

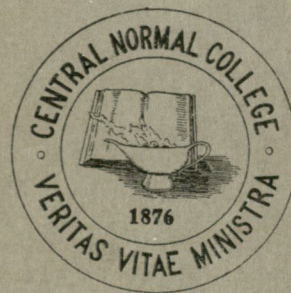
Hargrave

1925

ANNUAL CATALOG

of

Central Normal College



1925

CENTRAL NORMAL COLLEGE

Danville, Indiana

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 schools50

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.

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GREETING

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

N. E. WINFREY A. M. University of Chicago—Professor of History, and the Social Sciences.

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

ELIZABETH HILLIARD, A. M. Columbia University—Professor of Primary Education.

LENA COLE, A. M. University of Missionuri.—Professor of Mathematics.

HARRIET DAY, A. B. University of Nebraska. Attended Columbia University, Teachers' College, New York City; New York Art School; School of Industrial Art, Philadelphia; Cincinnati Art Academy; M. Julian Academy, under M. Jean Paul Laurens, Paris, France.

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.

HAROLD E. OWEN, Mus. B., Phi Kappa Phi, Syracuse University. Graduate Work University of Rochester Eastman School of Music. Violin Student of Prof. Conrad L. Becker, pupil of Joachim. Student of Selim Palmgren in Piano and Original Composition. Head of Music Department, Music Director and Professor of Violin, Orchestration and Theoretical Subjects.

LETA B. BONIFIELD, Graduate Teacher of Voice Minneapolis School of Music, Minneapolis, Minn.; Student Washington College of Music, Washington, D. C.; Iowa State Teachers College, Cedar Falls, Iowa; Drake University, Des Moines, Ia.; American Institute of Normal Method, Evanston, Ill.

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 1925-26

Fall term, Monday, Sept. 28, 1925 to Dec. 17, 1925.

Winter Term, Monday, Dec. 28, 1925 to March 11, 1926.

Spring Term, Monday, March 15, 1926 to June 3, 1926.

Mid-Spring Term, Monday, April 26, 1926 to July 9, 1926.

Summer term, Monday, June 7, 1926 to August 13, 1926.

Mid-Summer term, Monday, July 12, 1926 to Aug. 13, 1926.

Monday is registration day. Classwork begins on Tuesday.

ANNUAL COMMENCEMENT

June 24 to July 1, 1926

Garden Party for College Seniors and all students by President and Mrs. Rigdon, June 24th.

Baccalaureate Sermon, June 27.

Class Play, June 28.

Recital of Department of Music, June 29.

Alumni Banquet, June 30.

Graduating Exercises, July 1.

Senior Chapel, July 2.

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 cannot 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, everywhere and under all conditions it is poor economy to give up education. The children and the youth must be educated today or we cannot 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 Colleges 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 June. Then follows the Summer term of 12 weeks, beginning in June 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—three students in one large 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 needs 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 assessable and ability to think and to express their thoughts. These attainments are impossible without a course in college. And this in turn cannot be had in the more expensive institutions without the expenditure of a larger amount of time and money than most men can spare. The Central Normal College meets this emergency in three ways; First, by reducing expenses to a minimum; second, by lengthening the school year to forty-eight weeks; third, by excluding from the course all but essentials. With these facilities for education, any ambitious boy may be a proud possessor of an intellectual fortune, in comparison with which the miser's millions are insignificant. Every day the competition of modern industry is crowding the ignorant closer to the wall, while the opportunities of educated men and women are multiplying and expanding beyond the possibilities of the schools to supply the demand. Many boys and girls who read this paragraph will long for an education but feel that for them there is no way. This is our greeting: Hundreds of boys and girls with no better opportunities have found a way, and you can find one if you will.

HISTORY OF THE COLLEGE—The Central Normal College was organized in 1876, with forty-eight students in attendance. 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 or four hours in each subject in one term or a half credit or two hours in a half term or six weeks. A student thus makes a total of four credits or sixteen hours in 12 weeks or eight

hours in 6 weeks. Every student should look forward to the completion of a full four-year College Course. There is no time to lose, nor is it necessary to lose any. A year is better than a term, but three terms make a year; 12 weeks are better than 6 weeks, but two terms of 6 weeks make one 12. Let us help you gather up the fragments and see that nothing is lost.

PREPARATION.

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

UNPREPARED WORK, OR DRILL SUBJECTS

Penmanship, Typewriting, Drawing, Vocal Music and Physical Culture may be taken, without preparation, requiring only the time of the recitation. Such work leads to *drill credits* or *credits in unprepared work*. The same subjects, however, may be taken as 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 two terms of 12 weeks each in Central Normal College a graduate of a certified high school will be entitled to rank as a graduate of a commissioned high school.

CREDENTIALS

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

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

LATE ENTRANCE

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

THE FACULTY AND ATHELETICS

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 athletic 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.

BUS LINES

Three Motor Bus Lines pass the College door. Rockville, to Indianapolis, Montezuma to Indianapolis, and Crawfordsville to Indianapolis; also, any Bus from any part of this or other states to Indianapolis makes direct connection there for Danville. **Remember;** When you are at Indianapolis, you are within 20 miles of the Central Normal College.

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

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

THE NEW GYMNASIUM

Our new gymnasium is now completed. It is a large building 90 feet by 120 feet. It has the standard college playing floor, 50 feet by 90 feet, and seats 3,000 persons. It is built out of hard-burnt hollow tile, and faced brick of a beautiful shade of yellow. The entire structure is supported by steel. We confidently believe that

this new Gymnasium marks a new epoch in the progress of Central Normal College. We may all look upon it with pride and we may know that it owes its existence to three things:—(1) The splendid faith of our Board of Trustees, who have toiled tirelessly for the up-building of the school. (2) The efficient services of the coach, who in a marvelously short time has created a tremendous interest in athletics without lessening in the mind of any student the value of hard study: and (3) The spirit of our 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. 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 EXERCISES.

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, without the consent of the president, in any course of instruction, study or business enterprise outside of the school.

COLORED STUDENTS.

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

LIBRARY

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

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

Prospective students may be sure the library facilities are adequate.

THE CARNEGIE LIBRARY.

Mr. Andrew Carnegie 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 collection of books our facilities for investigation are excellent. This library is open evenings. The students find 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..... | \$36.00 |
| (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.

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) Teachers Commercial Course..... | 3.00 |
| (3) Two Year Elementary..... | 3.00 |
| (4) Shorthand or Bookkeeping..... | 3.00 |
| (5) High School..... | 3.00 |
| (6) Music Supervisor's Course..... | 5.00 |
| (7) Voice, Violin, Piano, each..... | 5.00 |
| (8) 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, per 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

NOTE—All library fees are included in the \$36 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 \$2.00 each per week, including light, heat and bath. The other young women and all the young men room at the same rate or less in private homes, in many of which the residents take a personal interest in the students and treat them as members of the family.

What Superintendents Think of Us

Fulton, Mo., July 23, 1918

To Whom It May Concern:

As a representative of one of the largest publishing houses of the country it has been my pleasure to visit many of the Colleges and Normal Schools of the Middle 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 everyway desirable to give more prominence to the idea. Not how much education our colleges can give to the favored few, but how can we give the essentials of an education to all. Then,

again, in selecting a college course of study, let our question be, not what will set us apart and distinguish us from the masses, but rather what will enable us more largely and more effectively to participate in the life of all the people.

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

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

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

(1) *All educated persons, all the professions, and 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 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 and hardly be bad for anyone else. It certainly could not be bad for the lawyer, the preacher, the editor, the business man, the statesman, the social worker, the woman in her home or in her club.

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

ual 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 at all about a university or graduate course.

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

(d) Instead of making English the major study the student who prefers to do so may major in any other line provided he 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
(2) History.....	24 hours
(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

(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.

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

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.—GRAMMER 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 I.—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 new 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 planes 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 Intergral II.

MATHEMATICS VIII—Calculus, Differential and Intergral III.

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, Professor,

Classes in all the subjects mentioned below, have been maintained during the past year, and will be continued and even extended when desired and needed by the increasing demands of our students.

Assurance is also given that both branches of this department will soon be materially strengthened and increased in usefulness by large and valuable additions to the laboratory equipment.

PHYSICS I.—Mechanics and Sound. Properties of Matter, Physical measurements, Rectilinear, Curvilnear and Periodic Motion, Gravity and Gravitation, Friction, Equilibrium, Machines, Elasticity.

Mechancis of Fluids, Molar and Molecular Phenomena, Pressure of Fluids, Density, Specific Gravity, etc.

Wave motion, Water waves and Sound waves, Propagation and Transmission of Sound. Nature and Velocity of Sound. Physical basis and properties of musical tones. Scales, Musical intervals, Vibrations of Strings. Organ pipes and reeds. Resonance, Interference, Beats and other phenomena.

Recitations and Lecture Demonstrations two days each week and Laboratory Experiments two days.—4 hours.

PHYSICS II.—Light and Heat. Nature, propagation and transmission of Light. Velocity, reflection, refraction and general phenomena. Lenses and Mirrors and other Optical Instruments. The sensation of Color, Polarized Light, Microscopes and Telescopes.

Nature, sources and effects of Heat, Temperature, Thermometry, heat units, Relation of Heat to States of Matter. Convection, Conduction and Radiation. Absolute Zero and Absolute Temperature.—4 hours.

PHYSICS III.—Magnetism and Electricity. Magnets, their Classification and Properties. Magnetic Fields and Lines of Force. Laws of Magnetic Force. Theories of Magnetism, Terrestrial Magnetism.

Electro Statics, Electric Charges and Induction. Electrical Potential. Atmospheric Electricity. Electric Currents. Voltaic Cells, Electrolysis, Electrolytes, Electroplating, Electrotyping, Electric Lighting, etc.

Electromagnetism. Galvanometers, Electro Magnets, Magnetic Induction, the induction coil, the Telephone.

The Dynamo, Electric Machines, Direct Current Machines. Alternating Currents, Electric Oscillations and Waves. Ionization or Gases, Radio Activity, etc.—4 hours.

PHYSICS IV.—Mid Spring Term Class. Work selected to suit the wishes and needs of the students composing the class, 4 hours.

PHYSICS V.—Mid Summer Term Class. Double Periods, Six weeks. Work to suit the accomplishments and needs of the members.—4 hours.

PHYSICS VI.—Methods of Teaching Physics, with special reference to the presentation of the subject to High School Classes.—4 hours.

Chemistry

A. B. Carroll, Professor.

All the following classes were organized and maintained during the past year with increasing numbers and interest to the end of the year. Several classes were repeated during a second term and an effort made to meet the desires and needs of our students so far as it was possible.

CHEMISTRY I—General Chemistry. Relations of Chemistry to Physics. States and Properties of Matter. The common and the rare Elements. Classifications of the Elements. Mixtures. Solutions and Compounds. Laws of Chemical Combination, Valence Conservation of Matter and of Energy, Acids, Bases and Salts, The Halogens.

Recitations and Lecture Demonstrations two days each week and Laboratory Experiments two days, alternating.—4 hours.

CHEMISTRY II—General Chemistry. Ionization of Electrolytic Solutions, Nitrogenous compounds. The nitrogen cycle, Chemical equilibrium. Factors influencing the speed of reactions, Classifications and properties of the Metals. The Periodic Law. Structure of Atoms.

