ANNUAL CATALOGUE

CENTRAL NORMAL COLLEGE

1930

Indiana Standard Normal School

Published by the
CENTRAL NORMAL COLLEGE
DANVILLE, INDIANA

Entered as Second Class matter, July 14, 1910, at Post Office at Danville, Ind., under Act of July 16, 1894
To High School Graduates

One of the greatest decisions you can make is to begin a college education and one of the most important events in your life is to complete it successfully. It is the beginning of an investment that can not be taken from you. It is yours forever and will yield you an income any time it is used. The better you invest in education the greater will be your income. Four years of college work can not be excelled as a life investment.

Why not begin now? All you have to do is to decide what you want to be and then go to work to achieve that ideal. What others have done, you can do. Faith, supported by earnest effort will make your ideal possible.

If there is a will, there is a way. Poverty can not keep the determined student from getting an education. Many of the most successful students work their way through school. Central Normal College does everything possible to help them. The members of the faculty are always ready to assist their students.

We have helped 43,000 students to begin their preparation for life. Come to Central Normal College and let us start you on the road to success. Our graduates are or have been represented in most the vocations of life, including teachers, principals, superintendents, professors, college presidents, lawyers, doctors, judges representatives, senators, ambassadors, state superintendents, U. S. Senator and many others. A comparison of the 37 institutions that trained Indiana teachers last year shows that Central Normal College ranked third in the number of principals and superintendents, sixth in total number of teachers and third in the number of years its graduates remain in the teaching profession.

Our teachers are in demand. They get positions and are successful.

Make your decision. Come to Central Normal College and realize it.
At its regular meeting, March 7, 1930, Central Normal College was re-accredited as a Standard Normal School for the following courses:

A—Elementary Teachers' Courses in:
   Primary
   Intermediate
   Grammar Grade

NOTE: Any of above license qualifies for Rural School

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)
   Elementary School Principals (Third Grade)

Faculty

WALDO WOOD
President, and Professor of Psychology

Graduate of the Scientific Course, Central Normal College 1910 and the Classic Course 1911; 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; Rural and grade teacher for five years; High School Principal for fifteen years; Summer Instructor at Central Normal College 1922-1928; Vice President C. N. C. 1928-1929; President 1929-;

N. W. PINKERTON
Dean and Professor of Education

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; Superintendent of town school three years; Graduate work Indiana University.

H. H. PLEASANT
Director of Extension Department

Director of Supervised Teaching

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.

N. E. WINFREY
Head of the Dept. of History and Social Science

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.

GEORGE H. REIBOLD
Head of the Department of English

B. S. and B. S. D., Moores Hill; D. D. Marshall College; graduate student DePauw University; President Ashland College and Dean of Union College; Superintendent Dearborn Vocational School.
BERTHA WAITS
Assistant Professor of English and Education
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.

W. E. JOHNSON
Head of Language Department
Valparaiso University, Bachelor of Arts and Bachelor of Pedagogy; Indiana University, Master of Arts; University 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.

LENA R. COLE
Head of the Department of Mathematics
Graduate of Central Missouri State Teacher'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.

OPAL BOSSTICK COX
Head of Commercial Department
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.

MARY BARTON JOHNSON
Professor in Typewriting and Shorthand
Graduate of Amboy High School, Illinois 1923; Graduate of the College of Commerce, Illinois State Normal School, 1926; Advance work Illinois State Normal School, 1927; A. B., State Normal School, 1930; Head of the Commercial Department at the Crossville High School, 1925-1927; Summer Term Instructor in Typewriting and Shorthand at Central Normal College, 1930; Professor of Typewriting and Shorthand, Central Normal College, 1930.

HARRIETT DAY
Head of Art Department
A. B. University of Nebraska; Attended Columbia University, Teachers' College, New York City; M. Julian Academy, under M. Jean 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.
Granted leave of absence for Fall, Winter and Spring Terms.

LOLA FAYE NELSON
Assistant Professor in Art
Graduate of Mace High School, 1915; A. B., Central Normal College, 1930; Student Indiana Teachers' College, 1921, and Blaker's Teachers College, 1929; Taught school seven years.

ORMA WEBER
Head of the Music Department
Professor of Public School Music, Voice, Instruments and Theoretical Subjects
Dean of Women
B. M., Michigan University, Graduate work nearly completed for M. A. degree at Michigan University, Ann Arbor, Michigan; Special Student in voice with Mae. A. Strong, the Famous soprano, pianist and composer, James Hamilton and Nora Crane Hunt; Theory training with Otto J. Stahl and Hans Pick; Methods in Public School Music with the noted teachers, Juva Highee, Joseph E. Maddy and Daniel Mattern; Member of the University Choral Union, and soloist in Ann Arbor Baptist Church; Delta Omicron, National Musical; Instructor in Public School Music, Ann Arbor, Michigan.

FRANK BARNES
Director of Athletics and Coach
A. B., Wabash College 1925; Indiana University, DePauw University and Central Normal College; Graduate of the "Pat" Warner Coaching School 1930; Director of Athletics, Yorktown, and Danville high schools till 1930.

MADONNA MYERS BARNES
Physical Education Director for Girls
A. B., DePauw University 1930; Central Normal College 1930; English Composition Tutor, DePauw University.
LESLIE I. STEINBACH

Head of Science Department
Dean of Men

M. A., Indiana University 1930; A. B., Indiana University, 1929; Graduate, with honors, Louisville, Male High School 1926; Attended University of Louisville, 1925-1928; Assistant, Physics Department, 1927-1928; Instructor, Summer School, 1928; Attended Indiana University 1928-1930; Assistant, Physics Department, Indiana University 1929-1930, and elected for 1930-1931; A. B., degree, Major Physics, minors, Mathematics, Chemistry; Member (College Fraternities) Pi Gamma Mu, National, Social Science Fraternities, Ky. Beta Chapter; Sigma Upsilon National Literary Fraternities, Gamma Chapter; Iota Sigma, National Activities Fraternities Rho Chapter; Cum Laude and Phi Beta Kappa, National Scholastic Fraternities. Indiana Academy of Science, Member. President, 1930, Physics Fraternity, Indiana University. (Church affiliations.) Past President, Louisville City Christian Endeavor Union; Member (3 years) State Christian Endeavor Board of Ky.; Last two years as their Publicity Superintendent, and Registrar and Director of their Summer Camp-Conference. For two years Member of Synod of Indiana's Council maintained at Indiana University; Editor, 1928-1929, their quarterly publication; this last year served as President of this state Council.

LOUIS W. ARMSTRONG

Professor of Anatomy and Hygiene

M. D., Graduate of Baltimore City College; Graduate of the University of Maryland, School of Medicine in 1900; Intern at University Hospital, Baltimore, Maryland 1900-1901; Assistant Chief Resident, Bay View Hospital Baltimore Maryland 1901-1902; Assistant Surgeon St. Francis Hospital, Breckenridge Minnesota 1902 to 1905; and chief surgeon, 1905 to 1912; Physician and Surgeon at Danville, Indiana since 1912.

ADALINE WOOD

Assistant Professor of English, Summer School only

Graduate of Teacher Course Central Normal College 1909; Valparaiso University and Marion College; Graduate of Indiana State Normal School 1914; A. B., Central Normal College 1929; Graduate Work Indiana University 1929-1930; Taught in the Rural Schools and Grade Schools eight years; Head of History and Mathematics Department at Forest High School, 1920; Head of History and Mathematics at Michigantown High School, 1914-1919, 1922-1927; Summer Instructor at Central Normal College 1922-1928.

NINA GRAY

Head of Biological Department of Central Normal College 1927-1930

M. A., University of Wisconsin 1930, A. B., DePauw University 1924; Graduate work, Marine Biological Laboratories; teacher of Biology, Centralia Township high school; Assistant in Biological Department Wisconsin University; Rector Scholar at DePauw University; Scholarship at Marine Biological Laboratories at Woods Hole, Mass., 1922; Legislative Scholar at University of Wisconsin.

J. C. NELSON

Assistant Professor of Biological Science

A. B., Central Normal College; Student in Indiana State Normal School, Indiana University; Principal of Danville high school 1928-1929; Director of the Teachers' Training School in connection with the Summer School of Central Normal College; Science Instructor at Washington high school, Indianapolis.

F. ELMER MARSHALL

Assistant Professor of Dramatic Art and Public Speaking

Graduate of Albion College, School of Oratory; Studied with G. Paul Smith, of New York and Grant Stewart, Cummock School of Oratory; North Western University; Coast to coast appearances before Lyceum and Chautauqua audiences; Instructor in Teachers' Institutes; Formerly Professor of Public Speaking Indiana Central College; Instructor in Dramatic Art, Arthur Jordan Conservatory of Music, affiliated with Butler University; Instructor in Public Speaking, Indianapolis Y. M. C. A. Viglet School.

A. J. STEVENSON

Professor of Law

Central Normal College, 1912; Indiana State Normal School 1919-14; Graduate of Indiana University School of Law.

BEULAH JONES WILSON

Professor of Reading and Phonetics

Graduate of the Danville High School with honors, 1916; Graduate of the Two-Year Elementary Course of Central Normal College, 1929; A. B., Indiana University, 1925; Special Primary training at Blaker's College, 1920, 1921, 1927; Special Primary Training at the University of Virginia, 1922; Taught in Primary Grades eleven years; Primary Critic Teacher, Danville Public Schools, 1928; Summer School Instructor at Central Normal College, 1929, 1930; Primary Specialist for the Johnson Publishing Company, the Publishers of the Indiana Primary Readers.
CHESTER J. ELSON
Professor of Bookkeeping and Accounting
Graduate of Garfield High School, Terre Haute, Indiana, 1923; B. S. Indiana State Teachers College 1927 with Majors in Commerce and Physical Education; Winner of President Hines Award 1926 (The Athlete that earned the highest scholastic standing); Captain Football Team I. S. T. C. 1925; Graduate of International Accounting School; Special Auditor for the William H. Block Company Indianapolis.

R. J. MILLER
Assistant Professor of History, Summer School only
A. B. and M. A., Indiana University; Experience in grades high school and normal school; Principal of Linden Schools, Indiana.

A. A. MCCLANAHAN
Assistant Professor of Education, Summer School only
Scientific Graduate of Central Normal College 1908 Classic Graduate 1911; A. B., Central Normal College 1915, M. A., University of Wisconsin 1917; School Principal at Deputy, Hillsburg, Sircleville, Jefferson, Forest and Battle Ground.

C. R. LANDIS
Assistant Professor of Social Science, Summer School only
M. S. Purdue University; A. B., Central Normal College 1924; Graduate Work at Indiana University; Principal at Fairland, Monitor, Dayton and Danville, Indiana; Director of the Danville Teachers' Training School 1920-1931.

R. F. RATLIFF
Assistant Professor of Physics and Chemistry
M. A., Indiana University 1904; A. B., Indiana University 1900; Two years of additional study and research work; Member of American Physical Society. Professor of Physics and Chemistry in Central Normal School 1901 to 1919; Instructor in Physics in Indiana University 1905, 1906 and Summer of 1927; Professor of Physics in Mo., State School of Mines 1920; Graduate Student in Indiana University in summers of 1925, 1926, and 1927. Summer School only.

FREDERIC WOOD
Assistant Professor of Mathematics, Summer School only
Ph. D., Graduated from the Indiana State Normal School 1912; B. A., University of Wisconsin 1915; M. A., University of Wisconsin, 1916; Ph. D., University of Wisconsin 1923; Taught in grades and high school 1909-1914; Instructor University of Wisconsin 1915-1923; Professor of Mathematics, Indiana State Normal School, Lake Forest College, Georgia Wesleyan College and Hamline University; Sigma X, Gamma Alpha; Member of American Association for the Advancement of Science, American Mathematical Society, Mathematical Association of America and American Association of University Professors.

WALTER MOHR
Assistant Professor of History and Social Science Summer School only
Ph. D., Scientific and Classic Graduate of Central Normal College; A. B., Swarthmore college; M. A., Pennsylvania College Ph. D., Pennsylvania University 1930; Taught in both grades and high school; Professor of History in George School, George, Pa.

