TRANSCRIPTS OF CREDITS

School officials everywhere are requiring students and teachers to file with them an official statement of college and normal school work. This work in itself requires considerable addition to the office force and entails a corresponding expense. The Central Normal College furnishes transcripts to our students without profit to itself and at heavy the cost of making them. The student, of course, must bear this expense by submitting the amount when he applies for the transcript. Bank draft, personal check, money order or stamps (one cent or two cents) will be accepted in payment. Do not send cash in open letter. To save time and additional correspondence round the proper amount with your application.

The Fees for Transcripts.

<table>
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<tr>
<th>Credits made from 1920 to 1924</th>
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<td>2.50</td>
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<td>Two or more terms since 1924</td>
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<td>Transcript of Credits to fit from other schools</td>
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<td>For investigation and certificates of attendance previous to 1900 (not received prior to 1900)</td>
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</table>
At its regular meeting, March 9, 1928, Central Normal College was re-accredited as a Standard Normal School for the following courses:

A—Elementary Teachers’ Courses In:
   Primary
   Intermediate
   Grammar Grade
   Rural School, (Second Grade Only).

B—Special Elementary Teachers’ Courses In:
   Music
   Art.

C—Regular High School Teachers’ Courses In:
   English
   Mathematics
   Sciences, Options 1, 2, 3
   Social Studies, options, 1, 2, 3
   French
   Latin
   Commerce
   Music
   Art.

D—Special High School Teachers’ Courses In:
   Commerce
   Music
   Art.

E—Special Courses For:
   High School Principals (Second Grade)
   Elementary School Principals (Second Grade)
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 courses 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.

WALDO WOOD, President C. N. C.
Faculty

**WALDO WOOD, A. M.,** graduate of Indiana State Normal School 1914; A. B., Central Normal College 1915; A. M. University of Wisconsin 1917. Graduate work at California University 1927 and Stanford University 1928. Admitted to candidacy for the Ph. D. Degree at Indiana University 1928. Research student under Dr. Sears and Dr. Terman of Stanford University. President, and Professor of Psychology.

**N. W. PINKERTON, A. B.,** Marion Normal; P. Bh., Tri-State College; Ph. M. (School of Education), University of Wisconsin. One semester’s work toward a Ph. D. Degree. Teacher in Rural School two years. Grade Principal one year. H. S. School teacher three years. H. S. Principal seven years. Professor and Dean of Secondary Education.

**H. H. PLEASANT,** graduate of the Indiana State Normal School, and A. B. and A. M. from the Indiana State University; Superintendent of the City Schools of Crystal, North Dakota several years; County Superintendent of Crawford County for four years. Dean of Elementary Education and student adviser of the Elementary students.

**N. E. WINFREY,** A. B. William Jewell College; A. M. University of Chicago; two years graduate work in University of Missouri; eight years experience in public schools of Idaho and Missouri; Head Department of History, LaGrange College and Oklahoma Baptist University. Head Department History and Social Science.

**GEORGE H. REIBOLD,** B. S. and B. S. D., Moores Hill; D. D. Marshall College; graduate student DePauw University; President Ashland College and Dean Union College. Superintendent Dearborn Vocational School. Professor of English.

**F. S. ROBERTSON,** teacher of Rural Schools and High Schools; B. S. Franklin College; A. M., Indiana University. Professor of Physics and Chemistry.

**NINA E. GRAY,** A. B. DePauw University; graduate work, Marine Biological Laboratories; teacher of Biology, Centralia Township High School. Head of Biological Department.

**W. E. JOHNSON,** Valparaiso University, Bachelor of Arts and Bachelor of Pedagogy; Indiana University. Master of Arts; Universite de Poitiers (Poitiers, France); Harvard University, graduate student, Sanskrit and Semitic Languages; three years graduate work; Phi Beta Kappa. Seven years teaching experience, in high school and Central Normal College. Head of Language Department.

**LENA R. COLE,** graduate of Central Missouri State Teach
er's College. Student in Bible College of Missouri. B. S. and A. M., University of Missouri; one year's work toward Ph. D. University of Missouri; Principal of High School, Craig, Missouri. Head of Mathematics Department, Central College, Lexington, Missouri, 1920-22; head of Mathematics Department, Hanover College, Hanover, Indiana and at Central Normal College since 1923. Professor of Mathematics.

BERTHA WATTS, student in Central Normal College, A. B., Hanover College; teacher in Rural Schools, departmental work in Public School; teacher of English in High Schools; teacher in Central Normal College since 1925. Professor of English and Education.

OPAL BOSSTICK COX, Special work in higher accounting, Bowling Green (Ky.) Business College; A. B. Central Normal College; graduate work in University of Wisconsin; Bookkeeping, Shorthand, Business Law, and Head of Commercial Department.

LAWRENCE COX, A. B. Central Normal College, Field Representative.

LOUISE COOK, A. B., DePauw University; teacher in Central Normal College since 1923. Professor of Reading and Reading Methods and Physical Education for Women.

HARRIETT DAY, A. B. University of Nebraska; attended Columbia University, Teachers' College, New York City; M. Julian Academy, under M. Jean Paul Laurens, Paris, France; New York School of Applied Design; School of Industrial Art, Philadelphia; Cincinnati Art Academy, Head of Art Department Colorado State Teachers' College, Greeley; State Teachers' College, Maryville, Missouri; State Teachers' College, Washington and Kansas. Professor of Art.

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; pupil of Selim Palmgren in Piano and Original Composition. Head of Music Department, Music Director and Professor of Violin, Orchestration and Theoretical Subjects.

ELLA READING HURD, graduate, B. M., American Conservatory, Chicago; Marvin Hinshaw Conservatory, Chicago; Chevalier Edmond Duvernoy, Paris Conservatory, France; Penati Malvezzi, Royal Conservatory, Milan, Italy; head of Voice and Public School Music, Hardin College; same in Martha Washington College and Blue Mountain College. Professor of Voice and Public School Music.

H. M. TOWELL, Professor of Advanced Shorthand.

A. J. STEVENSON, Central Normal College, 1912; Indiana State Normal School, 1913-14; Graduate of Indiana University School of Law. Professor of Law.

RUSSELL COOK, A. B., Varsity in football, track and basketball at DePauw University. U. S. Navy athletics two years. Student at Notre Dame under Meanwell and Rockne. Student under Warner and Allen. Director of Athletics and Coach of football and basketball.

Spring and Summer Faculty of 1929

J. C. Burgess, Biology.
Chas. L. Zuck, Mathematics, Education.
A. A. McClanahan, Education, History.
W. C. Coble, Education, Geography.
C. O. Williams, History, Education.
Chas. Ragland, Public Speaking, Literature.
L. H. Risley, Physics, Chemistry.
Roy Beldon, Mathematics, Education.
L. N. Blue, Education, Psychology.
Mrs. Minnie Swindler, English, Literature.
Mrs. Beula Jones Wilson, Reading and Phonics, Primary Methods.
Lincoln Northcott, Public School Music.

Teacher Training

Observation and Practice School.

Director of Regular School Term:
GLEN HOVERMALE, Superintendent of Danville Schools, A. B., A. M., Central Normal College and Indiana University, Teaching Experience; 12 years. Mathematics.

Director of Summer School:
J. C. NELSON, Principal of Danville High School, A. B. State Normal; Central Normal and Indiana. Teaching Experience, 10 Years; Industrial Arts and Biological Sci.

Critic Teachers:
RUTH MARTINDALE, A. B. Butler University; Indiana University; Teaching Experience 6 years. Physics and Chemistry.
L. E. LEWIS, A. B. DePauw University; Indiana University; Teaching Experience 18 years. History and English.
KATHRYN LUCK, A. B. Indiana University; Teaching Experience 6 years. English and Latin.

FRANK BARNES, A. B. Wabash College; Teaching Experience 4 years. History and Social Science.

JAMES E. MOORE, A. B. Central Normal College; Teaching Experience 6 years. Mathematics.

WYNONA STUART, A. B. Central Normal College; Teaching Experience 6 years. English, Dramatic Art.

MARGARET SCARCE, B. S. Purdue University; Teaching Experience 4 years. Home Economics, Biological Science.

OPAL BOSSTICK COX, A. B. Central Normal College; Teaching Experience 7 years. Commercial.

BIRDENA McBROOM, A. B. Central Normal College; Teaching Experience, 2 years. Music.

C. C. BOSSTICK, State Normal School; Central Normal College; Butler University; Teaching Experience, 27 years. Eighth Grade.

LEORAH G. WALLS, State Normal School; Central Normal College; Teaching Experience 18 years. Seventh Grade.

DOROTHIA WHITMAN, State Normal; Central Normal College; Teaching Experience 5 years. Sixth Grade.

EVA KESLER, State Normal; Central Normal College; Teaching Experience 16 years. Fifth Grade.

NELLIE WILSON, DePauw University; Teachers College Indianapolis; University of California; Central Normal College; Teaching Experience 8 years. Fourth Grade...

PEARL HADLEY, A. B. Central Normal College; Teaching Experience 12 years. Third Grade.

DOROTHEA THOMAS, Central Normal College; Evansville College; Teaching Experience 6 years. Second Grade.

MARY PENNINGTON, A. B. Central Normal College; Teaching Experience 5 years. First Grade. A. B.