Oxygen compounds of the Halogens, Compounds of Carbon. Molecular Weights and the Gram-molecule. Percentage composition and amounts of the different elements.

Two Lessons or Lecture Demonstrations and two Laboratory Periods each week, alternating.—4 hours.

CHEMISTRY III.—The Hydrocarbons. Coal Tar Compounds. Various related series of Hydrocarbons, Common Differences, General Formulas, Radicals, Empirical and Graphic Formulas, The nature of Flame, Fuel Gases.

Thermometers and Thermometry. Carbohydrates, Special attention given to the Common, the Useful and the Precious Metals and their relations to other elements. Some attention to Qualitative Analysis in connection with the Laboratory Work.

Text book lessons, or Lecture Demonstrations alternating with Laboratory Experiments, four periods per week.—4 hours.

CHEMISTRY IV.—Organic Chemistry, Scope and Methods of Organic Chemistry. Importance and Applications, Sources and nature of Organic Compounds, Hydrocarbons of the Methane, Ethylene and Acetylene Series, Saturated and Unsaturated Compounds, The Alcohols, Monobasis and Polybasic Acids.

Ethers, Anhydrides and Esters. Aldehydes and Ketones. Amines and Amides. Relations of the Halogens to the Hydrocarbons. Recitations or Lectures two days and Laboratory Exercises two days each week.—4 hours.

CHEMISTRY V.—Organic Chemistry. Cyanogen and related compounds. Compounds containing two unknown substituents. Carbohydrates, Compounds containing both metals and non-metals. Identification of organic compounds and determination of their structure. Uric Acid and related compounds.

Cyclic Hydrocarbons. Determination of the structure of Aromatic Compounds. Nitro Compounds and Sulphonic Acids. Halogen derivatives of Aromatic Hydrocarbons.

Two recitations or two lecture demonstrations and two laboratory exercises each week.—4 hours.

CHEMISTRY VI.—Organic Chemistry. Aromatic Amines and other products of Nitro Compounds, Aromatic Alcohols, Phenols and Esters, Aromatic Acids and Aldehydes, Ketones and Quinones.

Dyes and Dyeing. The Terpenes and Camphors. Heterocyclic Compounds, Proteins, etc.

Recitations, Lecture Demonstrations, Laboratory Experiments and Analysis, similar to those in preceding numbers.—4 hours.

CHEMISTRY VII.—Qualitative Chemical Analysis. This may follow the completion of the descriptive work either in General or in Organic Chemistry, as best suits the capacity of the class and the objects to be attained by the students or the instructor.

The work will be selected and performed in such manner as to meet the needs and objects of the students and according to the best judgment of the teacher. Four times per week. 4 hours.

CHEMISTRY VIII.—Household Chemistry. Elementary, Suitable for students who have had little or no previous instruction in General Chemistry. The work will be similar in general plan to that of other classes. Two recitations and two laboratory experiments each week, alternating, so far as found convenient and profitable.—4 hours.

CHEMISTRY IX.—Household Chemistry, Advanced, Suitable for students who have previously taken some work in General Chemistry, sufficient to serve as a basis for advanced study. Same general plan as in other classes, but with a broader application of the principles of Chemistry. Previous work in Home Economics will be helpful in this class.—4 hours.

CHEMISTRY X.—Methods of Teaching Chemistry, with special reference to classes in High Schools and schools of similar grade. This work has heretofore been combined, and will probably continue to be combined, with Methods of Teaching Physics and other related sciences, with special emphasis on such one or more sciences as are of particular interest to the class, Four hours per week.—4 hours.

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 thoroughly.—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 election 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 Science in the grades and in the high school.

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 subject.—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 Education 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 department is to train teachers and supervisors of art. The professional and related subjects for this course is offered by the college.

The Department of Art offers the following courses:

A special course of four years for supervisors in High School and grades leading to an A. B. degree.—192 hours.

A special course of two years for supervisors of art in grades leading to a Special Elementary Teacher's license.—96 hours.

The following is the Special Elementary Teacher's Course:

Art—1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.48 hours

Art Methods for grades 13,4 hours

52 hours

Education:

Introduction to Teaching.....	4 hours
Psychology	9 hours
Principles of Teaching.....	4 hours
Supervised Teaching	4 hours
	21 hours

Course of Study:

1. Drawing and Handwork. General. 4 term hours.
Required for Rural, Primary, Intermediate and Grammar grade courses for a certificate. Prerequisite for all.
2. Primary Art. 4 term hours.
Special instructions for primary teachers. Prerequisite for art supervisors.
3. Elementary Freehand Drawing and Perspective, 4 term hours
4. Applied Design. 4 term hours. Batik, block print, tied dye, gesso stencil and crafts.
5. Color Harmony. 4 term hours. Color theories. Opaque water color, oil and crayons.
6. Art Appreciation I., 4 term hours. History.
7. Commercial Art Posters and Lettering. 4 term hours.
8. Interior Decoration and House Planning. 4 term hours.
9. Mechanical Drawing. 4 term hours. Beginning work.
10. Clay, Pottery and Cement. 4 term hours.
11. Costume Design. 4 term hours.
12. Blackboard Drawing. 4 term hours.
13. Art Methods, for grades. 4 term hours.
14. Home Economics Design. 4 term hours.
Application to Stitchery, Applique and Cross Stitch.
15. Art Appreciation II. 4 term hours.
16. Pen Drawing and Illustration. 4 term hours.
17. Painting in all mediums. advance work. 4 term hours.
18. Sketching. 4 term hours.
19. Figure Drawing. 4 term hours.
20. Stage Decoration. 4 term hours.
21. Greek Art and Archaeology. Art of early periods. 4 term hours.
22. Methods for High School teaching. 4 term hours.

Commerce

L. C. Niswander, Professor.

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

UNPREPARED WORK OR DRILLS

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

Commercial Course

L. C. Niswander, Professor.

BOOKKEEPING

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

The purpose of this course is to present the correct principles of bookkeeping and accounting—principles advocated and practiced by modern bookkeepers and accountants. The work is devoted to the illustration of the special methods of labor saving forms of bookkeep-

ing 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 commercial papers and legal documents in use.

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

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

Bookkeeping three hours per day until finished.

Business English, one term or until finished.

Arithmetic, one term or until finished.

Rapid Calculation, one term.

Commercial Law, one term.

Penmanship, one hour per day until finished.

Spelling, one term.

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

SHORTHAND OR STENOGRAPHY COURSE

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

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

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

Gregg Shorthand three terms or until finished.

Typewriting, three 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.

NOTE—These elementary courses in Home Economics are given only in Summer Terms.

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.

MUSIC

The recent wave of enthusiasm for, and interest in, Music which has swept over the United States, has resulted in a demand for competent Music teachers and Supervisors that the Colleges and Training Schools have not been able to meet. The change in the Indiana State requirements for Music teachers, has resulted in a complete reorganization of the Music Department of Central Normal College. We are now offering subjects exactly as required by the New State License Laws, and issuing diplomas in accordance with same.

APPLIED MUSIC

Violin, Voice, Piano, and Orchestral Instruments.

One lesson per week, one hour daily practice for a term of twelve weeks. 2 term hours credit

Two lessons per week, two hours daily practice for a term of twelve weeks. 4 term hours credit

SCHOOL MUSIC

School Music I

School Music II

School Music III

(Sight singing, Ear training, Musical notation, Music terminology)

Methods I

Methods II

Methods III

Harmony I

Harmony II

Harmony III

Music Appreciation (open to all students, and conducted on the basis of Literary Criticism).

Music History

Orchestration and Conducting

(Designed to train students for orchestra or Band leadership)

Harmony I, II, III are prerequisites.

A Ladies' Glee Club, a Man's Glee Club, and an Orchestra are maintained by the College, open to all students. Each carried a one hour solid credit per term.

H. E. O.

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:

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, 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 of 36 hours in at least one of the subject-groups designated below, and a minor of not less than 24 hours in another. A minor is 24 term hours of credit.

We offer only four subject groups as majors. A student may choose any one of the four 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
Elective	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 4 terms 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.

Mathematics—32 term hours, plus 4 term hours of professional academic preparation.

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

Of the 32 hours of general academic preparation approximately 4 hours should be in each 1 and 3; 12 hours in 2, 8 in 4; and 4 in 5.

Social Studies:

First Option:—54 term hours of general academic preparation, plus 4 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.

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

1. General History
2. United States History.

Credits should be well divided between 1 and 2.

Third Option:—36 term hours of general academic preparation, plus 4 hours of professional academic preparation.

1. Sociology.
2. Science of Government.
3. Economics
4. Community Civics.
5. Vocational Information.

Credits should be well divided between 1, 2, and 3.

Science:

First Option—54 term hours of general academic preparation plus 4 hours of professional academic preparation.

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

Applicants who present approximately 24 term hours of general academic credits in each of two or in any two of the following: biology (or botany 12 hours and zoology 12 hours), Chemistry, physics; and in addition thereto 8 term hours either in physical geography or human physiology, will be granted a first grade license in the subjects in which full credits are offered, and in general science.

Second Option—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.

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 geogra-

phy, 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.

Music and Art—Thirty (30) term hours of general academic preparation plus 4 hours of professional academic preparation.

The 30 term hours of required credit should be divided about equally between music and art. The four hours of professional academic credit may be taken either in music or art.

Music or Art—30 term hours of general academic preparation plus 4 hours of professional academic preparation.

Applicants who present 30 term hours of general academic credit in either music or art will be granted a license in that subject, provided such applicant presents full credit in one other subject group. The 30 term hours in music should be divided approximately as follows: 16 term hours in public school methods and 14 hours in theoretical and applied subjects. The work in theoretical and applied subjects should be divided about equally.

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 hours of professional academic preparation.

1. Grammar and Composition.
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, 2 and 3, and 4 in 4.

The 4 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 hours professional preparation.

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

Of the 32 hours of general academic preparation approximately 4 hours should be in each of 1 and 3, 12 hours in 2, 8 in 4, and 4 in 5.

Social Studies:

First Option—48 term hours general academic preparation plus 4 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 academic preparation approximately 18 hours should be in each of 1 and 2 and 4 hours in each of 3 and 4.

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

1. General History
2. U. S. History

The Credits should be well distributed between 1 and 2.

Third Option—36 term hours of general academic preparation, plus 4 term hours of professional academic preparation.

1. Sociology
2. Science of Government.
3. Economics
4. Community Civics
5. Vocational Information

Credits should be well divided among 1, 2, and 3.

Science:

First Option—48 term hours general academic preparation plus 4 term hours of professional academic preparation.

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

Applicants who present approximately 18 term hours of credit in each of two and any two of the following: Biology (or 9 each in botany and zoology), chemistry, physics; and in addition thereto 9 term hours either in physical geography or human physiology will be granted a second grade license in the subjects in which full credits are offered, and in general science.

Second Option—Requirements same as for 1st grade license.

Third Option—Requirements same as for 1st grade license.

Fourth Option:—Requirements same as for 1st grade license.

Commercial Subjects—Requirements are the same as for first grade license.

Music and Art—The requirements are the same as for first grade license.