LINCOLN NORTHcott
Assistant in Public School Music, Summer School only
A. B., Central Normal College 1927; Music Director at Dana and Avon, Indiana.

FLOYD McMURRAY
Assistant Professor of Geography, Summer School only
M. A., and A. B., Indiana University; Principal of Jefferson high school 1923-1925 and Superintendent of Thornmont schools 1925-1929; County Superintendent of Boone County Schools 1929. Traveled in Europe and Old Mexico, Lecturer.

F. C. LEMLEY
Assistant in Education, Summer School only
A. B., Central Normal College 1924; M. S., in Education Indiana University 1930; Principal of Maxwell schools and New Winchester schools.

HARRIETT GRIMES
Assistant Professor of Reading and Phonics
Graduate of Catawissa High School in Pennsylvania, 1922; Attended Central Normal College since 1922; Taught school seven years; Critic Teacher at Anderson, 1928-1930; Special Training in Reading and Phonetics; Summer School Instructor in Primary Reading and Phonics.
Teacher Training

OBSERVATION AND PRACTICE SCHOOL

Director of Training School
C. R. LANDIS, Principal of Danville Schools, A. B. Central Normal College, M. S. Purdue University; Teaching Experience, 19 years. Mathematics.
RUTH MARTINDE, A. B., Butler University; Indiana University; Teaching Experience 7 years. Physics and Chemistry.
WM. WARD, A. B., Franklin College; Teaching Experience 6 years. History.
KATHRYN LUCK, A. B., Indiana University; Teaching Experience 8 years. English and Latin.
WALTER SHELTON, A. B., Central Normal College; Teaching Experience 3 years. Manual Training.
JAMES E. MOORE, A. B., Central Normal College; Teaching Experience 8 years. Mathematics.
WYNONA STUART, A. B., Central Normal College, Teaching Experience 8 years. English, Dramatic Art.
MARGARET SCAARCE STILLWELL, B. S., Purdue University; Teaching Experience 6 years. Home Economics, Biological Science.
C. J. ELSON, A. B., State Normal; Teaching Experience 3 years. Commercial.
FERN REED, A. B., Butler University; Teaching Experience 6 years. Music.
C. C. BOSSTICK, State Normal School; Central Normal College; Butler University; Teaching Experience 29 years. Eighth Grade.
LEORAH G. WALLS, State Normal School; Central Normal College; Teaching Experience 20 years. Seventh Grade.
DOROTHIA WHITMAN, State Normal; Central Normal College; Teaching Experience 7 years. Sixth Grade.
EVA KESLER, State Normal; Central Normal College; Teaching Experience 18 years. Fifth Grade.
NELLIE WILSON, DePauw University; Teachers College, Indianapolis; University of California; Central Normal College; Teaching Experience 10 years. Fourth Grade.

PEARL HADLEY, A. B., Central Normal College; Teaching Experience 14 years. Third Grade.

DOROTHEA THOMAS, Central Normal College; Evansville College; Teaching Experience 8 years. Second Grade.

ETHELLA BORINGER, A. B., Blaker's; Indiana University; Teaching Experience 11 years. First Grade.

Calendar for 1930-31

REGULAR COLLEGE YEAR 1930-1931

Fall Term, September 2, 1930, to November 21, 1930
Winter Term, November 24, 1930 to Feb. 13, 1931
Spring Term, February 16, 1931, to May 6, 1931

SUMMER SCHOOL

First Summer Term, May 7, 1931, to June 12, 1931
Second Summer Term, June 15, 1931, to July 18, 1931
Third Summer Term, July 20, 1931, to Aug. 22, 1931

Annual Commencement

Baccalaureate Sermon, June 7
Class Play, June 8
Recital of Department of Music, June 9.
Senior Chapel, June 10.
Alumnal Banquet, June 11.
Graduating Exercises, June 12.

Officers of the College

WALDO WOOD, President
N. W. PINKERTON, Dean

TRUSTEES

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

Past Presidents Central Normal College

1. W. F. Harper. ........................................ 1876-1878
2. Frank P. Adams .................................... 1878-1882
3. John Steele .......................................... 1882-1883
4. Mrs. Frank P. Adams ................................. 1883-1888
5. C. A. Hargrave ...................................... 1889-1890
6. J. A. Joseph .......................................... 1890-1900
7. Jonathan Rigdon ..................................... 1900-1903
8. A. J. Kinnaman ...................................... 1903-1907
9. G. W. Dunlavy ....................................... 1907-1909
11. J. B. Thomas (acting Pres.) ....................... 1916-1917

Office Force

VALENTINE PLEASANT, Registrar and Secretary-Treasurer.
HELEN RAY, Stenographer and Credential Clerk.
NANCY BAIRD, Book Store Clerk.
MADONNA MYERS BARNES, Librarian, Forenoons.
LOLA FAYE NELSON, Librarian, Afternoons.
Standing Committees and Their Duties

1930-1931

ALUMNI

Professors Johnson, Elson, Weber

(a) To cooperate with the Alumni Association of the Central Normal College in making and publishing a complete list of the Alumni and former students.

(b) To greet and care for alumni and former students that visit the college.

(c) To plan meetings and dinners for alumni, former students and friends of the College at County, District and State meetings and to promote alumni organizations.

ATHLETIC

Professors Winfrey, Johnson, Reibold, Barnes

(a) To establish scholastic regulations for all students that participate in any kind of athletics.

(b) To check all players at the beginning and end of each term for scholastic eligibility.

(c) To adopt all other regulations necessary for the development of good athletic and physical training.

(d) To settle all cases arising from the violation of regulations or ineligibility.

AUDITING

Professors Elson, Cox

(a) To advise student organizations as to how accounts should be kept.

(b) To audit all student financial accounts or any other work requested by the officers of the college.

(c) To recommend the best up-to-date methods of bookkeeping and accounting.

CURRICULUM

Dean Pinkerton, Johnson, Weber

(a) To study the curriculums of similar Institutions.

(b) To work with the professors in charge of the various departments in determining changes that should be made in the subject groups from year to year.

(c) To recommend to the President the needed changes.

EXTENSION

Professor Pleasant, Dean Pinkerton and Pres. Wood

(a) To adopt rules and regulations for extension courses.

(b) To organize and supervise extension classes.

ENTERTAINMENT

Professors Watts, Weber

(a) To coach and arrange for all class plays.

(b) To arrange and direct Musical recitals.

(c) To manage and provide for all lyceum numbers.

(d) To provide and direct each term at least one social evening for the students.

(e) To help provide special programs for special days.

SOCIAL AFFAIRS

Dean of Women and Dean of Men

(a) To investigate and approve rooming places for single men and women and for married students.

(b) To obtain best conditions possible at reasonable rates.

(c) To assist students in obtaining rooming places.

(d) To serve as chaperons at student meetings.

(e) To settle questions that arise about rooming conditions between students and landladies.

(f) To approve on registration days the rooming places selected by students.

COMMENCEMENT ACTIVITIES

Professors Winfrey, Johnson, Weber and President of the Alumni Association

(a) To arrange all programs for commencement week.

(b) To see that each building is properly prepared for the event that is to be held in it.

(c) To direct all marching and seating of students, alumni teachers and friends at each event.
REGISTRATION ARRANGEMENTS
Professors Johnson, Barnes
(a) To arrange all furniture, records and placards needed for registration in the college gymnasium before 8:00 A. M. on the morning of the opening of each term.
(b) Said Committee is responsible for the records and furniture taken to the gymnasium and must see that the same after the day's enrollment is returned to the proper places.

CHAPEL
Professors Riebold, Weber and Student Chapel Committee
(a) To have charge of all chapel periods and to secure some one to have charge of the devotional exercises every Tuesday morning.
(b) To encourage and assist the student body in providing chapel exercises for Wednesdays.
(c) To provide programs or talks by teachers or visitors for Thursdays.
(d) To arrange special programs for special days on nearest chapel day, throughout the year.

DISCIPLINE
President Wood, Dean Pinkerton, Dean of Women
Dean of Men
(a) To help students to adjust themselves properly so that all will derive the most good possible.
(b) To see that students receive the treatment to which they are entitled while attending C. N. C.

MATRICULATION AND GRADUATION
Dean Pinkerton, Professor Pleasant, President Wood
(a) To evaluate student's records and advise students as to what subjects they should take from term to term to complete the elementary or college course.
(b) To determine when a given course has been completed by notifying the student that he has met the requirements for graduation.

MARKS
Professors Johnson, Cole, Winfrey
(a) To study grading systems of normal schools, colleges and universities.
(b) To recommend from time to time any change the Committee believes should be made in the marks used and the way the marks should be distributed.
(c) To review teachers reports on marks at the close of each term and recommend changes if needed.

HEALTH
Dr. Armstrong, President Wood, Dean Pinkerton
(a) To investigate all factors and conditions that affect the general health of the student in so far as the Committee can do so.
(b) To study the student physically, mentally and socially and provide for him the best conditions possible for his development while a student at C. N. C.
(c) To collect health literature for the library which will be available to all students.

LIBRARY
Librarians, Professors Watts, Winfrey, Reibold
(a) To adopt rules and regulations for the management of the library.
(b) To recommend changes in arrangement and management of library.

PUBLICATIONS
President Wood, Dean Pinkerton, and Registrar Valentine Pleasant
(a) To determine the number of quarterlies and catalogues to be published each year, and provide the material for the same.
(b) To supervise the mailing of quarterlies and catalogues to Alumni, friends, teachers and high school graduates by the plan adopted by the committee.

BUILDINGS AND GROUNDS
President Wood, Dean Pinkerton, Otis E. Gulley
President of College Board
(a) To discuss and present plans of improvements to College Board.
(b) To have general care and supervision of buildings, grounds and students living in college buildings.
(c) To state what rooms may be used for student activities and the time at which they may be used.
(d) To make recommendations to College Board regarding the use of college buildings by the public.
ADVANTAGES YOU FIND at Central Normal College

LOCATION

The college is located in Danville, Indiana, twenty miles west of Indianapolis, the county seat of Hendricks county. The T. H. I. & E. Traction Company, the Big Four Railroad, and a new concrete highway lead from Indianapolis to Danville.

Good highways extend in all directions from Danville to various sections of the State, which has helped to develop good bus service. Three Motor Bus Lines pass the college door: Rockville to Indianapolis, Montezuma to Indianapolis, and Crawfordsville to Indianapolis. Bus lines from all parts of the State make connections at Indianapolis with the bus lines mentioned above, which pass through Danville and stop at the Central Normal College.

SPIRIT OF THE DANVILLE PEOPLE

No town is more interested in its college than Danville. For more than one-hundred years an institution of higher learning has existed on what is now the Central Normal College campus. At all times the good people of Danville have done everything they could to provide the best conditions possible for the College and its students. They appreciate the great advantage to the town and community of having in their midst a fine student body of young men and women that are engaged in educational pursuits. Citizens gladly welcome students into their places of business, their homes, churches, lodges and social organizations. Many students would not have been able to complete their courses if they had not been assisted in some way by Danville citizens. Students comment freely about what fine treatment and personal attention they receive from the citizens of Danville. The personal interest shown to students can not be excelled in any school town.

BUILDINGS, GROUNDS, LIBRARY

Central Normal College has five large buildings; the Danville Academy, Recitation Hall, Administration Building, Science Hall and a New Gymnasium. All these buildings are conveniently situated on a small but very beautiful campus. The Carnegie Library owned by Danville is only three blocks from the College and is constantly used by the students. The Librarian, Miss Lou Robinson, who knows more C. N. C. Students than any member of the college faculty, is always ready and willing to help students to find the things they need.

MORAL AND RELIGIOUS INFLUENCE

Danville has long been noted for its good schools and churches. The moral and religious influences of the town cannot be excelled. Parents who send their sons and daughters to Central Normal College can feel assured that they are in good homes. The churches do everything they can to develop the spiritual life of the student and to serve him in every way possible.

Y. M. C. A. AND Y. W. C. A.

The Y. M. C. A. and Y. W. C. A. are strong organizations in the Central Normal College. The two organizations hold joint meetings each Wednesday evening. The religious spirit of the school 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 student in moral and religious subjects.