VALENTINE PLEASANT, Registrar and Secretary-Treasurer
HELEN RAY, Stenographer and Credential Clerk.
NANCY BAIRD, Book Store Clerk.
LULU HURON, Librarian.

WALDO WOOD, President.
JONATHAN RIGDON, President Emeritus.

TRUSTEES
O. E. GULLEY
W. T. LAWSON
ALLEN J. WILSON
J. D. HOGATE
JOHN TAYLOR
C. W. GASTON
FRANK ROBERTS

Calendar for 1929-30
Fall Term—September 5, 1929 to November 21, 1929.
Winter Term—November 25, 1929 to February 13, 1930.
Spring Term—February 17, 1930 to May 8, 1930.
First Summer Term—May 8, 1930 to June 13, 1930.
Second Summer Term—June 16, 1930 to July 15, 1930.
Third Summer Term—July 21, 1930 to August 22, 1930.

Annual Commencement
Baccalaureate Sermon, June 8.
Class Play, June 9.
Recital of Department of Music, June 10.
Alumnal Banquet, June 12.
Graduating Exercises, June 13.
Economy and Education

BY JONATHAN RIGDON

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

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

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

Well, then, if we must give up something, what shall we give up? This question I shall not answer. I shall tell you only what not to give up. All the time, 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.

Central Normal College has always been and now is the best school for young men and women of moderate means. The location of the college is ideal. The spirit that prevails is happy, optimistic and democratic. Our students like both work and play. They prefer the social things in which all may take part. There is no objectionable class rivalry. There is no snobbery. Good conduct is always encouraged. Loafers are sent home. The only aristocracy that is not frowned upon is based upon good conduct and good lessons. The faculty is selected with reference to teaching ability, scholarship and personality. They take a personal interest in all the students. They are friendly to the students and the students are their friends.

The expenses in Central Normal College are considerably less than elsewhere. Our school is organized on the term or quarter basis. A term consists of 12 weeks and 3 terms make a school year. The regular school year begins in September and ends in June. Then follow three Summer Terms of 6 weeks each, beginning in June and ending in August. Students who have almost completed a college course may finish it in summer terms 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 to begin the study of 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 anyone 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.

Most of our students are obliged to consider the matter of expense. We are glad to help them do it. Students will find here no un-American class distinctions and no class organizations that invite a waste of time, and expenditure of money and the setting up of artificial values.

**EXPENSE IN CENTRAL NORMAL COLLEGE**

**FOR 36 WEEKS**

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<td>Room</td>
<td>72</td>
</tr>
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<td>Tuition</td>
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Total for one year $342

For one Term of 12 weeks... $114
The President's Message

The 1929 seniors, knowing that this was President Rigdon's last year in the college requested him to write something under this title for this annual.

My message, which can be only a word, must not be directive, but merely suggestive—a message to college students who have the wisdom to enact the laws they are to obey and the courage to obey the laws they enact.

The advent of man and the appearance of intelligence were simultaneous events. Indeed, they were identical events. Intelligence was forced upon man by necessity. It came to counteract the handicap his forebears were under without it. This should be suggestive. It means that if man is to endure it must be by intelligence. It means that when intelligence is gone man is gone. It means that if intelligence degenerates man is doomed first to mediocrity and ultimately to extinction.

Now, there are in the world only two forces that can in any way touch or modify intelligence. One is Eugenics and the other is Education. Education always has to do with the present generation and Eugenics with original endowment.

Much foolishness has been written about Eugenics, but this much I think is certain and safe: Every one has a right to get for himself the maximum of life that the world contains for him; and at the same time every thoughtful person must consider himself under obligation to give some consideration to the oncoming generations. This consideration, whatever it may be, is his contribution to Eugenics. Whether this consideration shall be little or much, it seems to me, is an individual question that each must answer for himself; and except where the welfare of society is at stake, individual freedom must be the guiding principle.

The other force controlling intelligence is Education. It concerns ourselves here and now. While it is powerless to increase our original capacity for intelligence, it is the only means of making the most of the intelligence our heredity gave us. Without Education the gift of intelligence was misplaced. If Education is inferior, the gift is thrown away. The sole purpose of Education is to develop the intelligence we were born with. In a way we may say that Education is everything, for without Education no one is prepared to solve his own Eugenics problem. Is it, then, too much to say that wrong Education means Man's extinction, and that right Education will build a civilization that will endure to the end of time? Education then is our supreme problem. For the most part it is in the hands of students. The right things in Education you are to conserve; the wrong ones you are to eliminate. Others of us can only suggest.

All right education is through self-activity. All individual development is through the performance of self-imposed tasks. One grows, not from the decisions that are made for him, but from the decisions he himself makes. The only purpose of teachers and schools is to suggest the experiences that students are to have, to define the tasks they are to take upon themselves, to raise the questions they are to answer, to propose the problems they are to solve. Education, all education, is through self-activity.

There are plenty of problems. What most of us are short on is the will to solve them. It is not always easy to know when we have the right point of view. To the optimist civilization is to put within our reach every advantage imagination can picture. The pessimist defines civilization as a disease, for which man's first duty is to find the cure. Either view may be right. Either is about as likely to be right as the other. It all depends upon the values we set, the problems we propose, the questions we raise, the experiences we choose. The en-
tire problem is too big for the best of us, but even the least of us can make his contribution. We must take it in its parts. Here and there any of us can see things that are wrong. Here and there some of us can suggest changes that should be made. We must have the courage to propose them. Any teacher, any student, any school officer assumes a tremendous responsibility when he knowingly and voluntarily stands in the way of real educational progress. The chief blame is with the teacher and the school officer, but most of the penalty is paid by the student. Education is a momentous problem. It must be solved or we are lost. If one can add to the solution a single equation, the contribution will be well worth while.

Wrong evaluations are at the bottom of our biggest blunders. One must run or be run over. And yet it should not be difficult to see that life is to be measured more by its volume than by its speed. Occasionally, if we can find a safe place to stand, it might be well to stop long enough to think where we are going, and at least to raise the question as to what we expect to get when and if we arrive.

The world is bigger. It is moving faster. Competition is keener, problems are harder. It looks as if one’s chances to win are smaller. It is easier to become discouraged. Recognition is in the distance, or entirely out of view. And yet the big, bustling world is always eager to step aside for the free man who sets himself a worthwhile task and works persistently and intelligently at its accomplishment.

Pupils change but problems are perennial. As age lays down its task, youth picks them up and accepts the challenge they imply. Youth chafes under all restrictions, even at all direction. It demands to be free. All this, it seems to me, is well, for all growth comes through free activity; but we must remember that we cannot have the new freedom without the old responsibility. Flaming youth is good if the flame gives clearer vision; it is bad if the flame puts out our eyes. Every inch of freedom one attains means added responsibility. Emerson’s law of compensation has not been repealed.

All things may be good in their places; but they are not equally good, and no one of them is good out of its place. The world-old question, what thing is good, is with us yet. We cannot be sure that we shall not lose our way. We are always in danger of assigning right things to wrong places. We can hardly keep from assigning wrong values. We are always tempted to place an emphasis where it does not belong. Sanity, or its opposite, can be determined in every case by one’s scale of values. When either an individual or an age is indifferent in the face of things momentous and goes into spasms of ecstasy in the presence of things that really do not matter, an alienist should be called.

Jonathan Rigdon.
Selecting a School

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

THE SIZE OF THE SCHOOL

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

ATMOSPHERE OF THE SCHOOL

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

THE RELIGIOUS INFLUENCES

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

THE COURSE OF STUDY

There never was a time when the practical was so prominent. We have all come to believe that the college course should have some reference to the particular life it is supposed to prepare for. If one is to be a lawyer, editor or preacher, his education should certainly differ in some respects from that of one who hopes to be a farmer, merchant or engineer. We no longer attempt to run all boys and girls through precisely the same mould. To some extent at least the course of study must be varied to fit the individual differences and to prepare for different vocations.

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

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

LOCATION OF COLLEGE

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

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

The immediate location of a college should be free from the distractions of a city and yet within reach of those necessities of life that only a city can supply.

FACULTY

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

EXPENSES

In sending a boy or a girl to college, most parents must, and all should, consider the matter of expense. High thinking has always been and will always be coupled with plain living. One of the duties of the college is to teach its 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.

DISCIPLINE

In Central Normal College discipline is an easy matter. For the most part our students are a self-governing body. Instead of making trouble, they are as anxious as the faculty to prevent it. The question of discipline seldom arises. If it does arise, it is always settled by the president and faculty.

Central Normal College

A Regular College and Standard Normal School

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

HISTORY OF THE COLLEGE—The Central Normal College was organized in 1876, with forty-eight students in attendance. 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. Anyone 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 examinations.

To accommodate teachers and high school graduates whose schools close in April we have a mid-term opening at the middle
of the third term. These persons cannot enter at the first of the third term, which occurs early in March, and do not wish to await the fourth term, which begins in June.

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

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

CREDIT

In all our courses credit is measured in term-hours. A regular term program for a student is four subjects including the necessary preparation and four recitations a week on each subject. This leads to 16 term-hours of credit in 12 weeks.

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

A TERM HOUR

A term hour, as stated above, is a study carried for 12 weeks with one recitation a week, and the necessary preparation. A term hour is two-thirds of a semester hour. A semester hour 1½ term hours.