Music or Art—The requirements are the same as for first grade license.

SPECIAL HIGH SCHOOL TEACHER'S LICENSES

(The C. N. C. is accredited for 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.

2 Professional credits in term hours approximately as follows:

Psychology and its Application to Education.....	9 hours
Secondary Education.....	4 hours
Principles of Teaching.....	4 hours
Supervised Teaching.....	4 hours
Elective.....	2 term hours

The supervised teaching should be confined to the subject for which the special license is requested.

3. General and professional academic credit in the special branch (including related subjects) in which the license is requested, amounting to 50 per cent of the entire four-year course, 90 term hours), or 60 term hours in any subject group, with specialization in the materials and methods of teaching the given branch in the public schools.

Second Grade—This requires three years of the four-years course with a minimum of 144 term hours which must include 18 hours of professional credits. The other credits are distributed as explained above for the first grade license.

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 hours distributed approximately as follows:

PRIMARY COURSE

FIRST TWELVE WEEKS

Introduction to Teaching.....	4
Literature.....	4
Primitive People and Pioneer Life.....	4
Drawing and Handwork.....	4

SECOND TWELVE WEEKS

Psychology.....	4
Children's Literature.....	4
Reading and Phonics.....	4
Arithmetic (Grades 1-3) Materials and Methods.....	4

THIRD TWELVE WEEKS

Principles of Teaching.....	4
Reading (Grades 1-3) Materials and Methods.....	4
United States History.....	4
Grammar and Composition.....	4

FOURTH TWELVE WEEKS

Classroom Management.....	4
Language and Composition (Grades 1-3) Materials and Methods.....	4
United States History.....	2

Indiana History.....	2
Geography.....	4

FIFTH TWELVE WEEKS

Community Civics.....	4
Nature Study.....	4
History and Geography (Grades 1-3) Materials and Methods.....	4
Supervised Teaching (Grades 1-3).....	4

SIXTH TWELVE WEEKS

Physiology and Hygiene.....	4
Music.....	4
Plays and Games (Grades 1-3) Materials and Methods.....	2
Tests and Measurements.....	2
Supervised Teaching (Grades 1-3).....	4

For the required non-prepared work, and for second-grade license see article following Rural Course.

(2) Intermediate Grammar Teachers Course

An Intermediate grammar grade teacher's license, first grade, is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit, and good forteaching in the fourth, fifth, sixth, seventh and eight grades of any elementary school and in the seventh and eight 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 fourth, fifth, sixth, seventh and eight grades, with the work and term hours distributed approximately as follows:

FIRST TWELVE WEEKS

Introduction to Teaching.....	4
Literature.....	4
Arithmetic.....	4
Drawing and Handwork.....	4

SECOND TWELVE WEEKS

Psychology.....	4
Children's Literature.....	4
Reading and Phonics.....	4
Arithmetic (Grades 4-8) Materials and Methods.....	4

THIRD TWELVE WEEKS

Principles of Teaching.....	4
Reading (Grades 4-8) Materials and Methods.....	4
United States History.....	4
Grammar and Composition.....	4

FOURTH TWELVE WEEKS

Classroom Management.....	4
Language and Composition (Grades 4-8) Materials and Methods.....	4
United States History.....	2
Indiana History.....	2
Geography.....	4

FIFTH TWELVE WEEKS

Community Civics.....	4
Nature Study.....	4
History and Geography (Grades 4-8) Materials and Methods.....	4
Supervised Teaching (Grades 4-8).....	4

SIXTH TWELVE WEEKS

Physiology and Hygiene.....	4
Music.....	4
Plays and Games (Grades 4-8) Materials and Methods.....	2
Tests and Measurements.....	2
Supervised Teaching (Grades 4-8).....	4

For the required non-prepared work and Second-Grade license see the article following the Rural Course.

(3) 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

Introduction to Teaching	4
Literature	4
Arithmetic	4
Drawing and Handwork	4

SECOND TWELVE WEEKS

Psychology	4
Children's Literature	4
Reading and Phonics	4
Arithmetic (Grades 1-8) Materials and Methods	4

THIRD TWELVE WEEKS

Principles of Teaching	4
Reading (Grades 1-8) Materials and Methods	4
United States History	4
Grammar and Composition	4

FOURTH TWELVE WEEKS

Rural School Management	4
Language and Composition (Grades 1-8) Materials and Methods	4
United States History	2
Indiana History	2
Geography	4

FIFTH TWELVE WEEKS

Community Civics	4
Agriculture or Home Economics	4
History and Geography (Grades 1-8) Materials and Methods	4
Supervised Teaching (One-teacher School)	4

SIXTH TWELVE WEEKS

Physiology and Hygiene	4
Music	4
Agriculture or Home Economics	4
Supervised Teaching (One-Teacher School)	4

NON-PREPARED WORK

In addition to the required work specified in each of the elementary courses outlined above, the student must earn a minimum of 16 term hours of credit in non-prepared work as follows:

Physical Education	8 term hours
Music	4 term hours
Penmanship and Spelling	4 term hours

The student should take the unprepared work in four-hour courses as a fifth subject, during any of the six terms of the two-year course. It is strongly advised, however, that music and penmanship and spelling be completed during the first year of the course.

SECOND GRADE LICENSES

A Second-grade license may be secured by completing the first three terms (not less than 36 weeks) of any one of the three elementary courses. It will be good for teaching in the same schools as the corresponding first grade license. It 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. This additional preparation consists of one term (12 weeks), the subjects being selected from those in the fourth, fifth and sixth terms of the regular six-term course.

SPECIAL ELEMENTARY LICENSES IN MUSIC AND ART

Only the first grade license has been authorized. This requires a preparation of six terms (not less than 72 weeks). The applicant must have the following professional credits.

Introduction to Teaching	4 hours
Psychology and its Application to Teaching	12 hours
Principles of Teaching	4 hours
Supervised Teaching	4 hours

The general and professional academic preparation in the special subject must comprise 60 per cent of the entire course.

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 subject 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 Courses

The Indiana State Board of Education has provided a way by which a student may attain to the standing of a graduate of a commissioned high school by attending an accredited College or Normal School. The Board has adopted a rule making 10 term hours of credit the full equivalent of a high school unit. A high school course consists of 16 units, equal to 160 term hours by the above rule.

We invite the patronage of three classes of students for this work:

1. High school students who desire to make up back work. One may become irregular, due to sickness or other cause. Credits can be earned here during the summer term, to apply in the home high school.

2. Mature students, beyond public school age, who have had some high school work, or none. A course can be finished here, or the entire course earned, under this credit plan. The most of the credits will be made in the regular college classes, including those of the Business Department. Special classes of high school grade are organized when needed.

3. Graduates of Certified and accredited high schools. They can earn the needed credits to finish a commissioned course. Those who have had a four-year course can attain the desired standing in one term.

A student earns 16 term hours each term. One without any high school work may make 160 term hours in ten terms. Since we have four terms each year, the entire course can be secured in two and one-half calendar years.

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 part of speech and a comprehensive and intensive study of syntax—sentence structure, classes of sentences, phrases, and clauses. Analysis of sentence 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 |

- (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 & Shakespeare. 4 hours
 (f) English XII. Public Speaking..... 4 hours
 (g) English XV. English Grammar..... 4 hours
 (h) English XVIII or XIX; Bible..... 4 hours
 (2) History (American and English).....12 hours
 (3) Science (one Year in Biology, Physics or
 Chemistry).....12 hours
 (4) Mathematics (one Year).....12 hours
 (5) Sociology..... 4 hours
 (6) Economics..... 4 hours
 (7) Political Science..... 4 hours
 (8) Logic..... 4 hours
 (9) Psychology..... 4 hours
 (10) Ethics..... 4 hours
 (11) Philosophy..... 4 hours

LAW FACULTY

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

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

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

James L. Clark—Professor of Law Central Normal College 1889 to 1895; Judge of Hendricks Circuit Court.....to..... Member of Indiana Public Service Commission.....to.....; Professor of Bills and Notes and Evidence.

Central Normal College Law Course is open to strong high school graduates on and after September 1922.

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

STUDENTS OF 1924-1925

GRADUATES OF THE FOUR-YEAR COLLEGE COURSE 1925 DEGREE OF A. B.

Anthony, Herbert L.	Brown, Ind.	Little, Mable F.	Hendricks, Ind.
Austill, Lloyd.	Randolph, Ind.	Links, Marion.	Bartholomew, Ind.
Bailey, Cleveland.	Vanderburgh, Ind.	Long, Solon.	Greene, Ind.
Bengle, Elsie.	Hendricks, Ind.	Manuel, Dewey.	Decatur, Ind.
Bennett, Bessie B.	Hamilton, Ind.	McConnell, Robert.	Benton, Ind.
Bennett, Sarah V.	Hamilton, Ind.	McElhany, Virgil.	Huntington, Ind.
Black, Burniece L.	Putnam, Ind.	Miles, Dessie.	Hendricks, Ind.
Bradley, Russel.	Montgomery, Ind.	Mitchell, Clyde.	Knox, Ind.
Blunk, Nettie F.	Morgan, Ind.	Moran, John Jr.	Hendricks, Ind.
Byrd, Clarence E.	Howard, Ind.	Neidigh, Claude V.	Brown, Ind.
Certain, Milo K.	Grant, Ind.	Priest, Duff W.	Hendricks, Ind.
Clark, Urban O.	Hendricks, Ind.	Porter, Carl.	Martin, Ind.
Cook, Georgia M.	Johnson, Ind.	Pratt, George.	Boone, Ind.
Cook, William.	Benton, Ind.	Rapp, Earl.	Sullivan, Ind.
Couch, Paul.	Switzerland, Ind.	Ritenour, Clyde W.	Warren, Ind.
Craig, Lester A.	Marion, Ind.	Ruby, Charles.	Rush, Ind.
Dent, Emma L.	Cook, Ill.	Sarig, Harold A.	Hamilton, Ind.
Dittemore, Eldon.	Johnson, Ind.	Starnes, Charles F.	Fountain, Ind.
Everson, Charles.	Hancock, Ind.	Shand, Cora L.	Jasper, Ind.
Gossett, Robert A.	Decatur, Ind.	Wallace, Noble D.	Hendricks, Ind.
Groom, Littleton.	Caldwell, Ky.	Walker, Ernest.	Hendricks, Ind.
Gruver, Charles.	Perry, Ind.	Walker, Ellis.	Hendricks, Ind.
Heuser, William.	Harrison, Ind.	Wershing, Ralph J.	Morgan, Ind.
Hunter, Jacob E.	Greene Ind.	Williams, C. O.	Hendricks, Ind.
Hyatt George F.	Ripley, Ind.	Wood, Earl L.	Boone, Ind.
Lefferson, James M.	Shelby, Ind.	York, I. R.	Vigo, Ind.

COMMERCIAL DEPARTMENT

GRADUATES FOUR-YEAR COURSE, DEGREE A. B.

Bradley, Russell.	Montgomery, Ind.	Dittemore, Eldon.	Knox, Ind.
Certain, Milo K.	Grant, Ind.	Dent, Emma L.	Cook, Ill.
Shand, Mrs. Cora.		Jasper, Ind.	

GRADUATES OF COMBINED BUSINESS COURSE.