ROOMS IN PRIVATE HOMES

Students are not required to room in dormitories, but have the advantage of being able to room in refined homes as members of the family. Fathers and mothers that keep roomers care for the student roomers as they do their own families.

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. The water is pumped from deep wells and is unexcelled. Care is always given to those who need it, and parents are kept informed as to the condition of a student's health.
MANY WORK TO MEET EXPENSES

Many students write to Central Normal College asking if work can be obtained to defray part or all of their expenses while attending college. Many boys and girls find about all the work they can do. The amount of work students are able to get depends largely upon the kind of service they render. Some students are always in demand.

Students should not plan to work for paying expenses during their first term in college. They should wait until they get acquainted and get a good start in their college work. Some students fail when they first enter college because they attempt too much before they can get properly adjusted.

THRIFT AND INDUSTRY

The atmosphere at Central Normal College encourages thrift. It is not a place to spend money and have only a good time. It is a place to get a good education at a minimum cost. Central Normal College is the best school for students of moderate means. The spirit that prevails is happy, optimistic and democratic. No objectionable class rivalry exists. The teachers are friendly to their students and the students are their friends.

YOU GET WHAT YOU NEED AT C. N. C.

C. N. C. does its best to give students what they need at the time they need it. Many Students come from other schools during the summer and ask for courses they could not get elsewhere. Our aim is to give service to every student in so far as we are able to do so.

In response to a questionnaire given to the students that enrolled May 8, 1930, sixty per cent said that they came to C. N. C. because they could get the courses they needed.

C. N. C. RANKS HIGH

As a Teacher's Training School

Dr. Shannon, of the Indiana State Teachers' College, recently classified all the teachers of the state of Indiana, according to the 37 institutions from which each was graduated.

Central Normal College stands near the top of the list, with ranks as follows: third in number of principals, fourth in number of men teachers, and sixth in total number of teachers employed in Indiana. This is a remarkable achievement.

The study also shows that the tenure rank of Central Normal teachers was third, with an average tenure of 7.5 years.

A comparison of graduates with placements shows that Central Normal College has a greater percentage of her graduates teaching than any other Teachers' Training school in Indiana. Come to Central Normal College if you expect to make teaching your life work. Our teachers not only get positions, but are able to hold them.

PRACTICAL METHODS ARE USED

C. N. C. is a teacher's training institution, for the purpose of preparing teachers for the elementary schools and high schools. This determines the nature and method of our instruction. The student is not only taught the facts about his subjects but also the method of presenting the same subject-matter to school children. That is why our teachers are so successful. We prepare them for the type of work they actually do.

SUBJECT GROUPS ORGANIZED

As Complete Units Of Subject Matter

In the various subject groups the minimum required courses are offered, and they are so organized that when any subject is completed, the student has a general organized knowledge of the subject as a whole instead of a few unorganized cross sections selected from a great variety of courses.

ADVANTAGE OF SMALL COLLEGE

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.
CENTRAL NORMAL GRADUATES ARE IN DEMAND

Many school officials prefer Central Normal graduates because they have been trained by normal school methods. We have never been able to supply the demand for commercial, art, and music graduates. Practically all graduates in other fields secure positions before the school year closes.

Over 250 students graduated in June, 1930 and nearly all of them had obtained teaching positions by that time. We are not able to fill all the calls for our graduates, especially in the special subjects.

EXPENSES, VERY LOW AT. C. N. C.

Central Normal College has been, is now, and will continue to be, the least expensive school in which to obtain an education. Good modern rooms rent for $1.50 to $2.00 per week and the best board can be obtained for twenty-five cents per meal, or five cents per individual dish. Tuition is much less than in most colleges.

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<tr>
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<tr>
<td>Total for one term of 12 weeks</td>
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</table>

ENROLLMENT INCREASING RAPIDLY

All Mid-Spring Records Broken.

Enrollment 572 for Mid-Spring term.

Large Enrollment Indicated for Fall Term, September 2, 1930.

517, Greatest Past Record for Mid-Spring Term, was in 1920.

RECORD LAST YEAR WAS 388

Increase Over Last Year is 47% 

The enrollment for the First Summer Term or what was formerly called the Mid-Spring Term has passed 572. The highest previous enrollment for this term was 517 in 1920. Last year the Mid-Spring Term enrollment was only 388. Thus, the enrollment this year for the Mid-Spring Term shows a gain of 47% over the same term for last year.

The enrollment for the regular college year gradually increased until the average increase this year over last year was 10%. Then followed the jump of 47%.

Everybody, everywhere, is doing everything possible to boost the enrollment. The college deserves it because it has started 43,000 persons on a successful career.

Reports that are coming to the college from different sections of the state indicate a heavy enrollment for the Fall Term which opens September 2.

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 the erecting of new gymnasium marks a new epoch in the progress of Central Normal College. We may all look upon it with pride and we may know that it owes its existence to three things: (1) The splendid faith of our Board of Trustees who have toiled tirelessly for the 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.

Great Opportunities for Work While You Pursue Your College Education at Central Normal College

School at the Central Normal College begins September 2, 1930 and the regular college year is completed May 7, 1931. This leaves, May, June, July and August during which a student may work and earn enough money to keep him in school the following year. These four months are the best part of the year for work and many students are making their way through school by this plan. This also makes it possible for farmer boys to be at home during the busy season of the year.

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 eager 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.

POSITIONS

It is not and never has been our custom to guarantee positions to our students. Our great difficulty is to get enough people prepared for the positions that seek them. Just now we have calls for more graduates than we can supply. If you desire a position—a profitable one—come and let us get you ready for it.

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 H. H. Pleasant. Write him concerning such work in any line and he will provide you with a teacher who has made that line of work his speciality.

MARRIED STUDENTS

Each year, an increasing number of married students come to Central Normal College. There are many places in Danville where rooms may be rented for light housekeeping. Near the College are apartments which rent for only $20 a month. Being married is no reason for stopping your education. Come to Central Normal College.
Rules and Regulations

I ADMISSION REQUIREMENTS

State Requirement—The school laws of the state of Indiana require that the student, besides meeting the scholastic requirements, must possess good health, good moral character, and pledge in good faith to teach in so far as he is able to do so in the public schools of Indiana.

Graduation or Equivalency Requirement—Students are admitted to the Central Normal College if they are graduates of commissioned high schools or from a four year accredited private or denominational school or possess a certificate of high school equivalency issued by the State Board of Education. Graduates of certified or four year accredited high schools and teachers in the service prior to 1908 may be admitted, but they must receive within one year a certificate of high school equivalency by one of the following methods:

1. Take the State High School Equivalency Examination which is held on the fourth Saturday of January and July of each year in the office of the county superintendent in each county. The State issues an Equivalency Certificate to applicants who make thirty-two credits, provided they are selected according to prescribed regulations.

2. College work may be substituted for high school credits by the State Division of School Inspection at the rate of 4 term hours for one high school credit. Thirty-two such substitutions meet the requirements for an Equivalency Certificate.

3. Graduates of certified high schools may substitute their class A training certificate or an equivalent amount of training for commissioned high school standing.

All students must send an official transcript of their high school credits properly signed to the Registrar before or on the day of enrollment.

Special Students—Students who are not interested in obtaining a teachers license may enroll as a special student and pursue the courses they desire so long as they do satisfactory work, possess good health and good moral character.

Students From Other Colleges—Students who come from other colleges to Central Normal College must bring or send a transcript of all their credits to the Registrar's office before or on enrollment day. No student will be accepted by Central Normal College if he has been dishonorably discharged by any other college.

The Central Normal College will not accept credit for work done under private instruction or in schools that have not been approved by the State Board of Education.

Credit By Examination—Students are not permitted to earn credits by examination on subjects studied under private instruction or in non-accredited schools. For such skill or knowledge the student can receive no credit. He may be permitted to enroll in advanced classes, but he must be regularly enrolled in class and satisfactorily complete the terms work before credit is allowed.

Credits From Other Schools—Students who come from institutions accredited by State Board of Education will receive full credit for their work, provided it is applicable to the graduation requirements of the college. Transcripts should give the following information:

1. Name and classification of college.
2. Exact length of active school work, including date of entrance and date of withdrawal.
3. Subjects classified by terms, including date of each term.
4. Full name of all subjects.
5. Number of weeks spent on a subject, including length of periods, number of recitations per week and number and length of laboratory periods per week.
6. Grades assigned to quality of work done and a percentage interpretation of letters, if they are used.
7. General statement of student's record and character.

Teachers that have taught for twenty-five consecutive years may graduate from the two years or four years courses without meeting the requirements for high school graduation, but must get an Exemption Certificate from the State Board.

Teachers that hold a first grade license may graduate from the two years or the four years courses without supervised teaching.

Teachers that have taught forty months may be excused from taking supervised teaching provided an equivalent amount of professional work is substituted for it. If such a substitution is made, the student is required to file a certificate of exemption in the Re-
II. REGISTRATION

After the student has met all the conditions for admission, he is now ready for registration. He must decide which course he is going to pursue of the two year elementary courses or the four year college courses. Advice or help in deciding what field to select may be obtained from the Dean of the College, or President of the College. The following steps should be followed closely during registration:

STEP I. Elementary students should consult the Dean of the College and have their credits evaluated, if this has not previously been done. The Dean will advise just what subjects should be taken and the order in which they are to be taken.

College students should consult the Dean of the College and have their credits evaluated if this has not been done. With the advise of the Dean, the student should select the subjects in which he expects to obtain majors. The Dean will suggest what subjects should be taken and the student should follow his suggestions.

STEP II. Pay to the Registrar tuition fees which are as follows:

**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 each additional hour for one term of 12 weeks .... 10.00
4. For one term of six weeks ....................................... 25.00
5. For two terms of six weeks (If paid in advance) .......... 42.00
6. For three terms of six weeks (If paid in advance) ...... 63.00
7. For any one-hour study for one term of six weeks .... 8.00
8. For any two-hour study for one term of six weeks ... 15.00

   a. All tuition is payable in advance.
   b. Students that are permitted to take five subjects that give four term hours credit must pay an extra fee of $10.00.
   c. Students that are permitted to enroll for ten term hours of college credit during a six weeks term must pay an extra fee of $5.00.

**LABORATORY FEES**

- Physics, per term ................................................ $2.00
- General Chemistry, per term .................................. 3.00
- Analytic, Organic Chemistry, per term ...................... 4.00
- Biology Ia; Ib; Ic, each ..................................... 3.00
- Biology IVa; IVb, each ...................................... 3.00
- Biology IIa, IIb, each ...................................... 3.00
- Anatomy I, II, 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
- Three hours per day, per term ................................ 7.00

**PIANO RENT**

- One hour per day, per term ................................ $3.00
- Two hours per day, per term ................................ 5.00
- Three hours per day, per term ................................ 7.00
- 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.

**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.

STEP III. When all fees are paid, the Registrar will give the student a receipt for the same, a term card, and an athletic ticket which will admit the student to all ball games or athletic contests held during the term.

   The term card must be filled out in full by the student as he was advised by the Dean. Then it must be presented to each professor with whom the student expects to enroll. The professor will sign the term card, and advise the student as to the nature of the course, the books and material he needs and will also tell him...
what lessons to prepare for the first day of school. Everybody is expected to be prepared for the recitation the first day as well as any other day.

STEP IV. The term card should now be taken to the President or Dean for approval. Then, it should be filed in the College Office with the Clerk.

STEP V. When the term card is filed with the Clerk, a Term Card receipt will be given to the student, which must be presented to each professor before the student is marked enrolled in class. Enrollment must be completed in one day. One day of grace is allowed if student's excuse warrants it. Students are marked absent until properly enrolled.

III. GRADUATION FEES

| (1) College, leading to the A. B. degree | $ 5.00 |
| (2) College, leading to the B. S. degree | 5.00 |
| (3) Law, leading to the LL. B. degree | 5.00 |
| (4) Two-year Elementary. | |
| (a) Primary | 3.00 |
| (b) Grammar Grade | 3.00 |
| (5) One-year Business Course | 3.00 |
| (6) Special Elementary Teachers' Course in: | |
| (a) Art | 3.00 |
| (b) Music | 3.00 |
| (7) Special High School Teachers Course in: | |
| (a) Commerce | 5.00 |
| (b) Music | 5.00 |
| (c) Art | 5.00 |

NOTE: Graduation fees which includes the cost of a diploma must be paid before the date of graduation.