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

PREPARATION

With the exception of drill subjects, which require only the recitation period, every subject is expected to receive three full hours a day, one for recitation and two for study; instead of this may be 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 credit or credit in unprepared work. Also 3 hours of drill credit may be counted as one hour of prepared work.

AMOUNT OF WORK

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

A student may add a fifth college subject not more than one term in a school year; and not then unless he made at least three 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 teacher's professional courses a student must be a graduate of a commissioned high school or must have passed the state examination for the equivalency of the same.

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

CREDENTIALS

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

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

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

THE FACULTY AND ATHLETICS

The faculty encourages athletics and in every way cooperates with the students. Every athletic association or team has a member of the faculty as its advisor and treasurer. Any athletics that interferes with scholastic attainments is an asset to a college, while any athletics that makes class work a secondary matter is an injustice to the student.

TO BE A MEMBER OF ANY ATHLETIC TEAM

STANDARD OF GRADING

A—96 to 100  D—75 to 79
B—90 to 95  E—70 to 74
C—80 to 89  F—Failure

EXPLANATION OF GRADES

NOTE. The teacher will in every case, designate the student's grade by the letter without the use of any + or — sign.

It will be observed that C is the average grade. While no discredit attaches to a C, no student should be satisfied with it if it is possible for him to go above it. The great majority of us are C students, C teachers, C people; but by effort, application and correct habits of work many may rise above the C class.

B is a good grade. No one need be ashamed of a B. Raise it if you can; if you cannot, remember it is a high mark.

D is only a few points below the average. Students who have not yet learned to study, and those who are obliged to devote much of their time to outside work can hardly hope to go much above a D.

A is the exceptional grade. It means that the student receiving it has approached a mastery of the term's work. Every student should strive for at least one A a term and two if possible. Do not worry and complain if you fail to make A's. Remember that we teachers are doing our best, and are probably more anxious to give A's than you are to receive them. Remember also that while we are grading you as students, you are classifying us as A, B, C, D, E, and F teachers.

E is not a grade to be proud of. No matter how it is written it should be seen red. It means danger. It is next to failure. It is set down only to give to tender-hearted teachers an ex-
courage Church and Sunday School attendance. Any student who attends Church services eight or more times in any twelve weeks' term receives two grade-points. Any student who attends Sunday School eight or more times in any twelve weeks' term receives two grade-points.

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 influences.

Danville is on the Big Four Railroad, and the Terre Haute Indianapolis & Eastern Electric Line, only twenty miles west of Indianapolis. The Big Four goes almost everywhere. One can go to the nearest Big Four station and buy a ticket 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 300 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 baseball 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 by 90 feet, and seats 3,000 persons. It is built out of hardburnt hollow tile and faced brick of a beautiful shade of yellow. The 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 which has toiled tirelessly for the upbuilding 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 students, 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.

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 large auditorium at 9:30 Tuesday, Wednesday and Thursday mornings, 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 render 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 Wednesday 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 sup-
plied with a piano. The members meet every Wednesday evening at 7 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)

1. All tuition is payable in advance to the secretary-treasurer of the college.
2. Tuition is never refunded, but in case of sickness a due-bill will be given for all the lost time but two weeks. This can be used at any time within two years.
3. Due-bills are not transferable.
4. The president of the college and the faculty will give careful attention to the moral conduct of the students.
5. Students, at the discretion of the president, will be dismissed for neglect of duty and improper conduct.
6. No one will be allowed to take any financial advantage of any student; and no student is entitled to credit until he has settled all boarding and rooming bills.
7. In order that the college records may be complete and proper reports made to parents, guardians and schools 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.

LIBRARY

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

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

Prospective students may be sure the library facilities are adequate.

THE CARNEGIE LIBRARY

Mr. Andrew Carnegie some years ago presented a new library to Danville. This is within three blocks of the college and is free
to students. The College Library is and always has been as free to
citizens as to students. Now with these three great collections of
books our facilities for investigation are excellent. This library is
open evenings. The students find here many periodicals not pro-
vided 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 stu-
dents 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 prepar-
ed for the positions that seek them. Just now we have calls for more
graduates than we can supply. If you desire a position—a profi-
table one—one and let us get you ready for it.

EXPENSES
Expenses in the Central Normal College are the lowest pos-
sible consistent with high-grade instruction, the health and gen-
eral welfare of the student. No school offers more for one tuition.
One tuition fee of $42.00 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
admission to all the games on the regular schedule, and free atten-
dance at the Health and Hygiene class for either 12 or 24 weeks.

GENERAL TUITION
(1) For one term of 12 weeks ........................................ $42.00
(2) For any single-hour study one term of 12 weeks .......... 15.00
(3) For any two-hour study (or studies) one term of
12 weeks .................................................................. 25.00
(4) For one term of six weeks (or less) ......................... 25.00
(5) For any two-hour study one term of six weeks ........ 15.00
(6) For one term of 18 weeks (May 8 to Aug. 22) ......... 63.00
(a) All tuition is payable in advance.
(b) Anyone permitted to carry extra work as per page
17, pays a proportional extra tuition.
(c) One enrolled for 6 weeks who later decides to remain
12 or 18 may take advantages of the rate for the longer
term by paying $1.00.

MUSIC TUITION
(1) One term of 24 half-hour lessons, 1 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) Music Supervisors' Course ...................................... 5.00
(6) Voice, Violin, Flute, each ....................................... 5.00
(7) Art ........................................................................ 5.00

LABORATORY FEES
Physics, per term ...................................................... $ 2.00
General Chemistry, per term ...................................... 3.00
Analytic, Organic Chemistry, per term ....................... $ 4.00
Sewing or Household Management, per term .............. 1.50
Biology 1a; 1b; 1c, each ............................................. 3.00
Biology 1Va; 1Vb, each ............................................... 3.00
Biology 11a, 11b, each ................................................ 3.00
Each student purchases Gray's New Manuel of Botany, seventh edition, ($3.00)
for Botany IIc.

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 $42 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 num-
ber 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 res-
aurants take pride in serving students at reasonable prices.

ROOMS
A few of the young men (24 to 30) are cared for in the Col-
College Inn, within a half block of the college, at from $1.25 to $2.00 each per week, including light, heat and bath. The other young men and all the young women room at reasonable rates in private homes.

ROOMING REGULATIONS

Any student taking a room is expected to keep it for the entire term—unless there is a good reason for changing. The president or dean will gladly assist students in negotiating differences with boarding or rooming houses.

AN IMPORTANT ANNOUNCEMENT

On July 19, 1929, the State Board of Education decided that after November 1, of this year no second grade license will be issued.

EXTENSION WORK

Students may increase their credits while teaching by doing Extension work. The Extension and Correspondence work of Central Normal College is under the direction of President Waldo Wood. Write him concerning such work in any line and he will provide your class with a teacher who has made that line of work his speciality.

MARRIED STUDENTS

More married students come to Central Normal College each year than the year before. There are many places in Danville where rooms may be rented for light housekeeping. Very near the College several small but complete apartments are being prepared especially to accommodate students. Each apartments, living room, bed room, kitchen and access to shower, lavatory and toilet, with water heat, light and service furnished rents for only $20 a month. Being married is no reason for stopping your education. Come to Central Normal College. Bring your husband along and live while you go to school, two of you as cheaply as one.

Regular Four Years College Course

Entrance Requirements:
Graduation from a Commissioned high school or the equivalent.

Degrees Conferred:
(1) Bachelor of Arts in Education.
(2) Bachelor of Science in Education.

License that can be obtained:
Regular High School Teachers License First Grade.

Requirements for Graduation:

1. Professional Courses ........................................... 24 hours
   Psychology I, II ............................................. 8 hours
   Principles of Teaching ..................................... 4 hours
   Secondary Education ....................................... 4 hours
   Supervised Teaching ....................................... 4 hours
   If student has not had 40 months of teaching experience.
   Electives ...................................................... 4 hours

2. English Course .................................................. 12 hours
   English I, Principles of Rhetoric .......................... 4 hours
   English II, Principles of Rhetoric .......................... 4 hours
   English III, English Literature ............................ 4 hours

3. Social Studies ................................................ 12 hours
   United States History VA .................................. 4 hours
   United States History VIA .................................. 2 hours
   Indiana History .............................................. 2 hours
   European History ............................................ 4 hours

4. Science .......................................................... 12 hours
   Students will be required to take one year's work in either Botany, Zoology, Physiology, Chemistry, Physics or Geography.

5. Majors Selected as follows:
   (a) Three majors required from subject groups that require 36 hours each.
   (b) Two majors required if Option I in Social Studies and Option I in Science are selected.
   (c) Two majors required if one major of 72 hours is selected from Special Subject Groups IX to XV.
       (a) Only one major of 72 hours can be taken from subject group IX to XV.

6. Language:
A student that completes 20 hours in a Foreign Language as a part of a Major or as electives will receive the degree Bachelor of Arts in Education. If other electives are substituted for Foreign Language the student will receive the degree Bachelor of Science in Education.

Students planning to work for an M. A. Degree must have 20 hours of foreign language.

Students that enrolled in our Liberal Arts course previous to the Fall Term of 1929 will be allowed to follow the regulations in force when they enrolled.
English
George H. Reibold, and Bertha Watts, Professors.

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 student's written criticisms and appreciations.