Bradley, Russell.	Montgomery, Ind.	Smith, Thelma.	Hancock, Ind.
Certain, Milo K.	Grant, Ind.	Wright, Helen.	Grant, Ind.
Dittemore, Eldon.		Knox, Ind.	

GRADUATES OF BOOKKEEPING COURSE

Dent, Emma L.	Cook, Ill.	Hale, Edith.	Clinton, Ind.
Shand, Mrs. Cora.		Jasper, Ind.	

GRADUATES OF THE TWO-YEAR ELEMENTARY COURSES
GRAMMAR GRADE

Alford, Floyd.....	Hancock, Ind.	McKinney, Nora.....	Clinton, Ind.
Branson, Biddie.....	Clay, Ind.	McKinney, Mae.....	Clinton, Ind.
Carmony, Herbert S.....	Shelby, Ind.	Owens, Marie.....	Putnam, Ind.
Emly, Mary.....	Washington, Ind.	Robertson, Flo.....	Bartholomew, Ind.
Fischer, Edith L.....	Morgan, Ind.	Surface, Gladys.....	Montgomery, Ind.
Hunt, Ivan.....	Hendricks, Ind.	Smith, Wilma.....	Fountain, Ind.
Isom, Vennis.....	Lawrence, Ind.	Smith, Mildred.....	Perry, Ind.
Lavinder, Erma.....	White, Ind.	Smallwood, William.....	Washington, Ind.
Miller, Mildred.....	Harrison, Ind.	Smallwood, Mrs. Wm.....	Washington, Ind.
Martin, John W.....	Washington, Ind.	Waggoner, Beuna.....	Jackson, Ind.
Miller, Florence.....	Hancock, Ind.	Whitman, Hazel.....	Fayette, Ind.
McCoy, Mr. Cleta E.....	Orange, Ind.	Whitmer, Dorothy.....	Hendricks, Ind.
McDonald, Mabel.....	Cass, Ind.	Young, W. Wayne.....	Boone, Ind.

PRIMARY

Burgess, Marjorie.....	Montgomery, Ind.	Strode, Rhea.....	Marion, Ind.
Byfield, Aleeta.....	Jefferson, Ind.	Sims, Ruth Blunk.....	Morgan, Ind.
Hollowell, Edna.....	Hendricks, Ind.	Strange, Edith.....	Martin, Ind.
Jones, Myrtle.....	Montgomery, Ind.	Thacker, Jean.....	Morgan, Ind.
Jordan, Lillian.....	Jackson, Ind.	Timmons, Olive.....	White, Ind.
Kemper, Lina.....	Shelby, Ind.	Weathers, Lillian.....	Washington, Ind.
Kemp, Neva.....	Montgomery, Ind.	Weedman, Elizabeth.....	Perry, Ind.
Owens, Ona Marie.....	Hendricks, Ind.	Wilkins, Elizabeth.....	Shelby, Ind.
Poff, Edith.....	Putnam, Ind.		

INTERMEDIATE

Browning, Vernie.....	Putnam, Ind.	Maston, Vivian.....	Putnam, Ind.
Bryant, Sarah.....	Hendricks, Ind.	Plunkett, Gladys.....	Tipton, Ind.
Hendrickson, C. O.....	Parke, Ind.	Rushton, Estell.....	Hendricks, Ind.

GRADUATES OF HIGH SCHOOL COURSE

Hinkle, Vernon Jr.....	Marion, Ind.	House, Herschel.....	Knox, Ind.
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GENERAL LIST, 1924-25

Ackerman, Mildred.....	Jackson, Ind.	Berry, Ruth.....	Warren, Ind.
Acre, Jess.....	Marion, Ind.	Betson, Irene L.....	Vermillion, Ind.
Ader, Vivian.....	Hendricks, Ind.	Bever, Emma Jane.....	Warren, Ind.
Aders, Lillian.....	Perry, Ind.	Bickel, George R.....	Harrison, Ind.
Ahring, Orville.....	Ripley, Ind.	Black, Wayne.....	Boone, Ind.
Akers, Ella O.....	Warren, Ind.	Black, Burniece L.....	Marshall, Ind.
Albright, Vera M.....	Clinton, Ind.	Black, Clyde M.....	Marshall, Ind.
Alford, Floyd.....	Hancock, Ind.	Blacker, John D.....	Montgomery, Ind.
Allen, Theo.....	Morgan, Ind.	Blackaby, Nellie.....	Hendricks, Ind.
Allen, Hobart L.....	Fountain, Ind.	Blackwell, Paul F.....	Lawrence, Ind.
Allen, Vera Blanche.....	Lawrence, Ind.	Blaydes, Beatrice.....	Hendricks, Ind.
Allen, Lloyd.....	Jackson, Ind.	Blue, Norma.....	Hancock, Ind.
Allenbaugh, Opal D.....	Spencer, Ind.	Blunk, Gladys.....	Morgan, Ind.
Alley, June.....	Howard, Ind.	Blunk, Nettie.....	Morgan, Ind.
Amy, Ruel.....	Harrison, Ind.	Bolton, Howard.....	Miami, Ind.
Anderson, Margaret.....	Perry, Ind.	Bolton, Wayne.....	Cass, Ind.
Andis, Ira.....	Martin, Ind.	Bosse, Chester O.....	Crawford, Ind.
Anthony, Herbert L.....	Brown, Ind.	Bosse, Ollie T.....	Crawford, Ind.
Anthony, Clyde.....	Bartholomew, Ind.	Bosstick, Opal.....	Hendricks, Ind.
Armand, Hilda.....	Jefferson, Ind.	Bosstick, C. C.....	Hendricks, Ind.
Armstrong, Margaret.....	Hendricks, Ind.	Boulden, Bonnie.....	Hamilton, Ind.
Arter, Margaret Pearl.....	Harrison, Ind.	Bouslog, Lucille.....	Henry, Ind.
Arthur, Ralph.....	Greene, Ind.	Bowden, Scade C.....	Orange, Ind.
Austill, Lloyd.....	Randolph, Ind.	Bowers, Russell C.....	Montgomery, Ind.
Austin, Clyde.....	Dubois, Ind.	Bradley, Russell.....	Montgomery, Ind.
Axson, Arlena.....	Monroe, Ind.	Bramblett, Frank.....	Boone, Ind.
Baer, Walter B.....	Tippecanoe, Ind.	Branson, Biddie J.....	Parke, Ind.
Bagshaw, Claude.....	Washington, Ind.	Branaman, Newton.....	Washington, Ind.
Bailey, Lester E.....	Jasper, Ind.	Bray, Wayne.....	Hendricks, Ind.
Bailey, Cleveland.....	Perry, Ind.	Bray, Paul.....	Hendricks, Ind.
Bailey, Virgil I.....	Boone, Ind.	Bray, Mildred.....	Hendricks, Ind.
Bair, Ruth.....	Lawrence, Ind.	Breeden, Price.....	Orange, Ind.
Bair, Rachel.....	Lawrence, Ind.	Brengle, Elsie Leak.....	Hendricks, Ind.
Baird, John.....	Hendricks, Ind.	Brown, Ernest.....	Daviess, Ind.
Baker, Emily.....	Hendricks, Ind.	Brown, Lloyd O.....	Parke, Ind.
Baker, Minor.....	Morgan, Ind.	Brown, Ernest.....	Morgan, Ind.
Baker, Esther.....	Greene, Ind.	Brown, Siota R.....	Parke, Ind.
Balay, Tonnice.....	Morgan, Ind.	Brown, Harold.....	Washington, Ind.
Ball, Franklin L.....	Washington, Ind.	Brown, Violet.....	Morgan, Ind.
Bannon, Edythe I.....	Montgomery, Ind.	Browning, Frances.....	Johnson, Ind.
Barker, Jesse E.....	Brown, Ind.	Browning, Vernie.....	Putnam, Ind.
Barker, Loyd H.....	Fountain, Ind.	Brunton, Lawson.....	Newton, Ind.
Barrett, Phyllis.....	Hendricks, Ind.	Bryan, Alice M.....	Jackson, Ind.
Barrowman, Margaret.....	Parke, Ind.	Bryant, Sarah.....	Hendricks, Ind.
Bass, Emerson H.....	Shelby, Ind.	Buchanan, Fern.....	Hendricks, Ind.
Bass, Frances.....	Shelby, Ind.	Buchanan, Clara.....	Morgan, Ind.
Batts, Evelyn.....	Boone, Ind.	Buntin, Carl.....	Boone, Ind.
Beaman, Maybird.....	Putnam, Ind.	Burris, Margaret.....	Clinton, Ind.
Beaty, Otha.....	Boone, Ind.	Burris, Lester.....	Davies, Ind.
Beaver, Mabel.....	Tippecanoe, Ind.	Burk, James A.....	Putnam, Ind.
Bedell, Madge.....	Jackson, Ind.	Burroughs, Edna.....	Spencer, Ind.
Belangia, Burnice.....	Warren, Ind.	Burgess, Marjorie.....	Montgomery, Ind.
Belcher, Mildred.....	Hendricks, Ind.	Buser, Roy.....	Hendricks, Ind.
Bell, Joseph E.....	Clinton, Ind.	Butler, Leroy.....	Tippecanoe, Ind.
Bennett, Winifred.....	Hamilton, Ind.	Byrd, Clarence E.....	Howard, Ind.
Bennett, Bessie.....	Hamilton, Ind.	Byfield, Gertrude Brown.....	Marion, Ind.
Bennett, Sarah V.....	Hamilton, Ind.	Byfield, Bernice.....	Allen, Ind.
Benz, Florence.....	Crawford, Ind.	Byfield, Aleeta.....	Jefferson, Ind.
Benz, Emma.....	Crawford, Ind.	Cain, Dorothy.....	Scott, Ind.
Berkshire, Leila.....	Cass, Ind.	Call, Nona.....	Hendricks, Ind.