IV. TIME FOR ENTERING

REGULAR COLLEGE YEAR 1930-1931

Fall Term, September 2, 1930, to November 21, 1930.
Winter Term, November 24, 1930 to February 13, 1931.
Spring Term, February 16, 1931, to May 6, 1931.

SUMMER SCHOOL

First Summer Term, May 7, 1931, to June 12, 1931.
Second Summer Term, June 15, 1931, to July 18, 1931.
Third Summer Term, July 20, 1931, to Aug. 22, 1931.

None of the six terms overlap. The six terms constitute one and one-half years work. Thus, three years work can be completed in two calendar years.

Each term, classes will be given in each of the following high school subject groups: English, Mathematics, Latin, German, Social Studies, Science, Music, Art, Physical Training, Commerce, and Commercial subjects. Psychology and Educational subjects will be given each term. Practice teaching will be given in all terms except the last term.

Elementary work will be given so as to meet the needs of everybody in so far as it is possible to do so.

ENTERING LATE

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 illness. Students that want to enter after enrollment day must obtain a permit from the President's office.

CHANGES IN PROGRAM

After students have been regularly enrolled in classes, they can not drop or add subjects without the written consent of the Committee on Matriculation and Graduation. Changes will not be allowed after the eleventh day a term is in session.

ABSENCE

1. Students are expected to attend all classes throughout the term in which they enroll. The only excuses recognized by the State Board of Education are illness, its attendant circumstances, and unavoidable circumstances over which the student has no control.

2. Students that know that they must be absent from class should make advance arrangements with the President or Dean of the College.

3. Each absence will be considered upon its individual merits but no student can receive a high grade for the term if he misses much.

4. Ten days is the limit for absence. Late entrance is counted as absence. If a student is out of class for more than ten days for a reason recognized by the State Board of Education, the Com-
mittee on Discipline has the power to deal with the case according to the rules and regulations of the College and the State Board of Education.

5. Students that have been absent from classes must call at the Clerk's office and get an excuse blank which must be properly filled out and presented to the President or Dean for approval. Said excuse blank must be presented to each teacher with whom a class was missed before said student can be re-enrolled in class.

6. Missed work must be made up according to the plan of the instructor.

7. Students that are absent on the day of the final examinations are given an incomplete (I) grade, but the missed examination must be taken during the next term the student is in school or the grade is changed to failed.

8. Cases of tardiness must be dealt with by instructors as they think best.

STANDARD OF GRADING

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<th>Description</th>
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<tr>
<td>A</td>
<td>95 to 100</td>
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<tr>
<td>B</td>
<td>85 to 94</td>
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<tr>
<td>C</td>
<td>75 to 84</td>
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<tr>
<td>D</td>
<td>65 to 74</td>
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<tr>
<td>F</td>
<td>Failure</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
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<tr>
<td>W</td>
<td>Withdraw</td>
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The grade of A is used for work of exceptional quality. It must be clearly superior.

The grade of B is reserved for work of excellent quality and clearly above the average.

The grade of C is for the large group of substantial students who do good work of average quality.

The grade of D means that the student's work is of inferior quality yet it is clearly above failure.

The grade of F means that the student's knowledge of the subject-matter is too limited for him to use it successfully as a teacher and he must take the subject over until he makes a higher grade.

The letter I indicates unfinished work. It may be of two kinds.

1. A grade may be withheld because some work other than the regular class work was not completed or examinations may have been missed. Such work may be completed without further class attendance but must be done before or during the next term the student is in attendance or the I automatically becomes an F.

2. The letter I may indicate that a term's work is unfinished but that it may be finished by doing the required amount of class work. I is not given for part terms of less than six weeks. When a student enrolls to make up a missed part of a term he must enroll so that he can do at least one week's work more than the amount he missed. The work, however, must be completed within one calendar year from the date of withdrawal or the I automatically becomes an F.

The letter W indicates that the student withdrew from class earlier than the close of six weeks and cannot receive any credit for what he did. He must take the subject again for a whole term before he can receive any credit.

The letters WF indicates that the student was doing failing work and withdrew after the term was half completed. The grade I can not be given to students that are doing failing work when they withdraw from class.

No student that receives F in more than one fourth of his grades during the year of three twelve weeks terms is permitted to remain in school. It automatically withdraws him.

No student can be recommended for practice teaching, graduation, or a license unless his average scholarship is C.

A = 4, B = 3, C = 2, D = 1 and F = 0 in evaluating grades for the scholarship level.

CLASSIFICATION OF SUBJECTS

All work has been classified into two groups; Junior and Senior College Work. Students must elect work according to their classification. Freshmen and Sophomores are not supposed to take work in the Senior College Group and Juniors and Seniors are not supposed to take work in the Junior College Group. Exceptions to this rule will be made for irregular students by the Dean but each student in a mixed class must be held responsible for the quality of work appropriate to his classification.

V. DIRECTED OBSERVATION AND SUPERVISED TEACHING

The greatest problem that presents itself in connection with Teachers' Training work is observation and supervised teaching. Central Normal College is fortunately situated. Hendricks county schools are noted far and near for the superior work they do. The schools of the county do everything they can in co-operating with
the College to make practice teaching the best possible. Because of the fine spirit of co-operation and the high standards of the Hendricks county schools, the finest opportunities possible are available to the students of Central Normal College for observation and practice teaching.

Many of our students get positions in Hendricks county because of the ability they show while doing practice teaching. A place always awaits the good teacher.

Practice Teaching is given during the fall, winter, and spring terms in both elementary and high school work.

We give all our students practice teaching. You can depend upon getting it here if you declare your intention of graduating from Central Normal College.

Directed observation and supervised teaching are required of all students that expect to graduate from any of the two year elementary courses or any of the four year college courses unless they have taught successfully forty months previous to the date of graduation. Those exempted must substitute other professional courses for the student teaching.

Students working on two year elementary courses are supposed to take observation and supervised teaching during the fifth and sixth terms as indicated in this catalog. Supervised teaching may be given during the fourth term of the two year elementary course during the regular year but not during the summer school.

Students working on College courses must take their supervised teaching during their senior year.

Students working on two year elementary courses are required to observe 32 lessons and teach 64 lessons of fifty minutes each or its equivalent. Eight term hours credit is given for the above work.

College students are required to observe 18 lessons and teach 36 lessons of 50 minutes each and receive 4 term hours credit.

No student is eligible to take practice teaching until he obtains an average scholarship of C.

Students that transfer from other colleges to Central Normal College are not eligible to take practice teaching unless they have a certificate from their former school stating that they are eligible for supervised teaching.

The fee for practice teaching is $5.00 per four term hours to C. N. C. graduates and $15.00 per four term hours to graduates of other colleges. No one may begin supervised teaching until the fee is paid.

Summer School

Practice Teaching and Observation

A Summer Training School for practice teaching and observation will be held in the Danville public schools. The school will be divided into two sessions of four weeks each corresponding approximately to the dates of the First and Second Summer Terms. Only four term hours of practice teaching credit can be earned during one of the four weeks session. No practice teaching will be given during the third Summer Term.

Students may qualify for the first grade Primary and Grammar Grade License, both of which qualify the holder to teach in the rural schools. Students may qualify for first grade high school license in History, English, Mathematics and Commercial work.

If you want practice teaching this summer, write at once to President Waldo Wood, and state the kind and amount desired.

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.

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 advantages 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 school officials, it is necessary that the college have full control of the student's time and associations, hence non-resident students will not be permitted to engage, without the consent of the president, in any course of instruction, study or business enterprise outside of the school.

8. Credits can not be used for any purpose whatsoever until all fees and tuition are paid.

COLLEGE 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.

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 is $1\frac{1}{2}$ term hours.

The hour, either the term-hour or the semester-hour, is now the unit for measuring all College Credits. In the Central Normal College a student carries four subjects, reciting in each four times a week. He thus earns four hours in each subject in one term or two hours in a half term of six weeks. A student thus makes a total of sixteen hours in 12 weeks or eight hours in 6 weeks.

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 scheduled time.

All prepared work in professional subjects is of college grade.

Rooming Regulations

1. Girl and boy students shall not be permitted to room at the same house.
2. Girl students shall not be permitted to room in a home where any men (other than men of the family) are permitted to room.
3. The College suggests that students should be in their rooms at 10 o'clock each night with the exceptions of Friday, Saturday, and Sunday. On these days the hour should not be later than 11:30.
4. Girls who expect to be absent from their rooming places for the night should so inform their landlady, and give her information as to where they expect to be, and when they will return.
5. Girls who go home or who are out of town for the week-end should inform their landlady of their expected absence and how they can be reached if necessary.
6. It is recommended that students have dates only on Friday, Saturday and Sunday nights.
7. The landlady shall report any irregularity of students in her home, pertaining to either behavior in the home or behavior outside the home.
8. It is the duty of the landlady to see that these rules are carried out. Any landlady failing to do so shall not be permitted to keep students, and the students already in the home may be asked to move.
9. Landladies expecting to keep girl students should provide a room (other than the girl's bedroom) in which the girl may entertain her guests.
10. These regulations do not apply to girls and boys who live at home. Such girls and boys are under the guidance of their parents or guardians.

NOTE: Students who do not comply with the above rules will receive no credit for the term's work.
11. 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.

North Central Association

Former Graduates of C. N. C. should take advantage of New Ruling at once.

The following letter from the North Central Association explains how Central Normal graduates can receive North Central Association standing.

June 7, 1930

Registrar,
Central Normal College,
Danville, Indiana.
My dear Sir:

At a recent meeting of the Indiana State Committee of the North Central Association of Colleges and Secondary Schools it was decided to substitute the following wording for the ruling sent out to North Central High Schools on April 22:

"Any non-North Central Association College in Indiana, whose graduates are accepted in full standing for graduate work by Indiana University on the same basis as its own graduates, shall be considered as meeting the equivalency statement in the North Central Association standard 7a relating to the preparation of teachers."

According to this ruling it will be incumbent upon each institution to find out its status in regard to graduate work not only in the Graduate School of Indiana University but also in its Graduate School of Education. You will note that the important modification is that if graduates of your institution are accepted in full standing, such a status will satisfy the regulations of equivalency for teaching in North Central Association High Schools.

Very truly yours,
Carl G. F. Franzen
CGFF—asr Chairman

Registrar,
Central Normal College,
Danville, Indiana.
The steps by which many C. N. C. college graduates have received North Central Association rating according to the above letter are as follows.

1. They had their credits sent to some good university that belongs to the North Central Association.

2. If they received unconditioned graduate standing, they qualified for the North Central Association without any additional work. If they were conditioned a given number of hours, they received North Central Association standing when the condition was removed.

Special arrangements have been made with Indiana University and Wisconsin University whereby a student may make up all his deficiencies at C. N. C. in so far as the College is able to give the work before the student begins his graduate work. This arrangement gives students a chance to meet all undergraduate requirements before entering a University Graduate School. By this plan one year of resident graduate work in a university is all a student needs to do for his M. A., or M. S. degree.

Many C. N. C. graduates have received unconditioned entrance to Indiana University, Wisconsin University, Stanford University and Columbia University. Such students qualified for North Central Association standing without additional work, but most of them have entered a university and are going to complete the M. A., M. S., or Ph. M. degree. All college graduates should plan to do at least one year of graduate work as soon as possible.

C. N. C. graduates that do not have North Central Association rating should have their transcripts sent to Indiana University at once and find what their deficiency is if any, and come to C. N. C. next summer to remove it and receive North Central Association standing. Then, go to Indiana University the next year and begin graduate work.

RESIDENCE REQUIREMENTS

A minimum residence requirement of thirty-six weeks is required of all students that expect to graduate at the Central Normal College and the last light term hours of any course must be done in residence.