ENGLISH IV—American Literature. A comprehensive study of American authors and their contributions with the student's written criticisms and appreciations—4 hours.

ENGLISH V—American Prose and 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 and Poetry. A general survey of American prose followed by an intensive study of particular selections chosen as types—4 hours.


ENGLISH IX—The Novel. The principles of fiction that enable it to be art; the great writers of fiction and their most important works; their educational and ethical value; stress is laid upon books by the modern writers of the 19th and 20th centuries—4 hours.

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

ENGLISH XI—The Drama and Shakespeare. The principles of dramatic composition. The early drama. Its development. A circuit 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 (a)—Public Speaking II. Bible reading and reading from Shakespeare. Bearing before an audience. Preparation and delivery of an address. The principles of argumentation and debating. The staging and acting of plays—4 hours.

ENGLISH XIII (b). A study of plays and their reproduction on the stage—4 hours.

ENGLISH XIV—Tennyson and Browning. A particular study of the lives and works of these 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 (a)—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, Conjective 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 (b)—Grammar II. A brief study of the parts of speech and a comprehensive and intensive study of syntax—sentence structure, classes of sentences, phrases and clauses. Analysis of sentences and the formation of original sentences, phrases and clauses to illustrate the classes named by the teacher. Careful attention to be given to correct form—4 hours.

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

ENGLISH XVII—The Teaching of English. The time is devoted to the teaching of English in the public schools with methods and model lessons—4 hours.

ENGLISH XVIII—The Old 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.

OLD TESTAMENT: This course seeks to give a general knowledge of the Old Testament. This involves a thorough knowledge of the fundamental facts of the Hebrew Commonwealth's history and a study of the leading literary features of the Hebrew Scriptures. The book of Job in particular and the other poetical books receive careful attention. The course affords an excellent background that will be very helpful in an intelligent interpretation of many classes.

NEW TESTAMENT: This course gives a general knowledge of the history of the Apostolic Church as found in the Book of Acts. The Gospels are studied as a biography of Jesus and a study of his Teaching. Special attention is given to the study of the Parables and other literary features. This course is indispensable to the student of literature. Many of the classics are correlated with this course. Students are urged to use the Bible itself as a text.
**Mathematics**

**Mathematics VIII (b)—Calculus, Differential and Integral II.**

**Mathematics VIII (c)—Calculus, Differential and Integral II.**

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

**Mathematics X (a)—Differential Equations I.** Murrays' 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 X (b)—Differential Equations II.**

**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—Advanced Arithmetic—4 hours.**

**Mathematics XIV—The Teaching of Mathematics in the High School.**

Every student is expected to take at least a year of Mathematics.

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**Physics**

**F. S. Robertson, Professor**


Mechanics of Fluids, Molar and Molecular Phenomena, Pressure of Fluids, Destiny, Specific Gravity, etc.


Recitations and Lecture Demonstrations two days each week and Laboratory Experiments two days. (Prerequisite for Physics I, Trigonometry) 4 hours.


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—Advanced Mechanics and Sound.** This course is to convey not only a knowledge of facts and of fundamental theory, but also some training in applying such knowledge, that practical knowledge or information required for business or industrial life, and in teaching the subject. (Prerequisites, Trigonometry and Physics I, II, III) 4 hours.

**Physics V—Advanced Light.** The work in this course gives the student an accurate and comprehensive knowledge of geometrical and physical optics and also a comprehensive treatment of the science of heat. (Prerequisite, Physics IV) 4 hours.

**Physics VI—Advanced Electricity and Magnetism.** A course in the fundamental facts and theories relating to electricity and its present-day applications. (Prerequisite, Physics IV) 4 hours.

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**Chemistry**

**F. S. Robertson, Professor**


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


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


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.


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.


Two Recitations or two Lecture Demonstrations and two Laboratory Exercises each week—4 hours.


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

CHEMISTRY VII—Qualitative Chemical Analysis. A study of the processes for the separation and identification of the most common metals. Recitations and Lectures two days per week. Laboratory work two days per week. (Prerequisites, Chemistry I, II, III)—4 hours.

CHEMISTRY VIII—Qualitative Chemical Analysis. Methods for the separation and identification of the common Acids, after which the student takes up the systematic analysis of simple and complex Salts. 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—4 hours.

CHEMISTRY IX—Quantitative Analysis. Lecture, recitations and laboratory work. This course includes the gravimetric methods of analysis of pure salts, electro analysis and other analysis to meet the needs of the individual students—4 hours.

CHEMISTRY X—Advanced Quantitative Analysis. Lectures, recitations and laboratory work. This includes the principles of volumetric analysis, water analysis, food analysis and of commercial products—4 hours.

History

N. E. Winfrey, and Louise Cook, Professors

HISTORY I—Ancient History. A survey of Oriental Greek, and Roman History to the decline and fall of the Roman Empire in the West.


HISTORY III (b)—Later Modern Europe, 1789-1920. The French Revolution and the age of Napoleon. The Industrial Revolution. Liberalism and Nationalism in European affairs. Special emphasis is given to the period preceding 1870, and a hurried glance at the momentous developments of the half century following.

HISTORY III (c)—Contemporary Europe, 1870-1926. The political and commercial background of the Great War, the War and the reconstructionary measures now being carried on in Europe.

HISTORY IV (a)—English History. A survey of the Brit-
Social Science

N. E. Winfrey, Professor

SOCIAL SCIENCE I—Community Civics. Setting forth the fundamental principles of citizenship which enable the people of a community to live together and conduct their transactions to the best advantages of all concerned.

SOCIAL SCIENCE II—Government. A study of the fundamental forms and functions of government in their relation to the life of the people, the good and bad features in relation to modern progress, and resulting reactions of the people.

SOCIAL SCIENCE III—American Political Parties. A study of the development of political parties in the United States, their organization, issues and procedure. Each student is expected to take and read a daily newspaper or The Literary Digest.

SOCIAL SCIENCE IV—Economics I. The principles of economics governing organization of production, value and exchange, money and the mechanism of exchange, and international trade.

SOCIAL SCIENCE V—Economics II. A further study of economic principles as applied to the distribution of wealth, the problems of labor, the problems of economic organization, and taxation.

SOCIAL SCIENCE VI—Economic and Commercial Geography. A study of industrial, commercial and human geography in their relations to economics; and in a broader sense as a background to history and the social science.

SOCIAL SCIENCE VII—Sociology I. Social Principles. A study of social principles; origin and antiquity of man and races of man; physiographic biological, psychological and cultural factors in social life; evolution of material culture; myth, magic, religion and science; marriage and the family and the evolution of social organization and integration.

SOCIAL SCIENCE VIII—Sociology II. Social Problems. A study of some of the more important social problems; the conditions from which they have arisen and their possible solution in harmony with the welfare of both the individual and the various social groups.

Biology

Nina E. Gray, Professor

BIOLOGY I (a)—General Zoology. An introduction to the principles which govern animal life; physical basis of life—pro-
toplam, its physical, chemical, and physiological properties; origin of life; cell and cell theory; cell division; tissues; organs; systems; reproduction; evolution of sex; contrast between plants and animals; fermentation; enzymes; hormones; vitamins; general survey of the animal kingdom; adaptation to environment; protozoa. Splendid to combine this course with General Botany for general biological knowledge. No prerequisite. Class work 3 hours. Laboratory one period of 2 consecutive hours.

BIOLOGY I (b)—Invertebrate Zoology. Anatomy, physiology, and economic importance of sponges, fresh-water polyps, fresh-water flatworms, parasitic roundworms, starfish, earthworms, fresh-water mussel, crayfish, honey bee, grasshopper and spider. Prerequisite, Biology I (a), class work 3 hours. Laboratory one period of 2 consecutive hours.

BIOLOGY I (c)—Vertebrate Zoology. Introduction to Phylum Chordata; intensive study of anatomy and physiology of lancelet, lamprey, dog-fish shark, perch, frog, turtle, snake, pigeon, and rabbit; ancestors and interrelations of the Vertebrates. Prerequisite, Biology I, (a and b). Class work 3 hours. Laboratory one period of 2 consecutive hours.

BIOLOGY II (a)—General Botany. An introduction to the relationship, structure, physiology, ecology, classification, and economic importance of plants; cell structure; history of our knowledge of cell; cell theory; physiology of the cell; tissues; organs; plant as a whole; stem; root; leaf; flower; fruit; seed; seed germination. Splendid to combine this course with General Zoology for the general biological knowledge. No prerequisites. Class work 3 hours. Laboratory one period of 2 consecutive hours.

BIOLOGY II (b)—General Plant Morphology. Characteristics, classes, distribution, habit, life histories, and structure of representative algae, fungi, liverworts, mosses, ferns, horsetails, club mosses, gymnosperms, and angiosperms; evolution and heredity of plants. Prerequisite, Biology II (a). Class work 3 hours. Laboratory one period of 2 consecutive hours.

BIOLOGY II (c)—Plant Identification. Study of structure, origin, development, histology, and arrangement of flower parts; principal kinds of inflorescences; pollination; fertilization, structure of flowers of most common plant families; collection, identification, and mounting of specimens of our wild plants; experience in building a collection for the herbarium; discussion of planting, pruning and general treatment of ornamental plants. Designed to familiarize the student with our wild and cultivated plants. It is recommended that prospective teachers of Botany elect this course. Prerequisite, Biology II (a). Class work 3 hours. Laboratory one period of 2 consecutive hours.