Callon, Harlie Johnson, Ind.
 Calvert, Ruby Johnson, Ind.
 Campbell, Kathleen Hendricks, Ind.
 Campbell, R. G. Fountain, Ind.
 Campin, Nina L. Boone, Ind.
 Canine, Thelma Montgomery, Ind.
 Carmony, Herbert S. Shelby, Ind.
 Carney, Ruth Cass, Ind.
 Carpenter, Cecil Putnam, Ind.
 Carrio, Ruth Eldean Martin, Ind.
 Carte, Chas. L. Tippecanoe, Ind.
 Carter, Ira F. Perry, Ind.
 Castetter, Marguerite Hendricks, Ind.
 Certain, Milo K. Grant, Ind.
 Chambers, Rachel Marion, Ind.
 Chamness, Mildred Putnam, Ind.
 Chandler, Lillian Hendricks, Ind.
 Chastain, Elizabeth M Washington, Ind.
 Chastain, Pauline Lawrence, Ind.
 Chatham, Thelma Hendricks, Ind.
 Christie, Bertha Viles Hendricks, Ind.
 Christie, Harry L. Hendricks, Ind.
 Clappitt, Orval L. Hamilton, Ind.
 Clapp, Cecil Clark, Ind.
 Clark, Ethel M. Hendricks, Ind.
 Clark, Verna Hendricks, Ind.
 Clark, Otto Hendricks, Ind.
 Clark, Ford Brown, Ind.
 Clark, A. W. Lake, Ind.
 Clem, Alora Warren, Ind.
 Clifton, Nellie M. Martin, Ind.
 Cline, Leota Mrs. Warren, Ind.
 Coats, Fanny B. Clark, Ind.
 Coats, Horace H. Clark, Ind.
 Coble, Gilbert Morgan, Ind.
 Coble, Evelyn Morgan, Ind.
 Cochran, Jewel Marion, Ind.
 Coffin, Harold Henry, Ind.
 Cogan, Thelma Wabash, Ind.
 Cogswell, Chlois Orange, Ind.
 Conley, Elizabeth Parke, Ind.
 Connelly, Rhoda E. Parke, Ind.
 Conrad, Harold T. Boone, Ind.
 Cook, Georgia Mae Johnson, Ind.
 Cook, W. L. Benton, Ind.
 Cook, Clarence Bartholomew, Ind.
 Coombs, Mary Martin Starke, Ind.
 Cooper, Forest Fountain, Ind.
 Cooper, S. E. Orange, Ind.
 Cooper, Elva M. Orange, Ind.
 Cooper, Ralph C. Hendricks, Ind.
 Cornell, Clarence Boone, Ind.
 Corns, Ruby Lawrence, Ind.
 Cortner, Cleo Clark, Ind.
 Cory, Jeanetta Clinton, Ind.
 Cotner, Jessie Benton, Ind.
 Couch, Paul E. Switzerland, Ind.
 Cox, Ralph H. Hendricks, Ind.
 Cox, Reginald Morgan, Ind.
 Cox, Margaret Jackson, Ind.
 Cox, Gladys Marie Hendricks, Ind.
 Cox, Albert Greene, Ind.
 Cox, Lawrence, C. Hendricks, Ind.
 Crabbe, Jennie Greene, Ind.

Craig, Shyrl Marion, Ind.
 Craig, Lester Marion, Ind.
 Crawford, Walter Lawrence, Ind.
 Crecelius, Reader Harrison, Ind.
 Cripe, Mary Lenon Cass, Ind.
 Crocker, Floyd J. Ripley, Ind.
 Curtis, Glendora Hancock, Ind.
 Curtis, Leona Morgan, Ind.
 Curtis, Violette Morgan, Ind.
 Curtis, Ruth J. Morgan, Ind.
 Darling, Evelyn Dearborn, Ind.
 Darnall, Russell Hendricks, Ind.
 Davis, Dortha Jennings, Ind.
 Davis, Edna J. Tippecanoe, Ind.
 Davis, Troy V. Montgomery, Ind.
 Davis, Hubert Washington, Ind.
 Davis, Arthur Hendricks, Ind.
 Davis, Lee Montgomery, Ind.
 Davis, Mildred Hendricks, Ind.
 Davis, Loretta Harrison, Ind.
 Davis, Lulie Washington, Ind.
 Davis, Elsie Washington, Ind.
 Davis, Mary Eunice Hendricks, Ind.
 Davis, Ray Ernest Wells, Ind.
 Day, Dorothy Montgomery, Ind.
 Day, Blanche E. Lawrence, Ind.
 Dean, Russell Montgomery, Ind.
 DeaKyne, Mary E. Hamilton, Ind.
 DeArmond R. O. Franklin, Ind.
 DeBard, Earl Boone, Ind.
 Deck, Marie L. Montgomery, Ind.
 Deckard, Hazel Frances Monroe, Ind.
 Deckard, Emma H. Greene, Ind.
 Deckard, Lance Greene, Ind.
 DeHart, Raymond Switzerland, Ind.
 Delrymple, Esta Marion, Ind.
 Denny, James R. Greene, Ind.
 Dent, Emma L. Hendricks, Ind.
 Deputy, Joy Jackson, Ind.
 Deputy, Ralph Jennings, Ind.
 Dickey, Grace Hendricks, Ind.
 Dimmich, Adria Benton, Ind.
 Dittmore, Eldon Johnson, Ind.
 Doran, Dovey V. Union, Ind.
 Dorsett, Wiley C. Hendricks, Ind.
 Dorsett, Flo O. Martin, Ind.
 Doud, Mary A. Jennings, Ind.
 Douglass, Raymond Iroquois, Ill.
 Downey, Helen Rush, Ind.
 Downey, Ray Morgan, Ind.
 Downham, Mildred Carroll, Ind.
 Dozier, Flora M. Hendricks, Ind.
 Duncan, Harvey Fountain, Ind.
 Dunlavy, Ruthven Putnam, Ind.
 Dunn, J. Malcohn Marion, Ind.
 Easley, Mrs. Mary S. Columbus, Ohio
 Easton, Viva Hendricks, Ind.
 Easton, Vera Hendricks, Ind.
 Eblin, Ethel Marion, Ind.
 Edmondson, Ruth Lawrence, Ind.
 Edmonson, Ruthe Hendricks, Ind.
 Edwards, Chlous Lawrence, Ind.
 Edwards, Hazel Hendricks, Ind.
 Edwards, Kenneth Hendricks, Ind.

Eggers, Bernes Hendricks, Ind.
 Eiteljorg, Paul F. Marion, Ind.
 Elliott, Robert J. Jackson, Ind.
 Elkins, Perry Jackson, Ind.
 Elmore, Iva Mae White, Ind.
 Emly, Mary R. Washington, Ind.
 Empson, Sopha Altemyer Jackson, Ind.
 Endicott, Edith James Boone, Ind.
 Engle, Dora E. Ripley, Ind.
 Epplly, Harry Scott, Ind.
 Evans, Hazel Fern Lawrence, Ind.
 Everson, Charles A. Hancock, Ind.
 Ewbank, Helen Montgomery, Ind.
 Faith, Dova A. Harrison, Ind.
 Faris, Ellen Jean Lawrence, Ind.
 Ferguson Dale J. Wells, Ind.
 Ferguson, Georgie Greene, Ind.
 Ferree, Harriett Frank Harrison, Ind.
 Fields, Eva Kathleen Greene, Ind.
 Fields, Florence Shelby, Ind.
 Fischer, Edith L. Morgan, Ind.
 Fisher, Joy Anne Hendricks, Ind.
 Finchum, Vergil Morgan, Ind.
 Fish, Opher Martin, Ind.
 Fleener, Fred A. Brown, Ind.
 Fleetwood, C. W. Jackson, Ind.
 Flinn, Orin E. Lawrence, Ind.
 Floyd, Hazel June Greene, Ind.
 Folger, Elsie M. Bartholomew, Ind.
 Ford, Mary Helen Montgomery, Ind.
 Force, Claudia Martin, Ind.
 Fox, Dorothy Hendricks, Ind.
 Franklin, Helen Hendricks, Ind.
 Franklin, Margaret E. Hendricks, Ind.
 Franklin, Virgil Hendricks, Ind.
 Fravel, Mrs. Lora B. Harrison, Ind.
 Fravel, Arlie E. Harrison, Ind.
 Frazier, Leah Parke, Ind.
 Freeman, Eulalia Boone, Ind.
 Freeman, Earl Boone, Ind.
 Freeman, Herman Washington, Ind.
 Fuerst, Lillian Greene, Mo.
 Fulwider, Mrs. Mona Boone, Ind.
 Garlock, Halford Jackson, Ind.
 Garner, Loren Hendricks, Ind.
 Gaston, Marjorie Hendricks, Ind.
 Gearnier, Emma Orange, Ind.
 Geisel, Wayne B. Marion, Ind.
 Gesell, Arthur Franklin, Ind.
 Gettlefinger, Clarence Harrison, Ind.
 Gilbert, Gordon Perry, Ind.
 Gilkeson, Kleo F. Hendricks, Ind.
 Gilstrap, Ella Lawrence, Ind.
 Gilstrap, Wilbert Lawrence, Ind.
 Gilstrap, Lester Lawrence, Ind.
 Gish, Dorothy Cass, Ind.
 Gossett, Elsie Hendricks, Ind.
 Gossett, Robert Decatur, Ind.
 Gott, Lucile E. Montgomery, Ind.
 Gouchenour, Ethel Clay, Ind.
 Glascock, Rose Montgomery, Ind.
 Glasgow, Carl Harrison, Ind.
 Glover, Mabel Montgomery, Ind.
 Graham, Fred N. Hendricks, Ind.

Graves, Maude Champaign, Ill.
 Graves, Mrs. Tida Clark, Ind.
 Greely, Robert H. Marion, Ind.
 Gregory, Ollie T. Boone, Ind.
 Greene, Dorothy Vermilion, Ill.
 Greene, Helen Vermilion, Ill.
 Greenwood, W. H. Benton, Ind.
 Griffin, Rittia Martin, Ind.
 Griggs, Loren H. Morgan, Ind.
 Griswold, Kathleen Switzerland, Ind.
 Griswold, Nell Switzerland, Ind.
 Griswold, Martin Switzerland, Ind.
 Groom, Littleton Caldwell, Ky.
 Gruver, Charles E. Perry, Ind.
 Guest, Thomas R. Harrison, Ind.
 Guthrie, James Washington, Ind.
 Gwin, Mary E. Lawrence, Ind.
 Hadley, Helen Wayne, Ind.
 Hadley, Vera Hendricks, Ind.
 Hadley, Pearl Hendricks, Ind.
 Hadley, Alma Hendricks, Ind.
 Hagan, Annetta Spencer, Ind.
 Hainey, Florence R. Washington, Ind.
 Hale, Edith Clinton, Ind.
 Hall, Fern Greene, Ind.
 Hammersley, Floyd Jefferson, Ind.
 Hammersley, Velma Jefferson, Ind.
 Hampton, Claude L. Montgomery, Ind.
 Hancock, Mary Lawrence, Ind.
 Hancock, Otto B. Harrison, Ind.
 Harbin, Mrs. A. E. Clinton, Ind.
 Harcourt, Opal Rush, Ind.
 Harding, Josephine Montgomery, Ind.
 Harper, Alice Warren, Ind.
 Harper, Thomas, C. Montgomery, Ind.
 Harris, Clarence E. Ripley, Ind.
 Harris, Leo Ripley, Ind.
 Harrison, Evangeline Hendricks, Ind.
 Harrison, Roy C. Hendricks, Ind.
 Hartman, Herman Parke, Ind.
 Harvey Geo. R. Hendricks, Ind.
 Harwood, Zelma Hendricks, Ind.
 Hauk, Kenneth Montgomery, Ind.
 Hawkins, Helen Martin, Ind.
 Haworth, Elizabeth Hendricks, Ind.
 Hays, Carl C. Hamilton, Ind.
 Hayes, Opal M. Montgomery, Ind.
 Hayes, Vera B. Montgomery, Ind.
 Hazelrigg, Horace Rush, Ind.
 Hazelrigg, Mrs. Martha Rush, Ind.
 Hedy, Helen Boone, Ind.
 Heaven, Pleasant Putnam, Ind.
 Heing, Chas. Vigo, Ind.
 Hedges, Margie Harrison, Ind.
 Hedrick, Herman Morgan, Ind.
 Hedrick, Murrell P. Washington, Ind.
 Held, Anita Spencer, Ind.
 Hendrickson, C. O. Parke, Ind.
 Henderson, Harry R. Greene, Ind.
 Hensley, Gladys Johnson, Ind.
 Heuser, Wm. Harrison, Ind.
 High, Marie Warren, Ind.
 Hildebrand, Effie Fountain, Ind.
 Hill, Evelyn Scott, Ind.

