Floyd . . . Putnam, Ind.  
 Stewart, Donald . . . Shelby, Ind.  
 Stott, Gertrude . . . Decatur, Ind.  
 Stowers, Truman . . . Clinton, Ind.  
 Strange, Edith M. . . . Martin, Ind.  
 Stuffle, Claire . . . Daviess, Ind.  
 Sullivan, Lusa . . . Boone, Ind.  
 Sullivan, Doris . . . Jennings, Ind.  
 Sullivan, Effie R. . . . Boone, Ind.  
 Surface, Gladys . . . Montgomery, Ind.  
 Surface, Lawrence . . . Montgomery, Ind.  
 Surface, Esther . . . Montgomery, Ind.  
 Sutton, Madge . . . Lawrence, Ind.  
 Sutton, Thomas R. . . . Fountain, Ind.  
 Swain, Juanita . . . Hamilton, Ind.  
 Swick, Ruth . . . Clinton, Ind.  
 Swinford, Neva E. . . . Boone, Ind.  
 Tagg, Marie . . . Benton, Ind.  
 Tagg, Pearl . . . Benton, Ind.  
 Tague, Edna . . . Knox, Ind.  
 Tardy, Isabella E. . . . Switzerland, Ind.  
 Taylor, Ben . . . Harrison, Ind.  
 Terrell, Oral . . . Morgan, Ind.  
 Terrell, Mrs. Mary . . . Morgan, Ind.  
 Thacker, Jean Alice . . . Morgan, Ind.  
 Tharp, Lois A. . . . Martin, Ind.  
 Tharpe, Ray . . . Montgomery, Ind.  
 Tharp, Cecil . . . Boone, Ind.  
 Thomas, Adeline . . . Warrick, Ind.  
 Thomas, Clifford . . . Putnam, Ind.  
 Thomas, J. Donald . . . Parke, Ind.  
 Thompson, Maurice . . . Hendricks, Ind.  
 Thompson, Frank V. . . . Hendricks, Ind.  
 Thompson, Fern . . . Boone, Ind.  
 Thompson, Chas. M. . . . Hendricks, Ind.

Thompson, Hazel . . . Johnson, Ind.  
 Thompson, Wreatha . . . Johnson, Ind.  
 Thompson, Lois . . . Jackson, Ind.  
 Thorne, Lora . . . Warren, Ind.  
 Thrush, Ruby B. . . . Tippecanoe, Ind.  
 Timberlake, Marcella . . . Harrison, Ind.  
 Timmons, Olive . . . White, Ind.  
 Tinder, Charlotte . . . Hendricks, Ind.  
 Tinker, Isabel . . . Scott, Ind.  
 Toohy, Keating . . . Morgan, Ind.  
 Toon, Carter . . . Martin, Ind.  
 Toon, Sheldon . . . Martin, Ind.  
 Trainor, Merle . . . Clark, Ind.  
 Tredway, Mary Ocie . . . Martin, Ind.  
 Tremaine, Bernice . . . Carroll, Ind.  
 Troncir, John B. . . . Harrison, Ind.  
 Truax, Ruth A. . . . Hendricks, Ind.  
 Truitt, Emma . . . Clinton, Ind.  
 Tudor, Vera . . . Hendricks, Ind.  
 Turley, Ethan M. . . . Tippecanoe, Ind.  
 Turner, Iva . . . Appanose, Iowa  
 Utter, Thomas D. . . . Decatur, Ind.  
 Vance, Ira W. . . . Harrison, Ind.  
 Vandervort, Mildred . . . Clinton, Ind.  
 Vaughn, Jewell H. . . . Putnam, Ind.  
 Veatch, Grace D. . . . Hendricks, Ind.  
 Vogt, S. Harlan . . . Harrison, Ind.  
 Wainwright, Elva . . . Hancock, Ind.  
 Walker, Ernest . . . Hendricks, Ind.  
 Walker, Gertrude . . . Montgomery, Ind.  
 Walker, Ellis . . . Hendricks, Ind.  
 Wall, Hazel . . . Hendricks, Ind.  
 Wallace, Noble D. . . . Hendricks, Ind.  
 Walls, Leora G. . . . Hendricks, Ind.  
 Walls, Claude O. . . . Hendricks, Ind.  
 Walls, Avis . . . Hendricks, Ind.  
 Wann, Lucille . . . Fountain, Ind.  
 Warrick, Leo . . . Greene, Ind.  
 Watkins, Bertha . . . Putnam, Ind.  
 Watson, Ray . . . Lawrence, Ind.  
 Weathers, Lela . . . Washington, Ind.  
 Weaver, Leone . . . Warren, Ind.  
 Weatherholt, W. May . . . Perry, Ind.  
 Weathers, Lillian . . . Washington, Ind.  
 Weber, John . . . Franklin, Ind.  
 Weedman, Elizabeth . . . Perry, Ind.  
 Weedman, Sadie . . . Perry, Ind.  
 Welton, Hazel R. . . . Pike, Ind.  
 Wershing, Mrs. Ralph . . . Morgan, Ind.  
 Wershing, R. J. . . . Morgan, Ind.  
 Wertz, Thelma . . . Shelby, Ind.  
 Westmoreland, Bessie . . . Morgan, Ind.  
 Wetherald, Carl L. . . . Boone, Ind.  
 Whalbridge, Jacob C. . . . Ripley, Ind.  
 Whipple, Reba L. . . . Decatur, Ind.  
 White, A. Glenn . . . Brown, Ind.  
 White, Russell H. . . . Marion, Ind.  
 White, Jeannette . . . Brown, Ind.  
 White, A. Glenn . . . Brown, Ind.  
 White, Isis Snow . . . Lawrence, Ind.  
 Whitlatch, Grace . . . Scott, Ind.  
 Whitman, Dorothea . . . Fayette, Ind.  
 Whiteman, Paul . . . Hendricks, Ind.