BIOLOGY II (d)—Plant Ecology. A study of the interrela-
Educational Psychology
Waldo Wood, Professor

EDUCATIONAL PSYCHOLOGY I—A comprehensive study of the elementary principles of Psychology, with special reference to their educational application.

EDUCATIONAL PSYCHOLOGY II—A more intensive study of mental processes with a more detailed application to education, and with special attention to the neural basis of mental processes.

EDUCATIONAL PSYCHOLOGY III—The Psychology of childhood: Children's characteristics, instincts, the influence of heredity, child behavior, play and child hygiene.

EDUCATIONAL PSYCHOLOGY IV—The Psychology of Adolescence—a comprehensive study of the principles of psychology as applied to the education of high school pupils.

EDUCATIONAL PSYCHOLOGY V—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. H. Pleasant, Waldo Wood, N. W. Pinkerton, Professors

EDUCATION I—Introduction to Teaching. 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 teachers' academic and professional equipment, and the lines of study most helpful to a teacher. Teachers' habits and personality. The teacher's problem and what will help its solution. An introductory course looking toward the educational orientation of the beginning teacher—4 hours.

EDUCATION II—The 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—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, Medieval 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. Includes observation, teaching conferences, and lesson plans as described under Education VII (a).

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

EDUCATION VII—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—The Philosophy of Education. 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 course 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 course devoted to the special problems of the elementary schools, 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.

EDUCATION VIII.—School Law—2 hours.

Expression Courses
Reading, Conversation, Public Speaking, Dramatic

Professors Cook, and Watts

It is now known that one develops even more from intelligently directed efforts at self-expression than from storing his mind with information. There come times when every one will be called upon to sit at a counsel table and take part in a discussion and to stand upon his feet and give the reasons for the course he pursues. How he does it determines his destiny. If a man can speak effectively a few doors will be closed to him. There is no more generally accepted index of education than effective speech. It is within the reach of almost every normal person, but only the few are willing to pay the price—systematic study under intelligent direction. If one in society has it, she entertains and pleases every one in her circle. If the salesman has it, it holds ajar for him the door of a stranger as long as he cares to talk. By means of it a business man makes attractive any proposition he proposes. It solves for the teacher every problem of instruction and renders discipline unnecessary. It helps the lawyer to win his case. It adds power to the preacher's message. It multiplies the curative quality of the doctor's pills. It makes one a dangerous competitor in the political field. It wins to youth a nations' plaudits. It puts a public audience almost entirely under the control of the master of the platform. In every field of social endeavor effective speech is the largest single element of leadership. It is one of the really worthwhile things of an education.

It is far-reaching. It includes many more lines of study than the few suggested below, but they should certainly be included.

The two-year course outlined below leads to a diploma (but not to a degree) in expression, and every hour of credit included may count toward the Bachelor of Arts degree.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Primary Reading</td>
<td>4</td>
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<tr>
<td>Reading and Phonics</td>
<td>4</td>
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<tr>
<td>Advanced Public Speaking</td>
<td>4</td>
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<tr>
<td>Oration and Debate</td>
<td>4</td>
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<td>English Grammar</td>
<td>4</td>
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<td>Rhetoric and Composition</td>
<td>4</td>
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<tr>
<td>Children's Literature</td>
<td>4</td>
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<tr>
<td>English Prose and Poetry</td>
<td>4</td>
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<tr>
<td>American Prose and Poetry</td>
<td>4</td>
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<tr>
<td>Literary Forms (Epic, Lyric, Dramatic)</td>
<td>4</td>
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<tr>
<td>The Development of the Drama</td>
<td>4</td>
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<tr>
<td>Play Staging and Acting</td>
<td>4</td>
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<tr>
<td>Science</td>
<td>12</td>
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<tr>
<td>History</td>
<td>12</td>
</tr>
<tr>
<td>Civics</td>
<td>4</td>
</tr>
<tr>
<td>Political Science</td>
<td>4</td>
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<tr>
<td>Economics</td>
<td>8</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>104 hours</strong></td>
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</tbody>
</table>

Foreign Languages

Latin and French

W. E. Johnson, M. A., Professor.

To prepare teachers for the high schools and to satisfy university requirements for graduate work, Central Normal College offers sixteen terms of Latin and twelve of French. Beginning classes in each are maintained only in the fall term. Courses in the Teaching of Latin and the Teaching of French are to be had only in Summer Terms. Thirty-six term hours, plus teaching of the subject, are required in each language for a first grade license.

LATIN. Students who have had no Latin in high school and wish to major in Latin may so do by making up the equivalent of two years of high school work, i. e., they must have 12 terms of Latin to receive a first grade teacher's license. Students who have had two years of Latin in high school should begin with course 4. Those who have had three or four years should begin with course 7. Any three terms except 1 and 2 may be counted for credit in the A. B. course.
ONE AND TWO ELEMENTARY LATIN (Smith). In these two courses is presented the work usually given in the first year or year and a half of high school. Not open to students who present entrance credits in Latin, except as a drill.

Courses 3-6 are open to students who have completed the two preceding courses and to those who have had two years of Latin in high school.

4. Continuation of preceding course.
5. Cicero's Orations, Grammar and Composition.

Following courses are open to students from above classes and to those who have had three or four years of Latin in high school.

7. Sallust's Catiline and Jugurthine War.
8. Cicero's De Senectute and De Amicitia.
9. Virgil's Aeneid (selections from all XII books). Attention given to metrical reading and mythological references.
10. Continuation of preceding course.
11. Advanced Composition and Grammar Study.
13. Plautus and Terence. The Roman Comedy.
14. Tacitus Germania and Agricola.
15. History of the Latin Language.
16. Professional-academic. Teaching of Latin. This course not to be taken until student has completed at least 24 hours of Latin, but will be taken before supervised teaching of the subject.

FRENCH. Courses 1 and 2 are open for full credit only to students who have had no French.

1. Beginner's Course. Grammar, pronunciation, dictation, etc.
2. Continuation of Course 1, with reading of at least 175 pages of easy French. Fraser and Squair. Complete French Grammar, and La Belle France Reader will be the texts.

Following courses are open with consent of instructor for full credit to students who have had two years of French in high school.


6. The Romantic Movement. A study of the movement as a whole and a closer study of some of the characteristic works of the period.
7. The Eighteenth Century. A survey of the century more exhaustive than in Course 5, together with the study of its more outstanding literary figures.
8. The Nineteenth Century. The same general method will be followed in this as in the preceding course.
10. Reading Course. Extensive reading in various authors with reports on reading.

Department of Art

Harriett Day, Professor.

The courses in art are to train teachers and supervisors of art. The department offers the following courses:

A special course of four years for supervisors leading to an A. B. degree—192 term hours.

A second grade high school teacher's license after the completion of three years of work.

A special course for art teachers in the grades. Students taking art as their major on a regular four year curriculum.

All art courses are on the basis of four-hours a term.

COURSES IN ART

1. Drawing and Handwork. Required on the two-year Primary, Intermediate-Grammar, Rural and Art Curricula.
2. Freehand Drawing and Perspective.
5. Still Life and Landscape. The course deals with the study of composition in black and white and color.
6. Poster and Lettering. Prerequisite, 1, 2, and 3.
7. Painting. In Oil and Water Color of Still Life and Landscape.
8. Interior Decoration, House Planning and Landscape Gardening.
10. Art History. Study of Architecture, Painting and Sculpture.

**ART COURSES**

11. Pen and Ink, and Illustration.
15. Industrial Art.
16. Art Appreciation.
18. Methods for Grades. Minimum Prerequisite 1, 2, 3, 4, 5, 6, 7, 8, and 9.
19. Figure Drawing.
20. Sketching.
21. Methods for High School Teachers. Prerequisite 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.

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**Commerce**

Opal Bosstock Cox, 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.

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**Commercial Course**

Opal Bosstock Cox, Professor.

Success in any undertaking does not consist so much in finding an opportunity as in preparing to grasp the opportunity when it comes. Good opportunities do not go begging long; they are fleeting things not to be trifled with. Successful men say that as soon as they were prepared to take advanced positions in the affairs of life the doors of opportunity swung open to them.

Opportunity is knocking at many doors today. Never has there been so great a demand for thoroughly trained Commercial Teachers as at the present time.

The Central Normal College has been accredited by the State Board of Education to train Commercial Teachers.

Not only are Commercial Branches taught but methods of presentation are given, and the student has actual practice in the work until he loses all embarrassment and self-consciousness and he begins his work as an experienced office man.

If you desire to do office work, we can prepare you for it.

If later you should desire to take up the work of teaching, all the time you have spent in preparing for office work will count toward your teacher's course. Don't make the mistake of taking your commercial work in an unaccredited school. Our students not only secure positions, they hold them, and make good in them. While we make no promises to secure positions we are, under the present demand, able to place nearly all of our students.

Business education is no longer a mere smattering of debits and credits, a good style of penmanship and a meager knowledge of business forms. It is vastly more than this. A successful businessman today must have concentration and continuity of thought, accuracy in judgment, self-discipline and tact, courtesy and dignity of manner, and executive ability of a high degree. Are you the one the world will want five or ten years from now? There will be many competing with you for the open places. Who are today holding the positions of responsibility and trust? Those who are prepared to hold them. The same will be true in the years to come. Do not ask the world for something to do before you are able to do it. Prepare now. Let us help you.