Himes, Norma Montgomery, Ind.
 Hines, Mozella Hendricks, Ind.
 Hindsley, Forrest C Marion, Ind.
 Hinkle, Vernon Marion, Ind.
 Hinshaw, Marthana Hendricks, Ind.
 Hite, Charles Florida
 Hite, Virgil Decatur, Ind.
 Hobbs, L. Jennings Perry, Ind.
 Hobbs, Glenn Perry, Ind.
 Hodges, Shirrell Hendricks, Ind.
 Hoehne, Frank Cass, Ind.
 Hoehne, Lura Cass, Ind.
 Hollingsworth, Charlotte Hendricks, Ind.
 Hollowell, Edna K Hendricks, Ind.
 Hollowell, Coy Washington, Ind.
 Holt, Eva Martin, Ind.
 Hoopgardner, Miles A Wells, Ind.
 Horn, D. Ethelene Hendricks, Ind.
 Horn, Harold Hendricks, Ind.
 Horn, Naomi Carroll, Ind.
 Hornaday, Coral L Hendricks, Ind.
 Hostetter, Lola R Montgomery, Ind.
 House, Nellie Ann Floyd, Ind.
 House, Susie Fountain, Ind.
 House, H. Herschell Knox, Ind.
 Howe, Allie B Perry, Ind.
 Howe, Leroy Perry, Ind.
 Howe, Mrs. Olive Perry, Ind.
 Howe, Nell Perry, Ind.
 Howell, Ruth Morgan, Ind.
 Hudson, Margaret Greene, Ind.
 Hudson, Joseph E Greene, Ind.
 Hudson, Cyrus D Greene, Ind.
 Hufford, Margery Hendricks, Ind.
 Huffer, Thelma Clinton, Ind.
 Hughes, Venita Putnam, Ind.
 Humphrey, Ruth Monroe, Ind.
 Humphreys, Virginia R Clark, Ind.
 Hunt, Ivan L Hendricks, Ind.
 Hunt, Harold Parke, Ind.
 Hunter, Dally Green, Ind.
 Hunter, Jacob E Greene, Ind.
 Hurin, Justine Hendricks, Ind.
 Hurin, Claude E Jackson, Ind.
 Hutchinson, C. E Lawrence, Ind.
 Hutton, Dessie Parke, Ind.
 Hyatt, George F Ripley, Ind.
 Ingersoll, Herchel M Fountain, Ind.
 Irick, Justin Clinton, Ind.
 Isenbarger, Cornilles Clinton, Ind.
 Isom, Cleo E Lawrence, Ind.
 Isom, Vennis O Lawrence, Ind.
 Ison, Clara Belle Marion, Ind.
 Jackson, Geo. K Boone, Ind.
 Jackson, Howard O Spencer, Ind.
 Jarrell, Frank Morgan, Ind.
 Jeffries, Chas Crawford, Ind.
 Jeffries, Logan A Perry, Ind.
 Jenkins, Sherelene Hendricks, Ind.
 Jenkins, Nellie Clinton, Ind.
 Jenner, William Crawford, Ind.
 Johnson, Farrell Harrison, Ind.
 Johnson, Leonard M Hamilton, Ind.
 Johnson, Evelyn Spencer, Ind.

Johnson, Ethel Jackson, Ind.
 Johnson, Ruth Scott, Ind.
 Johns, Naomi Harrison, Ind.
 Johnston, Laura M Dearborn, Ind.
 Johnston, Clara E Dearborn, Ind.
 Johnston, Lila Lawrence, Ind.
 Jones, Myrtle Montgomery, Ind.
 Jones, Roy E Putnam, Ind.
 Jones, Cloris M Greene, Ind.
 Jones, Gladys Hendricks, Ind.
 Jones, Miriam V Greene, Ind.
 Jordan, Harriette M Jackson, Ind.
 Jordan, Lowell A Jackson, Ind.
 Jordan, Lillian R Jackson, Ind.
 Kaiser, Addie E Perry, Ind.
 Keeling, Lois Shelby, Ind.
 Kellam, Walter Hamilton, Ind.
 Kelley, Otis G Boone, Ind.
 Kelley, Eudora Brown, Ind.
 Kelley, Josina M Hamilton, Ind.
 Kemp, Neva Montgomery, Ind.
 Kemper, Lina Shelby, Ind.
 Kennedy, Harrell Morgan, Ind.
 Kennedy, Hazel Morgan, Ind.
 Kennedy, Pearl Owen, Ind.
 Kennedy, Howard Morgan, Ind.
 Kennedy, Floyd Scott, Ind.
 Kenworthy, Loyd L Jefferson, Ind.
 Kern, John W Lawrence, Ind.
 Kerr, Mabel E Parke, Ind.
 Kesler, Eva Hendricks, Ind.
 Keyt, Ross Putnam, Ind.
 King, Carl Brown, Ind.
 Kirkham, Sarah Harrison, Ind.
 Kirkham, Wayne Harrison, Ind.
 Kirkpatrick, F. McKee Cass, Ind.
 Kite, J. T Parke, Ind.
 Kohlerman, Erce Ripley, Ind.
 Koons, Lawrence Johnson, Ind.
 Kovener, Matilda Jackson, Ind.
 LaFon, Charles Benton, Ind.
 Lamkin, Paul Switzerland, Ind.
 Lanum, Robert Hendricks, Ind.
 Lashbrook, Hazel M Hendricks, Ind.
 Lavinder, Erma M White, Ind.
 Lawson, Eula Hendricks, Ind.
 Layman, A. A Hendricks, Ind.
 Lee, Kenneth Morgan, Ind.
 Lee, Arlena Morgan, Ind.
 Leeke, Agnes Boone, Ind.
 Lefferson, James Shelby, Ind.
 Lehman, Georgia M Montgomery, Ind.
 Lehman, Elizabeth Montgomery, Ind.
 Lemly, Fred Hendricks, Ind.
 Leonard, Irene White, Ind.
 Letheo, Earl R Harrison, Ind.
 Lewis, Collin Jackson, Ind.
 Lind, Don E Greene, Ind.
 Lindley, Ruth Parke, Ind.
 Lindsey, Kenneth Parke, Ind.
 Lindsey, Josephine Lawrence, Ind.
 Lindsey, Ida F Lawrence, Ind.
 Lingle, Leeta M Marion, Ind.
 Linke, Marion N Bartholmew, Ind.

Linn, Marguerite Carroll, Ind.
 Little, Mabel F Hendricks, Ind.
 Little, Anna Perry, Ind.
 Little, Nancy Perry, Ind.
 Lively, O. E Hamilton, Ind.
 Lively, Rowena D Hamilton, Ind.
 Lively, Jessie Lawrence, Ind.
 Lockhart, Howard Harrison, Ind.
 Long, Ennis Greene, Ind.
 Long, Solon Greene, Ind.
 Lott, Esther Clark, Ind.
 Lugenbeel, Nita Sebastian, Ark.
 Lutes, Marshall Jackson, Ind.
 Luzader, Lloyd Clinton, Ind.
 Lyon, Raymond L Montgomery, Ind.
 Mace, Mabel C Knox, Ind.
 Mack, Luella Hendricks, Ind.
 Mackey, Pauline C Hendricks, Ind.
 Magee, Lester Spencer, Ind.
 Magner, Mabel Orange, Ind.
 Mahr, Helen Marion, Ill.
 Mallett, Lois Fountain, Ind.
 Manliet, Elvin Dearborn, Ind.
 Manuel, Dewey Decatur, Ind.
 Manville, Elinor M Jefferson, Ind.
 Markland, Paul Washington, Ind.
 Marks, Cecile Parke, Ind.
 Marks, Thomas L Parke, Ind.
 Marks, Abbie Clay, Ind.
 Marlott, Mary Alice Warren, Ind.
 Marsey, Millie Lawrence, Ind.
 Marshall, John Hendricks, Ind.
 Martin, Audrey Hendricks, Ind.
 Martin, Ira Decatur, Ind.
 Martin, William O Washington, Ind.
 Martin, Wendell Montgomery, Ind.
 Martin, John W Washington, Ind.
 Martin, Joyce Marion, Ind.
 Martin, Hugh Harrison, Ind.
 Marting, Mary Dubois, Ind.
 Mathews, Iloe E Clinton, Ind.
 Mattox, Hazel Washington, Ind.
 Masson, Edward Marion, Ind.
 Masten, Vivian Hendricks, Ind.
 Marvel, Daisy Mae Marion, Ind.
 May, Sherrill Hendricks, Ind.
 May, Florence Hendricks, Ind.
 Maxwell, Eva Clinton, Ind.
 McCabe, Arthur Orange, Ind.
 McCamack, Harold Putnam, Ind.
 McCamack, Versal Putnam, Ind.
 McConnell, R. M Benton, Ind.
 McCord, Ada Hancock, Ind.
 McCord, Viva Hancock, Ind.
 McCoun, Alice Hendricks, Ind.
 McCoy, Cleta Ellis Orange, Ind.
 McCullough, Mable Fountain, Ind.
 McCullough, Mary Decatur, Ind.
 McDaniel, Irene Warren, Ind.
 McDonald, Mable Cass, Ind.
 McDonald, Dennis Orange, Ind.
 McDonald, Russell E Orange, Ind.
 McElhany, Virgil Huntington, Ind.
 McGuirk, Alvin Floyd, Ind.

McGuirk, Francis Floyd, Ind.
 McGuirk, Isaleen Floyd, Ind.
 McIntire, Norman Boone, Ind.
 McKain, Ralph Jackson, Ind.
 McKinney, Nora J Clinton, Ind.
 McKinney, Eva V Montgomery, Ind.
 McMullen, Robert Dearborn, Ind.
 Meade, Elva Carroll, Ind.
 Meadows, Mrs. Elizabeth Morgan, Ind.
 Meadows, Roy Fountain, Ind.
 Mushon, J. F Clay, Ind.
 Meyer, Willard H Hendricks, Ind.
 Miles, Charles G Hendricks, Ind.
 Miles, Dessie Hendricks, Ind.
 Miles, W. Leslie Perry, Ind.
 Miller, Ruth G Boone, Ind.
 Miller, Lola Marie Scott, Ind.
 Miller, Carl E Harrison, Ind.
 Miller, Bessie Morgan, Ind.
 Miller, Ruth Shelby, Ind.
 Miller, Stacy Scott, Ind.
 Miller, Mildred Harrison, Ind.
 Miller, Burke H Hendricks, Ind.
 Miller, Florence M Hancock, Ind.
 Miller, Hazel Lopp Harrison, Ind.
 Miller, Edna Claire Clark, Ind.
 Miller, Bernice Morgan, Ind.
 Miller, Lucile Boone, Ind.
 Miller, Irene Putnam, Ind.
 Miller, Myrtle Washington, Ind.
 Mills, Fanny Henericks, Ind.
 Minick, Alma Owen, Ind.
 Mitchell, Clyde D Parke, Ind.
 Mitchell, Mrs. Beulah Hendricks, Ind.
 Monroe, McKinley Shelby, Ind.
 Monroe, Fares O Shelby, Ind.
 Montgomery, E. Wm Shelby, Ind.
 Montgomery, Noel Parke, Ind.
 Montgomery, Myrtle Parke, Ind.
 Moon, Dessie Orange, Ind.
 Moore, Josephine K Hendricks, Ind.
 Moore, Garnet Tate Fayette, Ind.
 Moore, Roscoe Martin, Ind.
 Moran Jr. John Hendricks, Ind.
 Morarity, C. O'Dea Lawrence, Ind.
 Morgan, Laura E Clark, Ind.
 Mosier, John B Morgan, Ind.
 Mosier, Rose Morgan, Ind.
 Mullens, Ethel Perry, Ind.
 Munden, Curtis Washington, Ind.
 Mundell, Russell S Hamilton, Ind.
 Myers, Luella Warren, Ind.
 Myers, Marjorie Parke, Ind.
 Nale, Opal Washington, Ind.
 Nale, Ruth Washington, Ind.
 Nash, Conrad Morgan, Ind.
 Naugle, Carl E Washington, Ind.
 Naylor, Frances R Parke, Ind.
 Neal, Frank Lawrence, Ind.
 Neff, Floyd H Boone, Ind.
 Neideffer, Harriet Lawrence, Ind.
 Neidigh, Claude V Brown, Ind.
 Neier, Virgil R Putnam, Ind.