Whitman, Hazel K. ....	Fayette, Ind.	Witmer, Dorothy .....	Hendricks, Ind.
Wicker, Wayne .....	Shelby, Ind.	Wood, Earl L. ....	Boone, Ind.
Wicker, Bessie .....	Shelby, Ind.	Wood, Maurice .....	Hendricks, Ind.
Wilcox, Mary A. ....	Harrison, Ind.	Wooden, Cordelia .....	Hendricks, Ind.
Wilcox, Anna E. ....	Harrison, Ind.	Woodward, James .....	Harrison, Ind.
Wilhelmus, Horace .....	Spencer, Ind.	Woodward, Connie .....	Harrison, Ind.
Wilkerson, Edna .....	Jennings, Ind.	Wright, Golda .....	Hendricks, Ind.
Wilkins, Elizabeth .....	Shelby, Ind.	Wright, Helen .....	Grant, Ind.
Williams, Marion .....	Greene, Ind.	Young, Donovan B. ....	Hancock, Ind.
Williams, Edwin .....	Lawrence, Ind.	Young, Wayne W. ....	Boone, Ind.
Williams, C. O. ....	Hendricks, Ind.	Young, Frank .....	Jennings, Ind.
Williams, Carl .....	Howard, Ind.	Young, Mary .....	Montgomery, Ind.
Williams, Lester .....	Howard, Ind.	Young, Lillian .....	Jennings, Ind.
Williamson, Cyrus C. ....	Brown, Ind.	Zenor, Pauline .....	Boone, Ind.
Wilson, Bernice .....	Lawrence, Ind.	Zieg, Mrs. J. Murphy .....	Cass, Ind.
Wilson, Loomis .....	Switzerland, Ind.	Zieg, Vernon .....	Cass, Ind.
Wilson, Deaver .....	Brown, Ind.	Zieg, Wilbur E. ....	Cass, Ind.
Wilson, Howard .....	Lawrence, Ind.	Zieg, Lee O. ....	Clinton, Ind.
Wilson, Ella Ilene .....	Lawrence, Ind.	Zimmerman, L. ....	Hendricks, Ind.
Wilson, Alma .....	Putnam, Ind.	Zimmerman, Marvin .....	Hendricks, Ind.
Wisley, Roy .....	Tippecanoe, Ind.	Zook, Mary .....	Brown, Ind.

# TOTAL INDIANA ATTENDANCE BY COUNTIES

1876 TO 1924

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.....	972
Allen.....	34	Madison.....	322
Benton.....	344	Marion.....	902
Bartholomew.....	526	Marshall.....	20
Blackford.....	55	Martin.....	507
Boone.....	1102	Miami.....	81
Brown.....	591	Monroe.....	431
Carroll.....	325	Montgomery.....	848
Cass.....	249	Morgan.....	826
Clark.....	384	Newton.....	31
Clay.....	517	Noble.....	21
Clinton.....	710	Ohio.....	107
Crawford.....	526	Orange.....	495
Daviess.....	655	Owen.....	271
Dearborn.....	329	Parke.....	931
Decatur.....	512	Perry.....	650
Dekalb.....	17	Pike.....	133
Delaware.....	264	Porter.....	1
Dubois.....	290	Posey.....	133
Elkhart.....	49	Pulaski.....	80
Fayette.....	202	Putnam.....	1362
Floyd.....	120	Randolph.....	457
Fountain.....	372	Ripley.....	221
Franklin.....	128	Rush.....	556
Fulton.....	43	Scott.....	376
Gibson.....	223	Shelby.....	1219
Grant.....	137	Spencer.....	463
Greene.....	481	Starke.....	12
Hamilton.....	571	St. Joseph.....	39
Hancock.....	754	Steuben.....	1
Harrison.....	758	Sullivan.....	468
Hendricks.....	6346	Switzerland.....	201
Henry.....	308	Tippecanoe.....	311
Howard.....	233	Tipton.....	446
Huntington.....	158	Union.....	118
Jackson.....	865	Vanderburg.....	87
Jasper.....	164	Vermillion.....	133
Jay.....	62	Vigo.....	133
Jefferson.....	425	Wabash.....	51
Jennings.....	425	Warren.....	286
Johnson.....	402	Warrick.....	457
Knox.....	240	Washington.....	805
Kosciusko.....	10	Wayne.....	137
Lagrange.....	18	Wells.....	112
Lake.....	9	White.....	85
Laport.....	24	Whitley.....	42

Total from Indiana 37,373

Sixty-eight Indiana Counties Represented 1923-1924

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HENDRICKS CO. HISTORICAL SOCIETY

“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.”