**BOOKEEPING**

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 to be bookkeeper or business man of to-morrow. If he has a knowledge of the correct principles, as bookkeeper, he will apply them; or, as manager, he will see that they are applied by the bookkeeper.

The purpose of this course is to present the correct principles of bookkeeping and accounting—principles advocated and practiced by modern bookkeepers and accountants. The work is devoted to the illustration of the special methods of labor saving forms of bookkeeping as employed in the modern business office or wholesale and retail business, cost accounting, etc. Banking is given 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 on until finished.
- Rapid Calculation, one term.
- Commercial Law, one term.
- Penmanship, one hour per day until finished.
- Spelling, one term.

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 cared for. The courses include:

- 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, manifolding, tabulating, letter-writing, legal forms, etc., are taught. Shorthand students are required to transcribe their notes directly into correct letter forms. A small fee for the use of the machine is the only additional charge for this course when taken with any of our other courses.

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.

Department of Music

Harold E. Owen, Director, Theory, and Orchestral Instruments. Ella Reading Hurd, Voice and Public School Music.

There is a scarcity of good music supervisors in this state and others, and there are indications that this will be the case for some time to come. Why not take a course in a subject for which there is a great demand, rather than enter one of the overcrowded courses?

We offer three courses for music supervisors:

1. A four-year course leading to the A. B. degree with Music as a major subject, and a First-Grade High School Teachers' License in Music. It consists of:

   - Music ........................................ 72 term hours
   - Elective College Work ..................... 100 term hours
   - Professional Subjects .................... 20 term hours

2. A three-year course leading to a Second Grade High School Music Teachers' License. It consists of:

   - Music ........................................ 60 term hours
   - Elective College Work ..................... 60 term hours
   - Professional Subjects .................... 16 term hours
3. A two-year course leading to the Special Elementary Music Teacher's License, first grade. This is the minimum course for music supervisors. A descriptive outline follows. Subjects requiring more than one term must be pursued in numerical order:

**FIRST YEAR**

- Public School Music I, II, III ........................................ 12 hours
- Music History and Appreciation ....................................... 8 hours
- Applied Music ................................................................. 4 hours
- English .................................................................................. 4 hours
- English .................................................................................. 8 hours
- Psychology I, II ..................................................................... 8 hours
- Principles of Teaching ......................................................... 4 hours
- Introduction to Teaching ....................................................... 4 hours

**SECOND YEAR**

- Methods in Music I, II .......................................................... 8 hours
- Harmony I, II, III ................................................................. 12 hours
- Applied Music ........................................................................ 12 hours
- Student Teaching ................................................................. 4 hours
- Electives ................................................................................ 12 hours

**EXPLANATION OF COURSES**

**PUBLIC SCHOOL MUSIC I**—Rote songs, scales, sequences, tone and tone production, dictation, translation of tones into written symbols and vice versa, covering the music work of the first, second and third grades—4 hours.

**PUBLIC SCHOOL MUSIC II**—Continues the work of Public School Music I and covers the subject matter of the fourth, fifth and sixth grades—4 hours.

**PUBLIC SCHOOL MUSIC III**—Covering the subject up to and through the Junior High School, including original melodies, modulation, advanced ear training, dictation, Glee Club and chorus work—4 hours.

**MUSIC HISTORY**—This course presents in consecutive order the growth of music from the earliest types to the most modern trends. Musical illustrations are supplied in various ways—4 hours.

**MUSIC APPRECIATION**—This course deals with the influence of the great masters upon musical development. National and racial characteristics are emphasized, and the subject is presented in a manner to stimulate an interest in, and an understanding of Music of various types and peoples—4 hours.

**METHODS IN MUSIC I**—The methods of presenting the work of Public School Music I. A careful study of the child’s voice, its care and development—4 hours.

**METHODS IN MUSIC II**—A more advanced study of the best methods of presenting to the higher grades the subject matter of Public School Music II and III—4 hours.

**METHODS III**—An intensive study of methods of conducting Glee Club, Chorus, Operetta, and Orchestra, their organization and development. Theory, appreciation, and personality.

**HARMONY I**—This course deals with the study of scales and intervals, the structure and progression of triads and their inversions—4 hours.

**HARMONY II**—This course deals with the structure and progression of dissonant chords, together with the simpler forms of modulation—4 hours.

**HARMONY III**—This course deals with altered chords, inharmonic tones, the more difficult modulations, and harmonic analysis—4 hours.

**APPLIED MUSIC**

- Voice, Violin, Piano and Orchestral Instruments

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

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

**GLEE CLUBS AND ORCHESTRA**—The college maintains Glee Clubs and an Orchestra which are open to all students; each carries a one-hour solid credit per term. One year each of glee club and orchestra is required of regular music students. Also it would be highly desirable for every public school music teacher to have at least a year of private voice work.

  A course will be offered this year in applied music for students wishing class instruction on an orchestral instrument. One term of this will be required of regular music students and will carry a two-hour solid credit in applied music per term.

  The Department is pleased to announce that beginning with the Fall term, 1929, a fine opportunity will be afforded advanced students who play stringed instruments. This course will develop ensemble players of a high order and will make a thorough study of famous Trios, String quartets, and Quintets. Credit two hour solid per term on the A. B. course.
Department of Physical Education

RUSSELL COOK, Assistant Professor of Physical Education.
LOUISE COOK, Assistant Professor.
NINA GRAY, Assistant Professor.
H. H. Pleasant, Assistant Professor.
EVERETT CASE, Instructor, Summer.
GLLEN CURTIS, Instructor, Summer.

The following courses in Physical Education have been organized to meet the needs of the following students.

1. Students working for the regular high school teacher's license with Physical Education as one of the majors.
2. Students who desire to use some physical education subjects (prepared) as general electives.

NON-PREPARED COURSES

1. Elementary Gymnastics. Two hours. Non prepared Fall Term, Winter Term, Seasonable sports and games. For men.
4. Advanced Gymnastics. Two hours. Non prepared Spring Term and Summer Terms. For women.

PREPARED COURSES

5. Group Games and Mass Athletics. Four Hours. Spring Term, Courses 1 and 2 prerequisites. For men.
6. Group Games and Mass Athletics. Four Hours. Spring Term, Courses 1 and 2 prerequisites. For women.
10. Organization, Administration and Supervision of Physical Education. Four hours. Summer Term. Required on a major in physical education. For men and women.
Teachers' 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 elementary administrative 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 or Manual Training.

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. or B. S. degree.

3. Courses for principals leading to second grade license and to the 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.

5. Courses for Music, Art and Commerce supervisors, leading to first grade license and the A. B. or B. S. Degree.

We offer ten subject-groups from which majors may be selected: Mathematics, English, Latin, French, History, Physical Science, Biological Science, Music, Art, Commerce, and Physical Education.

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 in most cases 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 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 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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology and its application to Education</td>
<td>8</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
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</tbody>
</table>

(3) Term hours of academic credits in any two of the following subject groups and in each of the two subject groups elected are in amount approximately as follows:
English—36 term hours plus 4 term hours professional academic preparation.

1. Grammar and Composition.
2. English Literature.
3. American Literature.

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—36 term hours, plus 4 term hours of professional-academic preparation.

1. Algebra ........................................ 8 term hours
2. Geometry ........................................ 12 term hours
3. Trigonometry .................................... 4 term hours
4. Calculus ....................................... 8 term hours
5. Commercial and Advanced Arithmetic ......... 4 term hours

Of the 36 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.
3. Economics.
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.

The Credits should be well distributed between 1 and 2.

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

1. Sociology.
3. Economics.
5. Vocational Information.

Credits should be well divided among 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.
4. Chemistry.
5. Physics.
6. Physical Geography.
7. Human Physiology.

Applicants who present approximately 24 term hours of credit in each of two and any two of the following: Biology (or 12 each in the botany and Zoology), chemistry, physics; and in addition thereto 8 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—38 term hours of general academic preparation plus 4 hours of professional-academic preparation.

1. Biology.
2. Botany.
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—40 term hours general academic preparation plus 4 hours of professional-academic preparation.

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

Of the 40 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.

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-six 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.
Music or Art—36 term hours of general academic preparation plus 4 hours of professional academic preparation.

Applicants who present 36 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 36 term hours in music should be divided approximately as follows: 20 term hours in public school methods and 16 hours in theoretical and applied subjects. The work in theoretical and applied subjects should be divided about equally.

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 .......... 8
   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:

   Note—Four term hours only of professional-academic preparation are required on second grade license. This may be in either of the two groups selected for license.

   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.

   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 of professional preparation.
   1. Algebra.
   2. Geometry.
   3. Trigonometry.
   5. Commercial and Advanced Arithmetic.

   Of the 32 hours of general academic preparation approximately 4 hours should be in each of 1 and 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.
   3. Economics.
   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. 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.
   3. Economics.
   5. Vocational Information.

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

   Science:
   First Option—54 term hours general academic preparation plus 4 term hours of professional-academic preparation.
   1. Biology.
   2. Botany.
   4. Chemistry.
   5. Physics.
   6. Physical Geography.
   7. Human Physiology.
II. Elementary School Teacher's Course

(I) Primary Teacher's 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 and also in one-teacher schools.