Brief History of Central Normal College

School Removed to Danville by Wagon Train Had Modest Start, but has Enjoyed Flourishing Life, Without Endowment of any Kind, Many Prominent Men Among Graduates

Beautiful Science Hall Being Erected is Model Structure

(The following article appeared in The Indianapolis Sunday Star, April 11, 1915.)

The abandoned buildings, which made possible the establishment of the Central Normal College at Danville, Indiana, were the Hendricks County Seminary and Danville Academy. The Hendricks County Seminary was opened at Danville soon after the county was organized. Before 1835, probably in 1829, a two-story brick building of five rooms was erected for it. This building has been almost continually used for school purposes, now forming a wing of the east building of Central Normal College.

In 1855 Jesse Matlock, who held a claim on the lots, obtained their possession by judgment of the court. Soon after a frame building was constructed for the seminary on a lot just across the street from the old building on the south. Here the school was continued in connection with the public school until the building burned in 1872.

Danville Academy was established in 1858 by the Methodist Episcopal Church. The use of the old seminary building was obtained, and in 1859 it was bought from Jesse T. Matlock. The institution was successfully conducted until early in the sixties, when W. H. Griggs, a prominent instructor, and nearly all the male students enlisted in the U. S. Army. About 1863 Professor Levi Tarr, the first principal, moved away, and Professor and Mrs. Loomis were placed in charge.

In the meantime the church had constructed an extensive...
three-story brick addition to the building. This contained a commodious chapel that was long used by the local congregation as a place of worship. In 1868 the academy was discontinued. The church used the chapel until the completion of the new church on South Washington street in 1878.

In 1876 William F. Harper and Warren Darst organized in Ladoga, Indiana, the Central Normal School and Commercial Institute. The first term opened September 5, 1876, with forty-eight students in attendance. Professor Darst withdrew the second year, at which time the faculty was as follows: W. F. Harper, principal; Frank P. Adams, Dora Llewellyn, John Schurr, S. Kate Huron, Marcus Sayler, J. H. Woodruff, J. F. Stephens, Mrs. Mollie Wilson and R. C. Drake.

The attendance increased so rapidly that by the middle of the school year, 1877-1878, all the students could not be accommodated at Ladoga. The financial panic of that year made it impossible for the town to erect a new building. Prof. Harper decided that he must change locations, and after careful investigation decided to accept the offer at Danville, Indiana, where he could secure the use of the large building formerly used by the Danville Academy.

May 10, 1878, the faculty and nearly 200 students moved to Danville, almost all coming across the country in wagons that were sent by citizens of Danville and the surrounding country. This wagon train attracted much attention. It was received in Danville with much rejoicing by the entire population. Only one day's work was lost to the students.

The name of the institution was now changed to Central Normal College and Commercial Institute, but Principal Harper was the sole proprietor. Later in the year he mysteriously disappeared and it was many months before he was located in a Western state. Frank P. Adams, a popular young professor, who had come with the school from Ladoga, was elected principal and took up the work with unusual enthusiasm and energy. Faculty, students and citizens had perfect confidence in him. Every one tried to secure new students and the attendance increased rapidly.

A. C. Hopkins, formerly state superintendent of public instruction for Indiana; Dr. Joseph Tingey, long an instructor of Asbury College; Dr. G. Dallas Lind, a classmate of Mr. Adams at the National Normal School, and W. T. Eddingfield were added to the faculty.

The spring of 1880 brought so many students that additional help was needed. Then it was that Mr. Adams obtained Prof. John A. Steele, a noted instructor in the National Normal School of Lebanon, O., as a teacher of higher mathematics and philosophy. He was an experienced business man and with his advice and aid Mr. Adams made many improvements in the equipment and in the property, which had been deeded to him by the trustees of the M. E. Church, who owned the buildings and grounds of the old Danville Academy.

During the period of 1880 to 1883 students came from almost every state of the Union. Danville and Hendricks County became known all over the country, through the advertising of the college and the enthusiasm of the students.

In 1880 G. L. Spillmann was employed as instructor of German. He was found to be a remarkable student of languages and a strong teacher. He continued a member of the faculty until 1902, teaching German, Greek, Latin and French.

Early in 1882 Prof. Adams began to fail in health. Not heeding the admonitions of friends, he continued his labors as long as he had any energy. He died November 25, of that year, being in his thirtieth year. The institution was the property of Prof. Adams and before his death he requested his wife, Mrs. Ora Adams, to assume the presidency, with Prof. John A. Steele as vice president. Every friend of the college rallied to support of the new officials, so that there was no check to its educational or financial progress. The college building was improved, a large boarding house erected and a handsome residence constructed for Mrs. Adams.

But misfortune again was to come. In 1884 Prof. Steele became ill of tuberculosis. He spent the following winter in Florida, but without benefit. In April 1885, he returned to Danville to spend his last days with the friends he loved best. On the morning of May 5 he died, while the students at chapel across the street from his room were singing a favorite hymn.

During the illness of Prof. Steele his work gradually passed into the hands of Charles A. Hargrave, who since April 1883 had been his assistant in office and class room. He was known as the secretary and treasurer of the college and through him the plans of President Adams were executed. The work of the college continued without a break. The next four years were years of prosperity. Mrs. Adams had understood the affairs of the college almost from the beginning, and she entered upon her duties with a full knowledge of all that was necessary to enable her to discharge her duties. Her management was progressive, yet on conservative and safe lines. Her admirable traits of character together with good judgment, won and held the respect and love of all.

To manages successfully, year after year, a self-supporting college maintaining many departments, in competition with church and state schools, is no small achievement. Since it may be but a passing phase in the development of American colleges, it is worthy of notice here. Only those who know of the vast sums expended on sectarian and state universities and their ever-recurring financial difficulties fully appreciate the task. The tuition charges have always been low in the Central Normal College, having been 80 cents a week through Mrs. Adams administration, but by careful management there was a surplus every year.

July 10, 1889, Mrs. Adams was married to James A. Joseph. Desiring to be relieved of public duties she promoted Prof. Har-
grave to the presidency. Miss A. Kate Huron was made vice president, and Prof. Joseph, secretary and treasurer. This was recognized as only a temporary arrangement until Prof. Joseph could familiarize himself with the details of the business. This year was more prosperous than any that preceded, the enrollment for the spring term being 638.

At the close of the school year in 1890 Prof. Joseph assumed the presidency under most favorable conditions. He had already begun the erection of a large additional building, now known as Chapel Hall, just across the street west of the original building. The attendance increased and additional instructors were employed. The enrollment the spring term of 1897 was 771 students.

In August, 1900, a stock company of eighty citizens of Danville bought the college of Prof. and Mrs. Joseph. From that time on it has been managed by a board of trustees. The first board of trustees consisted of the following members: Thomas J. Cofer, president; G. L. Spillmann, secretary; Townsend Cope, I. N. Ester, H. S. Dickey, Jonathan Rigdon, and C. A. Hargrave. College officials were elected as follows: Jonathan Rigdon, president; G. L. Spillmann, vice president; C. A. Hargrave, secretary-treasurer.

Prof. Rigdon had been a prominent member of the faculty since 1885, teaching English grammar and philosophy. He was the author of a successful series of textbooks in grammar.

In 1903 both Prof. Rigdon and Prof. Spillmann resigned. Their successors were A. J. Kinnaman and G. W. Dunlavy. Dr. Kinnaman was a member of the faculty from 1885 until 1899. The intervening years he had spent in Indiana University and Clark University, followed by one year as an instructor in a state normal school in East Stroudsburg, Pa. Prof. Dunlavy was engaged at Marion, Indiana, where he was teaching in the Marion Normal College.

Dr. Kinnaman resigned in 1906 to accept a position in a state normal school at Bowling Green, Ky. Prof. Dunlavy was made his successor and John W. Laird was elected vice president. Prof. Dunlavy's health failed in two years and he retired to take up farming. At this time Prof. Laird was elected president and is still holding the position. Prof. H. M. Whisler was made vice president. He had been a member of the faculty since 1901.

President Laird had been for years an instructor at Marion Normal College, at Marion, Indiana, with several periods of absence to attend the Indiana State Normal School at Terre Haute, Indiana, and Indiana University, of both of which he is a graduate. The year preceding his employment in the C. N. C. he attended Harvard, where he obtained his A. M. degree.

In 1911 the college was reincorporated under a new Indiana law without capital stock, the stockholders donating their stock. It is controlled by a self-perpetuating board of trustees, serving without compensation. The board is as follows: O. E. Gulley, president; George T. Pattison, secretary; William C. Osborn, J. D. Hoge, Mord Carter, Dr. W. T. Lawson and C. A. Hargrave.

The institution stands high with the educational public receiving a large patronage. The attendance the summer term of 1912 was 704 students. An additional building for library and science, so much needed, is now in process of erection and will be known as Science Hall No. 4.

Up to this time the college has been self-supporting. It has never had any help to pay operating expense. It has been entirely independent of church, state or endowment. Its graduates hold prominent positions in many states of the Union. Former students now fill Indiana state offices as follows: S. M. Ralston, Governor; Charles A. Greathouse, superintendent of public instruction; Philip Zoercher, reporter of Supreme Court; Edward Barrett, state geologist; W. W. McDaniels, assistant reporter of Supreme Court; John W. Spencer, judge of Supreme Court, E. W. Felt, judge of Appellate Court; James L. Clark, and Thomas R. Duncan, members of public service commission; George M. Crane, counsel for state board of accounts; Thomas C. McReynolds, member of Panama-Pacific Exposition Commission; J. B. Pearcy, state high school inspector; Charles M. Bedwell, speaker of the House of Representatives.

President Laird's ideal was a "Greater C. N. C." He accomplished much in a short time. Science Hall was erected in 1915. The Scientific and Classical courses were discontinued and the Three Year Normal course and a Four Year College course were instituted to meet the new changes in teachers' training courses. President Laird resigned in 1916 to go to Arizona on account of the health of his daughter.

The Central Normal College has five large buildings.

No 1. Danville Academy, Constructed 1829
No 2. Recitation Hall, Constructed 1876
No 3. Chapel Hall, Constructed 1890
No 4. Science Hall, Constructed 1915
No 5. New Gymnasium, Constructed 1926
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
   - 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
   - English I, Principles of Rhetoric: 4 hours
   - English II, Principles of Rhetoric: 4 hours
   - English III, English Literature: 4 hours

3. Social Studies
   - United States History I: 4 hours
   - United States History VIA: 2 hours
   - Indiana History: 2 hours
   - European History: 4 hours

4. Science
   - Botany, Zoology, Physiology, Chemistry, Physics or Physical Geography: 12 hours

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 24 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 24 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 regulation in force when they enrolled, until August 31, 1931. After that date students must meet the new regulations for graduation.

Students must have at least 40 term hours credit in one Major.

Model College Course

FOR THE A. B. DEGREE WITH THREE MAJORS

History, Option I, 56 term hours.
Mathematics, 36 term hours.
English, 36 term hours.
Language, 24 term hours.

JUNIOR COLLEGE WORK

FRESHMAN YEAR

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<tr>
<th>Fall Term</th>
<th>Winter Term</th>
<th>Spring Term</th>
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<tr>
<td>E. Composition</td>
<td>Composition &amp;</td>
<td>History of English</td>
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<tr>
<td>Rhetoric I (I)</td>
<td>Rhetoric II (II)</td>
<td>Literature (III)</td>
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<tr>
<td>M. Solid Geometry (I)</td>
<td>College Algebra I (II)</td>
<td>College Algebra II (III)</td>
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<tr>
<td>H. Ancient History (I)</td>
<td>English History (IV A)</td>
<td>U. S. History (V A)</td>
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<td>P. Psychology I</td>
<td>Psychology II</td>
<td>Principles of Teaching</td>
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SOPHOMORE YEAR

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<th>Fall Term</th>
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<tr>
<td>E. History of Am. Literature (IV)</td>
<td>Survey of Am. Literature (C)</td>
<td>Survey of Eng. Literature (VI)</td>
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<td>M. Trigonometry (IV)</td>
<td>Plan Analytics (VI)</td>
<td>Solid Analytics (VII)</td>
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<td>H. U. S. History (VI A)</td>
<td>Early Mod. Europe (III A)</td>
<td>Later Mod. Europe (III B)</td>
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<td><strong>Junior Year</strong></td>
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<td>E. Oral Expression (XII) or Short Story (X)</td>
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<td>M. Theory of Equations (VII)</td>
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<td>H. Contemporary Europe (IIIC)</td>
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<td>L. Ad. Latin or German</td>
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<td>Old Testament (VII) or Shakespeare (XI)</td>
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<td>Calculus I, (IX)</td>
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<td>National Period (VI B)</td>
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<td>Ad. Latin or German</td>
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<td>New Testament (VII) or Novel (IX)</td>
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<td>Calculus II (X)</td>
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<td>Am. Diplomacy (VII B)</td>
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<td><strong>Senior Year</strong></td>
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<td>Methods in Teaching</td>
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<td>Sociology I</td>
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<td>Sociology II</td>
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A year of science in one field is required for graduation.