Nelson, Thomas.....Dubois, Ind.
 Newman, Ethel.....Hendricks, Ind.
 Newman, H. C.....Ohio, Ind.
 Newman, Mrs. Lelia W.....Ohio, Ind.
 Nickell, Melvin.....Hendricks, Ind.
 Noe, John C.....Jackson, Ind.
 Noland Martha.....Hendricks, Ind.
 Northcott, Lincoln.....Tippecanoe, Ind.
 Northcott, Elloree F.....Hendricks, Ind.
 Nutgrass, Clyde.....Putnam, Ind.
 Ogle, George.....Morgan, Ind.
 Oglesby, Howard F.....Franklin, Ind.
 Oilar, Geraldine.....Tippecanoe, Ind.
 Osborn, Rome.....Martin, Ind.
 Osborn, Carolaine.....Hendricks, Ind.
 Overstreet, Clarice.....Hendricks, Ind.
 Overstreet, Helen.....Hendricks, Ind.
 Overstreet, Kenneth R.....Hendricks, Ind.
 Owens, Ona Maree.....Hendricks, Ind.
 Owens, Frank W.....Jasper, Ind.
 Owens, Marie.....Parke, Ind.
 Owens, Mrs. E. E.....Hendricks, Ind.
 Parker, Crawford F.....Hendricks, Ind.
 Parker, Robt A.....Henry, Ind.
 Parker, Leah.....Tippecanoe, Ind.
 Parks, Clifford.....Scott, Ind.
 Parks, Opal.....Orange, Ind.
 Parmer, Mamie E.....Decatur, Ind.
 Patrick, Marybelle.....Bartholomew, Ind.
 Pattie, Mounsey.....Spencer, Ind.
 Patterson, Ralph.....Hendricks, Ind.
 Peabody, Bessie.....Switzerland, Ind.
 Peabody, Elsie.....Switzerland, Ind.
 Percy, Louisa E.....Clinton, Ind.
 Pentecost, Lucile.....Starke, Ind.
 Perkins Mrs. M Day.....Hendricks, Ind.
 Pernet, James.....Clark, Ind.
 Peters Kyle F.....Marion, Ind.
 Peters, Violet.....Madison, Ind.
 Petty, Maude.....Clark, Ind.
 Phillips, Ray.....Brown, Ind.
 Platt, Omar G.....Fayette, Ind.
 Plummer, Emerson.....Greene, Ind.
 Poe, Nolan H.....Crawford, Ind.
 Poff, Edith.....Hendricks, Ind.
 Pollard, Robert.....Marion, Ind.
 Pollard, Oscar H.....Marion, Ind.
 Polley, Mrs. Jeannette.....Brown, Ind.
 Pommerehm, Nannie E.....Jefferson, Ind.
 Porter, Carl.....Martin, Ind.
 Porterfield, Nina.....Bartholomew, Ind.
 Potts, Amy.....Lawrence, Ind.
 Powell, Edwin.....White, Ind.
 Prall, Frieda.....Morgan, Ind.
 Pratt, Geo. H.....Boone, Ind.
 Priest, Sanford L.....Hendricks, Ind.
 Priest, Duff W.....Putnam, Ind.
 Pritchett, Thomas.....Hendricks, Ind.
 Prosser, Mrs. C O'Dea.....Lawrence, Ind.
 Puckett, Gladys.....Howard, Ind.
 Pumphrey, Elizabeth.....Whitley, Ind.
 Purdue, Vernon.....Boone, Ind.
 Purless, Lillian.....Washington, Ind.
 Quackenbush, Cora E.....Lawrence, Ind.

Randolph, Mrs. I. A.....Hendricks, Ind.
 Rapp, Earle.....Sullivan, Ind.
 Ratcliff, Belle.....Fountain, Ind.
 Ratcliff, Gladys.....VanBuren, Ind.
 Ratts, Myrtle.....Morgan, Ind.
 Ray, Lawrence E.....Hendricks, Ind.
 Ray, Viva.....Scott, Ind.
 Raymond, Alys E.....Ripley, Ind.
 Reed, Glenn W.....Fountain, Ind.
 Reed, W. H.....Hancock, Ind.
 Reed, W. B.....Clinton, Ind.
 Reibold, Geo. K.....Hendricks, Ind.
 Remley, C. G.....Montgomery, Ind.
 Remley, Mrs. R. K.....Montgomery, Ind.
 Renn, Dallas F.....Clinton, Ind.
 Renner, LaVern.....Bartholomew, Ind.
 Reynolds, Lois.....Lawrence, Ind.
 Rice, Mary A.....Parke, Ind.
 Richard, Mrs. Beulah.....Harrison, Ind.
 Richards, Bruce.....Brown, Ind.
 Richardson, Charles A.....Fayette, Ind.
 Richardson, Mildred.....Putnam, Ind.
 Ricketts, Mary G.....Decatur, Ind.
 Riggs, Amos.....Lawrence, Ind.
 Rine, J. L.....Decatur, Ind.
 Ritenour, Mrs. Clarice.....Benton, Ind.
 Ritenour, C. W.....Warren, Ind.
 Roberts, O. A.....Lawrence, Ind.
 Robertson, Flo.....Bartholomew, Ind.
 Robertson, Lorene.....Boone, Ind.
 Robinson, Claire.....Hendricks, Ind.
 Robinson, Ova.....Hendricks, Ind.
 Robinson, Jesse.....Clinton, Ind.
 Rodebeck, Matilda.....Hancock, Ind.
 Rodebeck, Fred C. W.....Hancock, Ind.
 Rodman, Jesse.....Washington, Ind.
 Roller, Everett A.....Carroll, Ind.
 Rosebaum, Ruth.....Marion, Ind.
 Rosenbaum, Ray.....Washington, Ind.
 Ross, Walter.....Boone, Ind.
 Ross, Carmon, G.....Boone, Ind.
 Ross, Maude Lambuth.....Tippecanoe, Ind.
 Ross, Maud Wall.....Boone, Ind.
 Ross, Eva Lee.....Clark, Ind.
 Routan, Walter.....Marion, Ind.
 Ruby, Charles L.....Rush, Ind.
 Rushton, Estill A.....Hendricks, Ind.
 Sallee, Thelma K.....Lawrence, Ind.
 Sallust, Mrs. Florence.....Hendricks, Ind.
 Saltsgaver, Stella.....Crawford, Ind.
 Sample, Helen.....Boone, Ind.
 Sanders, Helen.....Morgan, Ind.
 Sanders, Mrs. Mary K.....Pike, Ind.
 Sanders, General J. W.....Pike, Ind.
 Sanders, Harry.....Perry, Ind.
 Sanford, Mary.....Marion, Ind.
 Sarig, Emmett R.....Hamilton, Ind.
 Sarig, Harold A.....Hamilton, Ind.
 Sater, Thelma.....Bartholomew, Ind.
 Seales, Ira.....Warrick, Ind.
 Schmidt, Carl Jas.....Pike, Ind.
 Seegun, Victoria.....Henry, Ind.
 Scott, Esther.....Vermillion, Ind.
 Seay, Ruby R.....Spencer, Ind.

Shadley, Madison.....Shelby, Ind.
 Shake, Charles M.....Sullivan, Ind.
 Shand, Mrs. Cora.....Benton, Ind.
 Shearer, Almeda.....Clinton, Ind.
 Shelton, Walter.....Hendricks, Ind.
 Shelton, Fred.....Hendricks, Ind.
 Shepard, Phyllis.....Clinton, Ind.
 Shepherd, Hulda M.....Hendricks, Ind.
 Shepp, Benj. F.....Morgan, Ind.
 Sherrey, H. E.....Putnam, Ind.
 Shewmaker, John P.....Floyd, Ind.
 Short, Heber.....Washington, Ind.
 Shields, Miriam.....Scott, Ind.
 Shields, Maurice.....Harrison, Ind.
 Shrout, Basil A.....Hancock, Ind.
 Shuler, Lottie.....Morgan, Ind.
 Shull, Bernice L.....Hancock, Ind.
 Sibbitt, Alta E.....Putnam, Ind.
 Sides, Gladys.....Martin, Ind.
 Simon, Lucille.....Harrison, Ind.
 Sims, James T.....Boone, Ind.
 Sims, Ruth Blunk.....Morgan, Ind.
 Slaton, Herbert.....Harris, Ga.
 Smallwood, Mrs. R.....Washington, Ind.
 Smallwood, Wm.....Washington, Ind.
 Smith, Miriam Irene.....Hendricks, Ind.
 Smith, James A.....Marion, Ind.
 Smith, Thelma.....Hancock, Ind.
 Smith, Walter F.....Benton, Ind.
 Smith, Wilma.....Fountain, Ind.
 Smith, Wendell.....Putnam, Ind.
 Smith, Mildred.....Perry, Ind.
 Smith, Alford.....Marion, Ind.
 Smith, Ruth.....Perry, Ind.
 Smith, Kevin.....Hendricks, Ind.
 Smith, Gwynn.....Clinton, Ind.
 Smith, E. Serelda.....Boone, Ind.
 Smith, Audrey L.....Hancock, Ind.
 Smith, Olive L.....Putnam, Ind.
 Smith, Oakley J.....Boone, Ind.
 Smith, Ralph H.....Davies, Ind.
 Smith, Jettie.....Clinton, Ind.
 Smith, Helen I.....Putnam, Ind.
 Smith, Philip.....Perry, Ind.
 Somers, Rovena.....Henry, Ind.
 Sonner, Henry.....Harrison, Ind.
 Soots, Ruth.....Hendricks, Ind.
 Soots, Mrs. Merle.....Hendricks, Ind.
 Souder, Earl.....Monroe, Ind.
 Sparrow, Ralph.....Perry, Ind.
 Spaulding, Mary.....Washington, Ind.
 Spillman, Nellie.....Decatur, Ind.
 Spruhan, Julia.....Montgomery, Ind.
 St. John, Erma E.....Warren, Ind.
 Stansbury, Archie.....Clark, Ind.
 Staples, Mercedes.....Scott, Ind.
 Stark, Aulta.....Scott, Ind.
 Starkey, Harry.....Fountain, Ind.
 Starnes, Charles F.....Fountain, Ind.
 Staton, Glen.....Boone, Ind.
 Steele, Jeanette.....Boone, Ind.
 Stephenson, John L.....Hendricks, Ind.
 Stepp, Helen L.....Washington, Ind.