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:

**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 ................................................................ 4
- Indiana History ........................................................................ 2
- Geography ............................................................................... 4

**FIFTH TWELVE WEEKS**

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

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Applicants who present approximately 24 term hours of general academic credit in each of two and 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—Requirements same as for first grade license.

Third Option—Requirements same as for first grade license.

Commercial Subjects—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 TEACHERS LICENSES

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 credit and qualifications 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 as follows:
   - Psychology and its Application to Education ................................ 9
   - Secondary Education ................................................................ 4
   - Principles of Teaching ............................................................. 4
   - Supervised Teaching ................................................................ 4
   - Elective ............................................................................... 2

   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 72 term hours, 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-year 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, 60 term hours being required in the special subject.
SIXTH TWELVE WEEKS

Nature Study ............................................. 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 for teaching in the fourth, fifth, sixth, seventh and eighth grades of any elementary school. The Intermediate-Grammar grade license is valid also for one-teacher schools.

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 eighth 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
Physiology and Hygiene .................................. 4
History and Geography (Grades 4-8) Materials and Methods ...... 4
Supervised Teaching (Grades 4-8) ........................ 4

SIXTH TWELVE WEEKS
Nature Study ............................................. 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 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 and also in all primary and grammar grades.

Applicants for rural school 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 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
Unprepared 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.

HIGH SCHOOL PRINCIPALS' LICENSES

A principal holding a high school principal's license or holding a first or second grade elementary school principal's license, is required in all accredited and commissioned high schools.

Two grades of high school principals' licenses are authorized—first and second.

First Grade

As all first grade principals' licenses require one year of graduate work, which Central Normal College does not offer, we outline below only the courses leading to second grade principal's licenses. This applies to both high school and elementary principals'

licenses. Any second grade principal's license may readily be exchanged for first grade by complying with the conditions of the first grade.

Second Grade

A high school principal's license, second grade, is valid for three years, renewable thereafter for three-year periods on presentation of evidence of one year of successful experience, professional spirit, and additional school preparation, and good for administration and supervision in any high school (junior or senior); and in any elementary and high school (junior or senior) combined.

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

1. Graduation from a standard or approved college or normal school (four-year course).
2. Two years of successful teaching experience, all of which must have been within the last preceding ten years (not including in this ten years time spent in attending school).
3. Hold or be qualified for a regular high school teacher's license, first grade.
4. In addition to the above qualifications, the applicant should have completed as a part of his college or normal school course or otherwise, specializing in high school administration and supervision, professional work in term hours approximately as follows:
   - Public School Administration: 4 hours
   - High School Administration (including High School Records and Statistics): 4 hours
   - High School Supervision: 4 hours
   - Tests and Measurements: 4 hours
   - Psychology of Adolescence: 4 hours
   - Indiana School Law: 2 hours

   22 hours

ELEMENTARY SCHOOL PRINCIPALS' LICENSES

All elementary schools, separate from a high school, having eight teachers or more, including the principals, shall have a principal holding an elementary school principal's license. In an elementary school having fewer than eight teachers, one of the teachers shall be designated acting principal. This acting principal shall be the administrative and supervisory head of the school and shall perform the usual duties of a principal. Such teacher, so designated, shall hold an elementary teacher's license, first grade.

Three grades of elementary school principals' licenses are authorized—first, second and third.
An elementary school principal's license, second grade, is valid for three years, renewable thereafter for three-year periods on presentation of evidence of one year of successful experience, professional spirit, and additional school preparation, and good for administration and supervision in any elementary school; and in any elementary and high school (junior or senior) combined.

Applicants for an elementary school principal's license, second grade, should present credits and qualifications approximately as follows:

1. Graduation from a standard or approved college or normal school (four-year course).
2. Two years successful teaching experience, all of which must have been within the last preceding ten years (not including in this ten years time spent in attending school).
3. Hold or be qualified for an elementary school teacher's license, first grade.
4. In addition to the above requirements, the applicant should have completed, as a part of his college or normal school course or otherwise, professional work in term hours, as follows:
   - Public School Administration: 4 hours
   - Elementary School Administration (including Elementary School Records and Statistics): 4 hours
   - Elementary School Supervision: 4 hours
   - Tests and Measurements: 4 hours
   - Psychology of Childhood: 4 hours
   - Indiana School Law: 2 hours
   - Total: 22 hours

An elementary school principal's license, third 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 administration and supervision in any elementary school.

Applicants for an elementary school principal's license, third grade, should present credits and qualifications approximately as follows:

1. Completion of three years of work or 90 semester hours in a standard or approved college or normal school (four-year course).
2. Two years of successful teaching experience, all of which must have been within the last preceding ten years (not including in this ten years time spent in attending school).
3. Hold or be qualified for an elementary school teacher's license, first grade.
4. In addition to the above requirements, the applicant should have completed, as a part of his three-year college or normal school course or otherwise, professional work in term hours, approximately as follows:
   - Elementary School Administration (including Elementary School Records and Statistics): 4 hours
   - Elementary School Supervision: 4 hours
   - Tests and Measurements: 4 hours
   - Psychology of Childhood: 4 hours
   - Indiana School Law: 2 hours
   - Total: 18 hours

Allocation of Credit on New License Courses for Subjects Previously Announced

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

"I. General Principles—
1. Subjects completed for credit in present approved courses should receive full credit on appropriate new license courses. Provided, that due regard should be paid to equivalency in allocation of credit.
2. Equivalency in allocation of credit should be construed liberally. Provided, that in such construction violence should not be done to subject matter in given cases.
3. Except for general electives, blanket credit should not be granted; credit for subjects previously completed should be allocated to equivalent subjects without regard to sequence or position in the new license courses.
4. Minimum Essentials (i.e., content and method 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 construed 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 169 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, those who became 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 completed, 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 completed in two and one-half calendar years.

Courses in Common Branches

A mastery of the common school subjects should constitute the 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 them up. A systematic study of the common branches under expert teachers is in every way a saving of time and effort.

English Grammar

Bertha Watts, 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 on 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 effort at education feel greatly handicapped.
4. All students who are fortunate enough to study English Grammar under a skillful teacher become greatly interested in it and are much benefited.

GRAMMAR I—A brief study of syntax, sentence structure, classes of sentences, phrases and clauses. A comprehensive and intensive study of the parts of speech, parsing, filling blanks and the formation of original sentences to illustrate the constructions named by the teacher. Relative or conjunctive pronouns, conjunctive adverbs, infinitives, participles and other grammatical difficulties receive careful attention—all with special emphasis upon good English.

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

Arithmetic

Professor Pleasant

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

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

**Geography**

Professors Pleasant and Cook.

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 War on commercial and economic activities.

**Reading**

Professor Cook

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**

Professor Winfrey

Today 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 viewpoints 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, America since the World War.**

**Physiology**

Professor Pleasant

A knowledge of the functions of the organs of the body and of the laws of hygiene constitute 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 teach it. 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**

Professor Cox

**PENMANSHIP—Principles and practice of handwriting. The coming of the typewriter has not done away with the demand for legible handwriting. 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**

Professor Day.

**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

Professor Stevenson, Dean

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.

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.

Law Studies:

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<td>1</td>
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<td>Contracts</td>
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<td>6</td>
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LAW FACULTY

A. J. Stevenson—Central Normal College, 1912; Indiana State Normal School 1913-1914; Graduate of Indiana University

School of Law—Professor of Law and 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; member of Indiana Public Service Commission; Professor of Bills and Notes and Evidence.
Otis E. Gulley, C. W. Gaston and Thad Adams have been added to our Law Faculty.

Central Normal College Law Course is open to strong high school graduates.

Address all communications to

PRESIDENT WALDO WOOD, Danville, Indiana.
# Program of Subjects

Regular classes in the subjects listed below will be offered in the terms designated. Also, a class in almost any other academic or professional subject will be offered any term when 12 or more students call for it.

## Fall Term 1929

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Spring Term 1930

MATHEMATICS
Calculus III
Plane Trigonometry
College Arithmetic
Teaching of Mathematics
Theory of Equations

ZOOLOGY
Zoology III
Botany III
Botany IV
Teaching of Science
(One course to be arranged to the students needs or demands.)

HISTORY
History IVA (English)
History IIIC
History VII or Am. Diplomacy
Econ. Geography
Chemistry IV

PHYSICS AND CHEMISTRY
Mathematics III
Zoology III

Chemistry III
Physics III
Chemistry IV

ENGLISH
English Poetry
American Poetry
Teaching of English
English I
New Testament

EDUCATION
Psychology I
High School Administration
Secondary Education
Principle of Teaching
Psychology II
Psychology of Adolescence

LANGUAGE
Latin III
French III
Latin (Advanced)
French (Advanced)

COMMERC
Bookkeeping
Shortening I, II, III and IV
Typewriting I, II, III and IV
Special Methods in Commercial Subjects. Last half.

COMMERC
Bookkeeping
Shortening I, II, III and IV
Typewriting I, II, III and IV
Special Methods in Commercial Subjects. Last half.

ART
House Planning and Interior Decoration
Pen and Ink
Mechanical Drawing
Design

Class Music III
Methods III
Glee Club
Harmony III
Teaching of Violin in Class
Orchestra
String Quartette
Piano
Voice
Symphonic Instruments

Graduates of the Four-Year College Course

Degree of A. B.