In the Model College Course above Figures and Roman Numerals that follow the courses indicate the catalog number of the course.

E. is for English; M. Mathematics; H. History; P. Professional subjects; L. Language and S. Science.

The above course not only qualifies the graduate to teach everything in the Social Science Group, Mathematics Group, and the English Group but will meet the entrance requirements in the most universities for graduate work leading to the M. A. and Ph. D. degree provided approximately 40 term hours of work was completed in the field in which graduate work is to be done.

Students that graduate from a four year college course without language can not enter universities for graduate work which leads to the M. A. or Ph. D. degree without making up approximately 24 term hours of language. Such students can enter the School of Education of universities and work for the M. S. or Ph. M. degree without taking language, provided they have had 30 term hours of undergraduate work in Education.

Students that did not take language in high school or during their four years of college work will have to take enough language to make up for the high school deficiency before they can be given graduate standing in the University.

Option I in science of 56 term hours may be substituted for the history option as follows: Physics I, II, III, IV, V, and VI are to be taken in consecutive order during the six terms of the freshman and sophomore years. Chemistry I, II, III, IV, V, and VI are to be taken in consecutive order during the junior and senior years. Physical Geography I is to be taken during the Fall Term of the junior year and Physical Geography II during the Spring Term of the senior year. If biology is desired instead of either physics or chemistry twelve hours of work should be done in each botany and zoology at the time the omitted subjects are given and two terms of physiology may be substituted for the two terms of physical geography.

If Option Two in Science is desired as a major the 40 term hours of required work may be substituted in place of any major in the Model College Course in the following consecutive order beginning with the Fall Term of the freshman year and ending with the Fall Term of the senior year: Botany I, II, III, IV, Physiology I, and II, Zoology I, II, III and Genetics, Eugenics or Evolution.

If Option Three in Science is desired as a major the 40 term hours of required work may be substituted in the same manner and orders as in Option Two above. The subjects appearing in the following consecutive order: Physics I, II, III, and IV, Physical Geography I and II, Chemistry I, II, III, and IV.

Majors of 36 hours each in Commerce, Music and Art may be similarly substituted in the Model College Course. If a major of 72 term hours is desired for a special license in Commerce, Music or Art two majors will have to be dropped from the Model College Course.

Students that desire the B. S. degree and drop the 24 term hours of language have 24 hours of elective work. This should be distributed in the major fields or all concentrated in one new field.

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**Educational Psychology**

**WALDO WOOD—Professor and Head of Department.**

**HUGH WASKOM—Assistant Professor of Psychology. Summer School only**

**Educational Psychology I**—A comprehensive study of the elementary principles of Psychology, with special reference to their educational application—Gates.

**Educational Psychology II**—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.—Monroe, DeVoss, Regan.
EDUCATIONAL PSYCHOLOGY III—The Psychology of Adolescence—a comprehensive study of the principles of psychology as applied to the education of high school pupils.—Brooks.

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

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**Education**

N. W. PINKERTON—Professor and Head of Department.

F. C. LEMLY—Assistant Professor of Education. Summer School only.

A. A. McCLANAHAN—Assistant Professor of Education. Summer School only.

FLOYD McMURRY—Assistant Professor of Education.

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

TEXT: Frazier Armentrout, Introduction to Teaching.

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

TEXT: Almack and Lang, The Beginning Teacher.

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 principal 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 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.

TEXT: Cubberly, Public School Administration.

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

TEXT: Cubberly, Principal and High School.

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

TEXT: Nutt, Supervision of Instruction.

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

TEXT: Stone, Supervision of the Elementary School.

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

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

EDUCATION VIII—School Law—2 hours.

TEXT: Stevenson, Hand Book of Indiana School Law.

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**English**

GEORGE H. REIBOLD—Professor and Head of Department.

BERTHA M. WATTS,—Assistant Professor of English.

CLAUDE LAWLER—Assistant Professor of English, Summer School only.

ADALINE WOOD—Assistant Professor of English, Summer School only.

COURSE I. COMPOSITION AND RHETORIC. This course
is a preparatory step to Course II. The Word, Sentence and Paragraph are studied as component and composite units of Discourse.

The Word includes instruction in the proper use of the Dictionary, (The student should have a Collegiate Dictionary), the Mechanics of Spelling, i.e, phonetics, diacritical marks, syllabification, accentuation, etymology and study of synonyms, homonyms, heteronyms, antonyms and paronyms, the more important rules of spelling and laws that govern the building of a useful vocabulary. The purpose is to enable the student to acquire skill and a delight in the use of the proper word.

The Sentence unit as the expression of thought covers a Review of the practical points of English Grammar. Comprehensive outlines on every grammatical topic are given. Accuracy in sentence structure is made imperative. The student is urged to cultivate a taste for a correct and well written or spoken sentence.

The Paragraph is studied as a unit in the development of the thought. Particular attention is given to the laws of unity and coherence in its construction. The points of emphasis, the "topic" and "summary" statements, and various classes of the Paragraph are studied as exemplified in standard selections.

To secure effectiveness of expression, and also to aid the student in literary appreciation and literary interpretation the last two weeks are given to the study of Figures of Speech and Pure Diction.

TEXT: Thomas, Manchester and Scott, Macmillan Company.

COURSE II. Composition and Rhetoric . . . The principles set forth in Course I. are applied in this Course to the study of Description, Narration, Exposition and Argumentation.

Description, its types, classes of details, the factor of a trained Observation, laws of unity and coherence, points of view, order of arrangement, continuity, and the technique of special forms are carefully studied. Themes exemplifying this and the other forms of discourse are made one of the important requirements of this term's work.

Narration, its various classes of informational and artistic narrative, the Short story and the Novel together with the technique of their plot, setting and characters are given special attention. All the laws and principles of narration are sought in the original invention of the student as well as in standard selections.

Exposition receives paramount attention. Themes exemplifying each of its twelve problems are required.

Argumentation is studied in its relation to exposition in particular. Its different classes, the phrasing and analysis of the proposition, defining of terms, finding the issue, marking the kinds of evidence, kinds of reasoning, fallacies, testing the logical order of arrangement are set forth in original arguments by the student.

TEXT: Moody and Lovett, Scribners, Chicago.

COURSE III. THE HISTORY OF ENGLISH LITERATURE. This course presupposes a thorough knowledge of American History. Its aims in general are set forth in Course III. Intensive study is given to authors and their works which receive intensive study in the elementary and high schools, thus making the student thoroughly familiar with those that he is obliged to teach.

TEXT: George P. Putnam's Sons, New York City.

COURSE IV. THE HISTORY OF AMERICAN LITERATURE. This course presupposes a thorough knowledge of American History. Its aims in general are set forth in Course III. Intensive study is given to authors and their works which are given special attention in the Public Schools.

We use an abridged edition of the Cambridge American Literature. The full work will be available to the student and he should diligently use them. The element of criticism should do much to enrich the student's power of literary interpretation and literary appreciation.

This course includes a review of Indiana authors and their works. The purpose is to inculcate a pride as well as a knowledge of our Hoosier writers. The articles on the Short Story and the English in America receive careful attention.

TEXT: Thomas, Manchester and Scott, Macmillan Company.

COURSE V. SURVEY OF AMERICAN LITERATURE. The first six weeks of this term is given to the study of masterpieces of American poetry. Particular study is given such selections as are outlined in the State's course of study, in both the Elementary and High Schools. This is done because the most of our students are potential teachers. In addition to the purpose of a mastery of the selections is that of creating an appreciation for poetry. The student must realize that it will be difficult if not quite impossible to create in another a fondness for that which they themselves do not possess.

If the student does not already possess a knowledge of the principles of versification, he may acquire that necessary knowledge in this course.

The last six weeks of this term are given to the study of the
masterpieces of American Prose. Distinguishing the types and forms of Prose as is done in matricial types and forms. Care is taken to apply the principles of composition in the intensive study of a few selections and original comments and criticisms are required.

TEXT: Shafer's American Literature Doubleday Page & Co.

COURSE VI. SURVEY OF ENGLISH LITERATURE. This survey will follow in general the Course V, as outlined above. The first six weeks is given to English Poetry, the last six weeks of the term is given to English Prose.

American Literature Text: Shafer's American Literature Doubleday Page & Co.

TEXT: Century Readings, Century Co.

SENIOR COLLEGE COURSE

COURSE VII. OLD TESTAMENT. This course covers thoroughly the History of the Hebrew Commonwealath. Intensive study is made of Genesis, Exodus, Deuteronomy, Joshua, Judges, I. and II. Samuel, I. and II. Kings as historical books. The short stories of Ruth, Esther and Jonah; Job, Psalms, Proverbs, Ecclesiastes and Canticles receive particular attention. Careful study is given the last five as Hebrew poetry, i.e. Hebrew Literature.

The sermons of the Major and Minor prophets are studied only in part. The student is lead to appreciate the Bible as the first of "Literary Bibles. This knowledge will enable him the more easily to interpret and appreciate our Literary heritage, without which much of it would remain obscure and unintelligible. One of the primary objectives is to acquaint the student with the Religion and Ethics of the Bible. THE COURSES IN THE OLD AND NEW TESTAMENT ARE ABSOLUTELY ESSENTIAL AS A FOUNDATION OF SCHOLARSHIP AND CULTURE.

COURSE VIII. NEW TESTAMENT. Careful study is made of the history of the apostolic church, the missionary journeys of Peter and Paul, the four Gospels with their Parables and allegories. Social study is made of the Sermon on the Mount and Life of Christ. The letters of Paul as touching his theology and interpretation of the Christian Religion receive careful attention.

The Authorized Version of King James is used as the Text.

COURSE IX. THE NOVEL. This course includes the history of the development of the Novel, the principles of fiction that enable it to be an art, the great novelists and their most important works. Those novels which are the principal life work of best authors receive intensive study. The educational and ethical value of this class is stressed. Contemporary novelists, especially those of Indiana are given attention.

TEXT: Cross, Macmillan Co.
Mathematics

LENAR COLE—Professor and Head of Department.
FREDERIC WOOD—Assistant Professor of Mathematics Summer School only.
HAROLD AXE—Assistant Professor of Mathematics, Summer School only.
JAMES MOORE—Assistant Professor of Mathematics, Summer School only.

JUNIOR COLLEGE COURSES

MATHEMATICS I—Solid Geometry. General theorems on Geometry of Space. Prisms, pyramids, cylinders, cones. The Sphere. Special emphasis on areas and volumes.
TEXT: Ford—Ammerman.

MATHEMATICS II—College Algebra I. Fundamental processes with development of laws of signs. Factoring, Fractions. Linear Equations; Quadratic equations; Graphs; Complex numbers; Simultaneous linear and quadratic equations; Laws of exponents; Logarithms.
TEXT: William's College Algebra.

MATHEMATICS III—College Algebra II. Variation; Simple cases of Mathematical Induction; Progressions; Elements of the Mathematics of Finance; Permutations and Combinations; Probability; Binomial Theorem; Determinants; Theory of Equations; Cardan's solution of cubic and Euler's solution of quartic; Partial Fractions.
TEXT: Williams.


TEXT: Wentworth—Smith.


TEXT: Smith and Gale.


TEXT: Smith and Gale.