Stepp, Gertrude.....Washington, Ind.
 Stern, Beulah.....Clinton, Ind.
 Stewart, Routh.....Boone, Ind.
 Stewart, Donald C.....Hendricks, Ind.
 Stokesberry, Claude.....Marion, Ind.
 Storm, Noble G.....Hendricks, Ind.
 Stott, Gertrude.....Decatur, Ind.
 Stout, Owen.....Orange, Ind.
 Stowers, Truman.....Clinton, Ind.
 Strange, Edith M.....Martin, Ind.
 Strader, Naomi.....Fountain, Ind.
 Strode, Rhea.....Marion, Ind.
 Stroud, Florence.....Knox, Ind.
 Stuart, Kathlyn.....Hamilton, Ind.
 Stuart, Beryl.....Hendricks, Ind.
 Stuffle, Clair.....Davies, Ind.
 Stull, Glen.....Monroe, Ind.
 Stump, Virgil M.....Boone, Ind.
 Sturdevant, Nora.....Washington, Ind.
 Stuteville, Dona.....Spencer, Ind.
 Sullivan, Doris.....Jennings, Ind.
 Sullivan, Effie R.....Boone, Ind.
 Sullivan, Luza.....Boone, Ind.
 Surface, Gladys.....Montgomery, Ind.
 Surface, Lawrence.....Montgomery, Ind.
 Surface, E. L.....Montgomery, Ind.
 Sutton, Madge C.....Lawrence, Ind.
 Sutton, Thomas R.....Fountain, Ind.
 Sutors, Maurine.....Fountain, Ind.
 Sweany, Mabel.....Clark, Ind.
 Swinford, Neva E.....Boone, Ind.
 Tagg, Pearl.....Benton, Ind.
 Tagg, Marie.....Benton, Ind.
 Tague, Lola.....Rush, Ind.
 Tanksley, Norman.....Lawrence, Ind.
 Tardy, Isabelle E.....Switzerland, Ind.
 Taskey, Louise.....Jackson, Ind.
 Taylor, Millard R.....Lawrence, Ind.
 Taylor, Carl N.....Harrison, Ind.
 Taylor, John C. Jr.....Hendricks, Ind.
 Temple, Pauline.....Putnam, Ind.
 Terrell, Harley V.....Lawrence, Ind.
 Terry, Ora C.....Martin, Ind.
 Thomas, Lucille.....Tippecanoe, Ind.
 Thomas, Adeline.....Warrick, Ind.
 Thomas J. Donald.....Parke, Ind.
 Thomas, Dorothea.....Warrick, Ind.
 Thomas, Clifford.....Putnam, Ind.
 Thompson, Leroy.....Montgomery, Ind.
 Thompson, Georgia.....Vermillion, Ind.
 Thompson, Lawrence, E.....Johnson, Ind.
 Thompson, Lawrence, W.....Hendricks, Ind.
 Thompson, C. M.....Hendricks, Ind.
 Thompson, F. Lorene.....Putnam, Ind.
 Thomson, Pauline.....Hendricks, Ind.
 Thrasher, Chauncey.....Monroe, Ind.
 Thrush, Ruby B.....Tippecanoe, Ind.
 Timmons, Olive.....White, Ind.
 Tinker, Isabel.....Scott, Ind.
 Tinder, Charlotte.....Hendricks, Ind.
 Trainor, Edna.....Clark, Ind.
 Trainor, Merle.....Clark, Ind.
 Tredway, Mary O.....Martin, Ind.

Trotter, June	Hendricks, Ind.	White, Russell H.	Hendricks, Ind.
Trobaugh, Charler	Harrison, Ind.	White, Will E.	Johnson, Ind.
Troncin, John B.	Harrison, Ind.	White, Mrs. Ruth L.	Hendricks, Ind.
Truitt, Emma Jean	Clinton, Ind.	White, Charles L.	Hendricks, Ind.
Turner, Edith	Lawrence, Ind.	Whitman, Hazel K.	Fayette, Ind.
VanCleave, Elizabeth	Montgomery, Ind.	Whitman, Dorothea	Fayette, Ind.
VanDuyn, Luella	Hancock, Ind.	Whalbring, Jacob	Ripley, Ind.
Vannice, Virginia	Hendricks, Ind.	Whitaker, Clona	Morgan, Ind.
Vanghan, Ivan	Putnam, Ind.	Wilcox, Mary Alice	Harrison, Ind.
Vest, Lyte H.	Daviess, Ind.	Wilkerson, Edna	Jennings, Ind.
Vogt, S. Harlan	Harrison, Ind.	Wilkins, Elizabeth	Shelby, Ind.
Waggoner, May	Jackson, Ind.	Williams, A. R.	Hendricks, Ind.
Waggoner, Beuna J.	Jackson, Ind.	Williams, Hollis	Greene, Ind.
Wainscott, Elva	Hancock, Ind.	Williams, Carl	Howard, Ind.
Wainscott, Isabelle	Hancock, Ind.	Williams, Lester	Howard, Ind.
Waitt, Noble B.	Boone, Ind.	Williams, R. Pearl	Morgan, Ind.
Walker, Ernest	Hendricks, Ind.	Williams, Milne	Hendricks, Ind.
Walker, Ellis	Hendricks, Ind.	Williams, Guy C.	Boone, Ind.
Walker, Wiley A.	Boone, Ind.	Williams, Edwin	Lawrence, Ind.
Walker, Ben	Hendricks, Ind.	Willis, Mae	Hancock, Ind.
Walker, Gertrude	Montgomery, Ind.	Wilson, Bernice	Lawrence, Ind.
Wallace, Noble D.	Hendricks, Ind.	Wilson, Louise	Hendricks, Ind.
Wallace, Robert	Putnam, Ind.	Wilson, Lora Marie	Morgan, Ind.
Walls, Leorah G.	Hendricks, Ind.	Wilson, Lawrence	Morgan, Ind.
Walls, Mary E.	Hendricks, Ind.	Wilson, Loren	Morgan, Ind.
Walls, Claude O.	Hendricks, Ind.	Wilson, Jessie	Putnam, Ind.
Walls, Avis Ruark	Hendricks, Ind.	Wilson, Loomis	Switzerland, Ind.
Walton, Violet R.	Washington, Ind.	Wilson, Ella Ilene	Lawrence, Ind.
Wampler, Vannie	Monroe, Ind.	Winter, Inez	Pulska, Ind.
Wann, Lucille	Fountain, Ind.	Wingert, Beulah	Montgomery, Ind.
Ward, Mollie	Marion, Ind.	Witmer, Dorothy	Hendricks, Ind.
Warriner, Earl W.	Morgan, Ind.	Wood, Paul	Clinton, Ind.
Watkins, Bertha	Putnam, Ind.	Wood, Jack	Marion, Ind.
Watkins, Alta	Putnam, Ind.	Wood, Earl L.	Boone, Ind.
Watson, H. T.	Hendricks, Ind.	Woodward, Anna Dean	Madison, Ind.
Watson, Ray	Lawrence, Ind.	Woodward, James	Harrison, Ind.
Weathers, Lillian	Washington, Ind.	Worrell, Vance E.	Orange, Ind.
Weathers, John F.	Washington, Ind.	Wright, Golda E.	Hendricks, Ind.
Weathers, Lelah	Washington, Ind.	Wright, Helen	Grant, Ind.
Weaver, Leone	Warren, Ind.	Wulber, Zehner	Ripley, Ind.
Webb, Mrs. H P.	Hendricks, Ind.	Yake, Keith L.	Marion, Ind.
Webb, Forrest O.	Hendricks, Ind.	Yancey, Lydia A.	Greene, Ind.
Weber, John	Franklin, Ind.	York, I. R.	Vigo, Ind.
Weddle, Nelda	Johnson, Ind.	Young, Frank	Jennings, Ind.
Weedman, Sadie	Perry, Ind.	Young, W. Wayne	Boone, Ind.
Weedman, Elizabeth	Perry, Ind.	Young, Donovan B.	Hancock, Ind.
Wershing, Mrs. Phyllis	Morgan, Ind.	Zehring, Lena	Miami, Ind.
Wershing, R. J.	Morgan, Ind.	Zieg, Lee O.	Clinton, Ind.
Wetherald, Carl L.	Boone, Ind.	Zieg, Mary S.	Clinton, Ind.

"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 center. The young delinquent has, in the majority of instances, grown up in the atmosphere of the saloon, the pool room and similar hang-outs."

TOTAL INDIANA ATTENDANCE BY COUNTIES
1876 TO 1925

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.....	1015
Allen.....	35	Madison.....	324
Benton.....	353	Marion.....	332
Bartholomew.....	534	Marshall.....	22
Blackford.....	55	Martin.....	523
Boone.....	1143	Miami.....	83
Brown.....	601	Monroe.....	438
Carroll.....	330	Montgomery.....	885
Cass.....	258	Morgan.....	870
Clark.....	398	Newton.....	32
Clay.....	529	Noble.....	21
Clinton.....	735	Ohio.....	109
Crawford.....	534	Orange.....	509
Daviess.....	660	Owen.....	273
Dearborn.....	334	Park.....	956
Decatur.....	522	Perry.....	673
DeKalb.....	17	Pike.....	141
Delaware.....	264	Porter.....	1
Dubois.....	293	Posey.....	133
Elkhart.....	49	Pulaski.....	81
Fayette.....	207	Putnam.....	1390
Floyd.....	124	Randolph.....	458
Fountain.....	333	Ripley.....	231
Franklin.....	132	Rush.....	569
Fulton.....	43	Scott.....	389
Gibson.....	223	Shelby.....	1231
Grant.....	139	Spencer.....	473
Green.....	504	Starke.....	13
Hamilton.....	587	St. Joseph.....	39
Hancock.....	773	Steuben.....	1
Harrison.....	792	Sullivan.....	470
Hendricks.....	6492	Switzerland.....	208
Henry.....	313	Tippecanoe.....	322
Howard.....	241	Tipton.....	446
Huntington.....	156	Union.....	119
Jackson.....	889	Vanderburg.....	87
Jasper.....	166	Vermillion.....	186
Jay.....	62	Vigo.....	134
Jefferson.....	434	Walsh.....	51
Jennings.....	430	Warren.....	300
Johnson.....	410	Warwick.....	460
Knox.....	243	Washington.....	839
Kosciusko.....	10	Wayne.....	138
Lagrange.....	18	Wells.....	115
Lake.....	19	White.....	30
Laporte.....	24	Whitley.....	43

Total from Indiana 38,293
Seventy-three Indiana Counties Represented 1924-1925