Amy, Ruel J. Montgomery, Ind.
Baliff, Doyle Hamilton, Ind.
Barlow, Earl, Hamilton, Ind.
Benson, Leslie Hendricks, Ind.
Boswell, Paul Hendricks, Ind.
Boswell, Viva Hendricks, Ind.
Brown, Violet Morgan, Ind.
Chilton, Charles Orange, Ind.
Clark, Albert Lake, Ind.
Cooper, John Warren, Ind.
Cox, Grace Hendricks, Ind.
Cox, Lawrence Hendricks, Ind.
Cox, Opal Boswell Hendricks, Ind.
Curry, Helen Louise Boone, Ind.
Deck, Beulah Shears Monroe, Ind.
Eggers, Bernes Hendricks, Ind.
Evans, Hazel Fern Lawrence, Ind.
Evans, James W. Wells, Ind.
Fortner, Arthur Lawrence, Ind.
Freeman, Virgil Orange, Ind.
Fulps, Horace Hendricks, Ind.
Goble, William Chisholm, Ind.
Goffinet, Floyd E. Perry, Ind.
Haines, Joseph Pulaski, Ind.
Hague, Minard Washington, Ind.
Harlin, Lavaughn Shellby, Ind.
Harvey, Mrs. Elva Carroll, Ind.
Hatton, Harry White, Ind.
Hendrickson, Orvel Porter, Ind.
Hill, R. C. Jackson, Ind.
Himes, Norma Montgomery, Ind.
Huffman, Alldore Perry, Ind.
Isom, Vennis Lawrence, Ind.
Jones, Grace H. Lawrence, Ind.
Jones, Mary Frances Clark, Ind.
Jordan, Harriette Jackson, Ind.
Joseph, Mabel Hendricks, Ind.
Keeley, Eldora Hendricks, Ind.
Kohlerman, E. Rippley, Ind.
Leop, Joseph M. Hamilton, Ind.
Lenon, E. M. Vanderburgh, Ind.
Lumsden, Lloyd Clinton, Ind.
Masten, Ruth Hendricks, Ind.
Miller, Mary E. Hancock, Ind.
Mitchell, Marie Hendricks, Ind.
Mitzenberg, Francis Tipton, Ind.
Moore, James E. Shelby, Ind.
Meyer, Glen. Jay, Ind.
McGroom, Birdena Warren, Ind.
McGuirk, Isaeon Floyd, Ind.
Naugle, Carl Floyd, Ind.
Ogle, Theron Hamilton, Ind.
Osborn, Blythe Hendricks, Ind.
Patchett, Raymond Clinton, Ind.
Pearcy, Louise E. Clinton, Ind.
Pennington, Mary Hendricks, Ind.
Peterson, T. D. Tippecanoe, Ind.
Phillips, Mary Hendricks, Ind.
Pierce, Lawrence Lawrence, Ind.
Prather, Edith Johnson, Ind.
Fressell, Elaine Hancock, Ind.
Purell, Paul Knox, Ind.
Ramsey, Nena Hendricks, Ind.
Ross, Carmon, G. Randolph, Ind.
Ross, Maude Randolph, Ind.
Sanderson, Mary Lake, Ind.
Shearer, Mary Clinton, Ind.
Shetland, Fred Hendricks, Ind.
Shelton, Walter Hendricks, Ind.
Shepherd, Hulda Hendricks, Ind.
Smith, Brian Boone, Ind.
Stephenson, Mary Johnson, Ind.
Singer, Hardy Tippecanoe, Ind.
Simpson, Lora W. Randolph, Ind.
Toon, Raymond Sheldon Dewitt, III.
Vannice, Virginia Hendricks, Ind.
Wall, Hazel Hendricks, Ind.
Watkins, Bertha Putnam, Ind.
Williams, Lester Howard, Ind.
Wood, Adaline Hendricks, Ind.
Wood, Cloe Christian, Ind.
Zehring, Lena Miami, Ind.
Zieg, Lee Clinton, Ind.

Graduates of the Two-Year Elementary Courses

Grammar Grade

Albion, Mildred Rush, Ind.
Alexander, Ralph Deestur, Ind.
Arnold, Effie Harrison, Ind.
Baer, Walter Tippecanoe, Ind.
Bair, Ruth Lawrence, Ind.
Bannon, Edythe Montgomery, Ind.
Beason, Geraldene Hendricks, Ind.
Beckort, Harrison Harrison, Ind.
Bickel, George Harrison, Ind.
Blair, Elizabeth Dee Hendricks, Ind.
Boone, Louise Marion, Ind.
Bradford, Ruby H. Hendricks, Ind.
Bray, Wayne Hendricks, Ind.
Brown, Edythe Washington, Ind.
Browning, Elizabeth Johnson, Ind.
Burroughs, Floyd Knox, Ind.
### Graduates of Primary Course

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### Combined Bookkeeping and Shorthand Graduates

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<td>Foucher, Lowel</td>
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### Music Graduates

#### Four-Year Course

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#### Three-Year Course

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#### Two-Years Course

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### General List 1928-1929

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<td>Am, Rael, J.</td>
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<td>Applegate, Virginia</td>
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Whiteman, E. C., Valencia, New Mexico
Whiteman, Paul, Valencia, New Mexico
Whitmore, George W., Hendricks, Ind.
Whitman, Dorotha, Fayette, Ind.
Whittinghill, Grace, Hendricks, Ind.
Wilcox, Mary Alice, Harrison, Ind.
Williams, Charles, Jr., Hendricks, Ind.
Williams, Hollis, Greene, Ind.
Williams, Lester, Howard, Ind.
Williams, Milna, Hendricks, Ind.
Williams, O'Lieva, Hendricks, Ind.
Williams, Rene Pearl, Morgan, Ind.
Williams, Roy, Parke, Ind.
Wilson, Beula Jones, Marion, Ind.
Wilson, Donald E., Parke, Ind.
Wilson, Elsie Fae, Jackson, Ind.
Wilson, Griff, Harrison, Ind.
Wilson, Leon, Jackson, Ind.
Wilson, Nellie M., Putnam, Ind.
Wilson, Ruth, Brown, Ind.
Wilson, Sherman D., Carroll, Ind.
Winter, Inez, Pulaski, Ind.
Wood, Adaline Bristow, Hendricks, Ind.
Wood, Allen, Fountain, Ind.
Wood, Cleva, Christian, Ky.
Wood, George W., Boone, Ind.
Wooldridge, Edith, Hancock, Ind.
Wolfer, Ralph, Ripley, Ind.
Wolfe, Lillian Lance, Perry, Ind.
York, Bonnie Jean, Perry, Ind.
York, James Onelli, Perry, Ind.
Zehring, Lena, Miami, Ind.
Zieg, Lee O., Clinton, Ind.
Zieg, Mary S., Clinton, Ind.
Zimmerman, Genevieve, Hendricks, Ind.
Zollman, Adolph G., Harrison, Ind.

Why You Should Attend Central Normal College

Central Normal College is the only teacher's training school in the State that depends upon tuition alone for its revenue. Other schools receive either state aid, revenue from churches or revenue from large endowments, etc.

Central Normal College is a free, independent institution directed by a self-perpetuating board of trustees. No one owns any of the school property and therefore all profits are used for the development and maintenance of the college.

Because of the dependence of the college upon its students for revenue, the college has developed a most helpful attitude toward its students. Everything possible is done to make the students not only happy but give them the kind of training and personal help that will make them the best teachers possible. Because of this extra personal interest old students not only return but recommend the college to their friends.

Central Normal College makes an honest effort to give students what they need when they ask for it. Many students come from other schools during the summer and ask for courses they could not get elsewhere. We believe in serving everybody all the time in so far as we are able to do so.

Central Normal College is a teacher's training institution for the purpose of preparing teachers to teach in the elementary schools and the high school. This determines the nature and method of our instruction. We do not attempt to prepare students for normal school and university positions. That is why our teachers are so successful. We prepare them for the type of work they actually do.

In the various subjects the minimum required courses are offered but they are so organized that when any subject is completed as in history, the student has a general, organized knowledge of the subject as a whole instead of a few unorganized cross section courses selected from a great variety of courses, offered under a given subject.

Parents can feel assured that their sons and daughters will be in both moral and healthful surroundings. There are fine churches in town that do everything they can to develop the spiritual life of the student and serve him every way possible. The town is full of refined homes where students may room.

Danville has pure water pumped from deep wells near the edge of town. Danville has a very low death rate as compared to other cities.

The location is good. Danville is only twenty miles west of Indianapolis on the Big Four railroad. The interurban and bus
CENTRAL NORMAL COLLEGE

lines make connections with the city. Good highways lead from all directions to Danville.

Central Normal is a small school but that is an advantage to the student. The student becomes one of an active working group in which he is in personal touch with his fellow students and especially in close relation with his instructors. The student does not become discouraged and lost in the crowd. He keeps his individuality and is encouraged and strengthened by the kindly hands that are always extended to help. Self-reliance is encouraged and insisted upon, but needed help is always gladly given. Come to the school in which everybody are friends.

WALDO WOOD, President,
Central Normal College.
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.

<table>
<thead>
<tr>
<th>County</th>
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Total from Indiana 42,494

Seventy-two Indiana Counties and Nine States Represented

1927-1928