SENIOR COLLEGE COURSES


TEXT: Cajori.

MATHEMATICS VIII—Advanced Arithmetic. Required by State Department of Education for high school license in Mathematics. Rationalization of all important arithmetical processes.

TEXT: Taylor's Arithmetic for Teachers' Training Classes.

MATHEMATICS IX—Differential Calculus. Development of the standard differentiation formulae. Applications of derivatives to maxima and minima, curvature, velocity, etc.

TEXT: Granville.


TEXT: Granville.

MATHEMATICS XI—Calculus III. Applications of both Differential and Integral Calculus: Rolle's theorem and Law of the Mean; Partial differentiation; Envelopes; Taylor's Series; Computation of logarithms, trigonometric functions, and of Pi (π). Successive and Partial Integration. Areas and Volumes by double and triple integration.

TEXT: Granville.
MATHEMATICS XII—Differential Equations I. Differential Equations of first order and first degree; of first order but not first degree. Linear equations with constant coefficients. Applications to Geometry and Physics.

TEXT: Murray.


TEXT: Murray.


TEXT: Schultz.

History and Social Science

N. E. WINFREY—Professor and Head of Department.
C. R. LANDIS—Assistant Professor of Social Science, Summer School only.
F. C. MILLER—Assistant Professor of History, Summer School only.
A. A. McClANAHAN—Assistant Professor of Government, Summer School only.

JUNIOR COLLEGE COURSES


HISTORY VI (a)—U. S. since the Civil War and Indiana History. A continuation of History V (a) from the reconstruction period to the present followed by a general survey of the history of Indiana. Bassett. A Short History of the United States.


HISTORY III (b)—Later Modern Europe, 1789-1914. The French Revolution and the age of Napoleon. The Industrial Revolution. Liberalism and nationalism in European affairs. Special emphasis is given to the period prior to 1870, and a hurried glance at the momentous developments which led to the World War. Turner. Europe Since 1789.

SENIOR COLLEGE COURSES

HISTORY III (c)—Contemporary World History. The expansion of Europe. The growth of imperialism. The political, commercial and economic background of the World War and the more important lines of reconstruction. Moon. Imperialism and World Politics.

HISTORY VI (b)—The national period from the Constitution to Reconstruction. A careful study of the framing of the Constitution, the establishment of the government, the rise of political parties, the westward movement, the Monroe Doctrine, Jacksonian democracy, and the development of the slavery issue through the Civil War. Fish. Development of American Nationality.

HISTORY VII (b)—American Diplomacy. A thorough study of events, men and principles that determine the foreign policies of our government during the periods of the Revolution, the Napoleonic Wars, rising nationalism, Pan-Americanism, slavery, reconstruction, imperialism, the world war and the period following. Lataine. History of American Foreign Policy.


HISTORY IV (b)—English Constitutional History to 1485.
An intensive study of the formative period of British governmental institutions. Local government, common law and the courts, The origins of Parliament, and the representative principles of government. This course deals with the more important beginnings of English and American law and courts, and should be of exceptional value to the prospective lawyer. White. The Making of the English Constitution.


HISTORY VII (a)—Recent American History, 1865-1930. Reconstruction. The legal tender and paper money questions, the civil service reform movement, free silver, the tariff, imperialism, trusts, the railroads, the Progressives, the World War and current American problems. Lingley. Since the Civil War.

HISTORY IX. Teaching of History and Social Science in the Junior and Senior High Schools.

Social Science

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.

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.

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

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.

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.

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.

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.

Foreign Languages

W. E. Johnson, Professor and Head of Department

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 German. Beginning classes in each are maintained only in the fall term. Courses in the Teaching of Latin are to be had only in Summer Terms. Thirty-six term hours, plus teaching of the subject are required for a first grade license.

LATIN Students who have had no Latin in high school and wish to major in Latin may do so 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 teachers 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.

PREPARATORY LATIN COURSES

LATIN I AND II. In these two courses is presented the work usually given in the first year or year and a half of high school Latin. All regular declensions and conjugations together with some of the more common irregular ones are thoroughly drilled upon. In syntax we hope to implant firmly in mind some of the more common and important constructions such as Indirect Discourse, expressions of Purpose and Result, Cum-clauses, Conditional Sentences and the Periphrastic Conjugations. Considerable written work and much drill will be done throughout these two courses. The text for both courses is Smith's Elementary Latin.
JUNIOR COLLEGE COURSES

LATIN III. In this course is begun the reading of Classical Latin. The reading will be done in the first four books of Caesar's Commentaries. The War with the Helvetians, The War with Ariovistus, The first Invasion of British and as many other episodes will be read as time permits. Along with this reading grammar study will be continuously emphasised. The prerequisite for this course is I and II or their equivalent. The text used is Walker's Caesar.

LATIN IV. This is a continuation of the preceding course. The last three books of the Commentaries will be read. Special emphasis will be put on the work of Vergingetocex and the Great Rebellion of united Gaul against Roman authority, the climax of Caesar's story. Through grammar review of all high school Latin accompanies this course. The prerequisite is Latin III or two years of high school Latin. The text used is Walker's Caesar and Bennett's New Latin Grammar.

LATIN V. As many of Cicero's Orations will be read as possible. Among which will be included those against Catiline and Cicero's plea for poetry and literature contained in the Pro Archia Poeta. Attention will be called to Cicero's prominence as an orator and statesman at Rome. Grammar study will be stressed in this course as in the preceding. Prerequisite for this course is the same as for the preceding. The text used is Chase and Stuart's Cicero's Orations and Bennett's New Latin Grammar.

LATIN VI. The reading of this course will be done in Books XXI and XXII of Livy's Roman History—The story of Hannibal's attempt to destroy Rome. Livy's place in Roman Literature, the style and importance of his writings will be noted. Along with the reading, Grammar study will be emphasized continuously much as in the two preceding courses. Prerequisite for Latin VI are the same as for Latin V. Either of these two courses is suited for the entrance of students with credit for two years of high school Latin. The text used is Chase and Stuart's Livy together with Bennett's New Latin Grammar.

LATIN VII. The Catiline of Sallust will first be read, then the Jugurthine War if time permits. These will be read as examples of Roman history writing, the Catiline more especially for the background it sets for Cicero's Orations—a contemporary Roman's account of the affair. Grammar study will be continued in the reading. As various constructions become familiar to the student others will be noted. The prerequisite is satisfactory completion of course V or VI or four years of high school Latin. The text used is Chase and Stuart's Sallust and Bennett's Grammar.

LATIN VIII. The entire of Cicero's two Essays—the De Senectute and the de Amicitia will be read. Special attention is given to Cicero's place in Roman Literature and Philosophy. The student is urged to follow Cicero's thought as well as the Latin in which he expresses it. Grammar study will be pursued as in Latin VII. Prerequisite here will be the same as in preceding course. The text is Chase and Stuart's Edition of De Senectute et De Amicitia with Bennett's Grammar.

SENIOR COLLEGE COURSES

LATIN IX AND X. As much of the Aeneid of Vergil will be read as possible in these two courses. The first six books will be read entire and such selections from the second six as are contained in our text. The student is expected to acquire some ease in the metrical reading of the Latin and to become familiar with the various mythological references. Vergil's life and his place in Latin Literature is noted as also his influence on later literatures. Prerequisite for these two courses is at least one of the two immediately preceding courses or their equivalents. The text used is Knapp's Vergil's Aeneid and Bennett's New Latin Grammar.

LATIN XI. This is a composition course. All the grammatical principles of frequent occurrence in high school Latin are studied and then sentences to illustrate these rules are given for translation into Latin. Selections of connected prose are also given for translation. Prerequisite is at least one of the course V to VIII or the equivalent with consent of instructor. The text is Bennett's New Latin Composition and any good Latin Grammar.

LATIN XII. As much of Horace as time will permit will be read. Parts read may be varied from term to term but there will always be included De Arte Poetica, Carmen Saeculare and many selections from the Odes, Horace's poetic art and his place in Roman Literature will be noted. Metrical reading will be practised. Prerequisite for this course will be Latin IX and X or their equivalents with consent of instructor. The text will be Chase and Stuart's Horace with some good Latin Grammar.

LATIN XIII. At least two Roman comedies will be read. The Andria of Terence and The Captivi of Plautus are usually selected. If possible a third one will also be read. A study of Roman comedy in general will be made—its origin, history, characters, plots, actors, theatre, etc. Prerequisite will be Latin VIII or its equivalent with consent of instructor. The texts are Fairclough's Andria of Terence and Elmer's Captivi of Plautus. Some good grammar and dictionary will also be necessary.

LATIN XIV. Both the Germania and Agricola of Tacitus will be read. The life, style, and rhetoric of Tacitus together with the literary character and purpose of the Germania and Agricola are noted. Prerequisite will be Latin VII and VIII with consent of instructor. The text will be Guidea's The Agricola and Ger-
Scientists of Tacitus. Some grammar and dictionary will be necessary.

LATIN XV. Roman Short Stories. Here will be read many short stories from various authors—perhaps mostly from Aulus Gellius and Apuleius. A study will be made of the short story in Roman Literature and the History of the Misanthropic Tale. Prerequisite will be Latin XII and XIV or equivalents. The text will be Pike's Short Stories of Apuleius and Westcott's Stories from Aulus Gellius and perhaps others.

LATIN XVI. A general course in the History of Roman Literature. Here we endeavor to get a glimpse of the whole field of Latin Literature. Selections will be read from any authors, extending from the Song of the Arval Brothers, and the Laws of the Kings to the time of Boethius. Considerable reading will be done in English touching all the Roman authors of consequence and their work. Prerequisite will be at least two of the four courses immediately preceding. The text will be Smith's Latin Selections and Fowler's Latin Literature.

LATIN XVII. This course seeks to give such information regarding the history and development of the Latin language as will be of service to students who are specializing in Latin. Subjects studied will be: the Latin Alphabet, Inflections, Sounds, Syntax, etc. Inscriptions from the earliest period down to Imperial and Late Latin will be read, to illustrate the principles of form change in the language. This should be one of the last courses taken by the student. It presupposes a considerable knowledge of Latin. The text will be Bennett's The Latin Language and Lindsay's Handbook of Latin Inscriptions.

LATIN XVIII. Professional-academic. The teaching of Latin. The problems, methods and class room procedure of the high school Latin teacher are discussed, also the value of Latin, the place it now holds and has held in the past in education. This course is not to be taken until student has completed at least 24 hours of Latin, but will be taken before supervised teaching of the subject. Text used is Game's Teaching High School Latin.

TEXT: Same as above.


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.

TEXT: Kimbell, College Physics

PHYSICS V—Advanced Light and Heat. 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

TEXT: Eder's Light.

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.

TEXT: Jacksin and Black, Elementary, Electricity and Magnetism.

Chemistry

SENIOR COLLEGE COURSES


TEXT: McPhearson and Henderson, A course in General Chemistry.


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

TEST: Same as above.

CHEMISTRY III—Hydrocarbons. Coal Tar Compounds


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 two days each week—4 hours.

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

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

CHEMISTRY VII—Qualitative Chemical Analysis. 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.

TEXT: Wave, Essentials of Qualitative Chemical Analysis.

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.

TEXT: Same as above.

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

TEXT: Same as above.

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.

Biology

JUNIOR COLLEGE COURSES

BIOLOGY I (a)—General Zoology. An introduction to the principles which govern animal life; physical basis of life—protoplasm, 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.

TEXT: Hagner College Zoology.

BIOLOGY I (b)—Invertebrate Zoology. Anatomy, physiology, and economic importance of sponges, fresh-water polyps, flatworms, starfish, roundworms, 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.

TEXT: Same as above.

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. Prerequisites, Biology I, (a and b). Class work 3 hours. Laboratory one period of 2 consecutive hours.

TEXT: Same as above.

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.

TEXT: Holman and Robbins, Text Book of General Botany.

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.

TEXT: Same as above.

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.


SENIOR COLLEGE COURSES

BIOLOGY II (d)—Plant Ecology. A study of the interre-
lations of plants and their environment; ecology of roots, stems and leaves; different kinds of symbiosis; pollination; physical factors—light, heat, air, soil and water; growth habit of plants; plant communities, their classification and distribution; structure of plant associations; plant succession; phenomenology; applied ecology. Prerequisite, Biology I (a). Class work 3 hours. Laboratory one period of 2 consecutive hours.

TEXT: McDougal, Plant Ecology.

BIOLOGY III (a)—Genetics and Eugenics. Genetics; heredity; variation; Mendel’s laws of inheritance; expression and interaction of factors; physical basis of inheritance; linkage; chromosome theory of inheritance; sex and its inheritance; types and causes of variation; application of genetics; inheritance in man; present problems of eugenics; proposals for solution of problems. Prerequisite, either Biology I (a) or Biology II (a). Class work 4 hours. Laboratory one period of 2 consecutive hours.

TEXT: Sinnott and Dunn, Principles of Geneties.

BIOLOGY III (b)—Evolution. Historical account of the development of the evolution theory; evidences of organic evolution; casual factors of organic evolution. Prerequisite, Biology I (a) or Biology II (a), and it will be much more valuable if preceded by Biology III (a). Class work 4 hours. Laboratory one period of 2 consecutive hours.


BIOLOGY IV (a)—Human Physiology and Anatomy I. General structure and composition of human body; nature and properties of protoplasm; tissues; organs; physiological systems; supporting tissues; intensive study of skeletal, muscular, nervous, and autonomic nervous systems; ear; taste; smell; eye. No prerequisite. Class work 3 hours. Laboratory one period of 2 consecutive hours.

TEXT: Gray, Anatomy.

BIOLOGY IV (b)—Human Physiology and Anatomy II. Intensive study of circulatory, respiratory, digestive, and excretory systems; production and regulation of body heat; voice and speech; reproduction. Prerequisite, Biology IV (a). Class work 3 hours. Laboratory one period of 2 consecutive hours.

TEXT: Gray, Anatomy.

BIOLOGY IV (c) TEXT: Schmucker Study of Nature

THE TEACHING OF SCIENCE IN SECONDARY SCHOOLS

The history of science teaching in the American high school, including recent movements; aims and methods of science teaching; relation of science courses to the curriculum as a whole, and to each other; results to be aimed at in the teaching of each of the physical and biological science courses; content and organization of subject matter; type selections of material suitable for high school use; laboratory equipment, devices and methods; field trips and excursions; examination of high school texts; determining the results of science teaching.

TEXT: Twiss, Science Teaching.

Department of Art

HARRIETT DAY—Professor, and Head of Department.
FAY NELSON—Assistant Professor in Art.

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 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.

JUNIOR COLLEGE 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.

SENIOR COLLEGE ART COURSES

11. Pen and Ink, and Illustration.
15. Industrial Art.
16. Art Appreciation.
Commercial Course

Opal Bosstick 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 business man 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.

BOOKKEEPING

Everyone should know something about the science of bookkeeping, whether he intends to put his knowledge of it to practical use or not. It is essential that the farmer, the merchant, the lawyer, the housewife, or persons of any other vocation, be acquainted with the art of keeping accounts properly. The bookkeeping student of today is to be bookkeeper or business man of to-morrow,
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.

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.
- Typewriting, three terms.
- Dictation, one term.
- Business Penmanship, one term.
- Business English, one term.
- 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

ORMA WEBER, Head of Department and Professor of Theory, Orchestral Instruments, Voice and Public School Music

LINCOLN NORTHCOTT, Assistant Professor of Music and Band

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 two 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 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: 8 hours
   - Psychology I, II: 8 hours
   - Principles of Teaching: 4 hours
   - Introduction to Teaching: 4 hours

   **SECOND YEAR**
   - Methods in Music I, II: 12 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—Note 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, and meets twice per week. 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.

Department of Physical Education

FRANK BARNES—Professor of Physical Education for men.

MADONNA MYERS BARNES—Professor of Physical Education for women.

LOUIS ARMSTRONG—Professor of Physiology, Hygiene, Anatomy.

EVERETT CASE—Assistant Professor of Athletics, Summer School.

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

NON-PREPARED COURSES

(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.

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.

11. Health and Hygiene. Four Hours. For men and women. Required on a major in physical education. Summer Term
17. Folk Dancing. Two hours. Summer Term. For women. Folk dancing suitable for grades and high school.
18. Pagantry. Four hours. Open to all women. Spring Term. The technique, organization and direction of pantomime, dramatization and pagantry will be considered.
19. Volley Ball. Two hours.
20. Soccer. Two hours.
21. Hockey. Two hours.
22. Indoor Baseball. Two hours.
23. Teaching of Physical Education. Four hours. For men and women. Approved method used in teaching physical education and health habits.
### SIXTH TWELVE WEEKS

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature Study</td>
<td>4</td>
</tr>
<tr>
<td>Music</td>
<td>4</td>
</tr>
<tr>
<td>Plays and Games (Grades 1-3) Materials and Methods</td>
<td>4</td>
</tr>
<tr>
<td>Tests and Measurements</td>
<td>2</td>
</tr>
<tr>
<td>Supervised Teaching (Grades 1-3)</td>
<td>4</td>
</tr>
</tbody>
</table>

### (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

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
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<tr>
<td>Literature</td>
<td>4</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>4</td>
</tr>
<tr>
<td>Drawing and Handwork</td>
<td>4</td>
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#### SECOND TWELVE WEEKS

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Children’s Literature</td>
<td>4</td>
</tr>
<tr>
<td>Reading and Phonics</td>
<td>4</td>
</tr>
<tr>
<td>Arithmetic (Grades 4-8) Materials and Methods</td>
<td>4</td>
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</tbody>
</table>

#### THIRD TWELVE WEEKS

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Reading (Grades 4-8) Materials and Methods</td>
<td>4</td>
</tr>
<tr>
<td>United States History</td>
<td>4</td>
</tr>
<tr>
<td>Grammar and Composition</td>
<td>4</td>
</tr>
</tbody>
</table>

#### FOURTH TWELVE WEEKS

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management</td>
<td>4</td>
</tr>
<tr>
<td>Language and Composition (Grades 4-8) Materials and Methods</td>
<td>4</td>
</tr>
<tr>
<td>United States History</td>
<td>2</td>
</tr>
<tr>
<td>Indiana History</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
</tr>
</tbody>
</table>
Law School of Central Normal College Opens September 3, 1930

Professor Stevenson, Dean

The demand for good lawyers is increasing rapidly. Life has become so complex that social and civil adjustment has become a very difficult problem. Crime is on a rampage. Lawyers are needed everywhere not only to defend the individual and society but to study and give wise counsel to clients regarding business transactions, organization work, etc. The legal field has become broad and complex. It is a profession with a good future.

Why not enter the Law School next fall? A large class has already declared their intention of beginning Law next fall.

The Law Course includes 24 credits or 96 hours of Liberal Arts and 12 credits of 48 hours of Law, and meets the requirements for admission to the bar of Indiana and other states.

The course is under the general direction of President Wood. 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 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 year's 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:  
(1) Blackstone ......................... 4
(2) Contracts .......................... 4
(3) Torts ................................ 4
(4) Equity ................................ 4
(5) Real Property ...................... 4
(6) Sales .................................. 4
(7) Bills and Notes ...................... 4

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

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.  
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. Ex. member of Indiana Public Service Commission—Professor of Bills and Notes and Evidence.  
C. W. Gaston—Graduate of Indiana Law School—Professor of Contracts and Torts.  
Otis E. Gulley—Central Normal College—Professor of Sales, Bills and Notes.  
Representative Thadius Adams—Professor of Agency and Evidence.

Address all communications to  
PRESIDENT WALDO WOOD, Danville, Indiana
Teachers' Training Courses

Central Normal College

A FOUR-YEAR COLLEGE COURSE LEADING TO LIFE LICENSE FOR HIGH SCHOOL TEACHERS

The new Indiana law for licensing teachers necessitates a complete reorganization of our Teachers' Training Courses. 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. Central Normal College must therefore restrict its activities to the kind of work it is able to do well.

1. We do 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.

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. We do not offer complete courses in Agriculture or Industrial Arts.

We do offer the following courses:

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

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

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

We offer eight subject-groups from which majors may be selected: Mathematics, English, Latin, History, Physical Science, Biological Science, Music, Art, Commerce, and plan to add 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 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 CLASS

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>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology I and II</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>
</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:

<table>
<thead>
<tr>
<th>Subject Group</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>36</td>
</tr>
</tbody>
</table>

Of the 36 term hours of general academic preparation approximately 8 hours should be in each of 1 and 3; 16 hours in 2; four in four.
N. B. All students securing a license in English must have four hours of Oral Expression.

II. Mathematics—36 term hours, plus 4 term hours of professional academic preparation.
   1. Algebra ..................................... 8 term hours
   2. Geometry and Analytics ....................... 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 four hours should be in each 1 and 5; 12 hours in 2, 3 and 4 in 5.

III. Latin—36 term hours of general academic credit plus four term hours of professional academic credit.

   This requirement presupposes two years of Latin in the high school.

IV. French—36 term hours of general academic credit plus 4 term hours of professional academic credit.

   This requirement presupposes two years of French in the high school.

VII. Social Studies:
   First Option—56 term hours of general academic preparation plus 4 hours of professional-academic preparation.
   1. General History .......................... 18 term hours
   2. U.S. History .................................. 18 term hours
   3. Economics .................................... 8 term hours
   4. Science of Government ....................... 8 term hours
   5. Sociology ..................................... 4 term hours
   or
   6. Community Civics .......................... 4 term hours
   Of the 56 hours, approximately 18 hours should be in each of 1 and 2, 8 or more hours in each of 3 and 4 and 4 hours in 5 or 6.

   Second Option—36 term hours of general academic preparation plus 4 hours of professional-academic preparation.
   1. General History .......................... 18 term hours
   2. U.S. History .................................. 18 term hours

   Third Option—36 term hours of general academic preparation plus 4 hours of professional-academic preparation.
   1. Sociology ..................................... 12 term hours
   2. Science of Government ....................... 12 term hours
   3. Economics .................................... 12 term hours
   4. Community Civics .......................... 4 term hours
   5. Vocational Information ........................
   Credits should be well divided among 1, 2 and 3.

VIII. Science:

First Option—56 term hours of general academic preparation plus 4 hours of professional-academic preparation.
   1. Biology ..................................... 16 term hours
   2. Botany ........................................ 16 term hours
   3. Zoology ....................................... 16 term hours
   4. Human Physiology ............................ 8 term hours
   Of the 40 term hours of general academic preparation approximately 32 hours should be in Biology or 16 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 ....................................... 16 term hours
   2. Chemistry ...................................... 16 term hours
   3. Physical Geography ........................... 8 term hours
   Of the 40 hours of general academic preparation approximately 16 hours each should be in Physics and 16 hours in Chemistry and 8 hours in Physical Geography.

   The 4 hours of professional-academic preparation for Option III in Science 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.

XII. Music:

First Option—40 term hours of general academic preparation plus 4 hours of professional academic preparation.
   1. Public School Music ........................ 8 term hours
   2. Harmony ....................................... 8 term hours
   3. Music History ................................ 4 term hours
CENTRAL NORMAL COLLEGE

4. Music Appreciation ............................................ 4 term hours
5. Applied Music .................................................. 12 term hours
6. Methods in Music ............................................... 8 term hours

Of the 40 hours of general academic preparation approximately 8 term hours should be in Public School Music, 8 hours of Harmony, 4 term hours in Music History, 4 hours of Music Appreciation, 12 hours in Applied Music, and 8 term hours in Methods in Music.

N. B. If the applicant has two other license groups besides Music 8 hours should be in Methods in Music and only 8 hours in Applied Music instead of the 12 hours in Applied Music.

XIII. Art:
36 term hours of general academic preparation plus 4 hours of professional academic preparation.
1. Drawing and Handwork. Required on the two-year Primary Intermediate-Grammar, Rural and Art Curricula .................................................. 4 term hours
2. Freehand Drawing and Perspective ............................. 4 term hours
3. Color. Color Theories ........................................ 4 term hours
4. Design 1. Principles of design and application .......... 4 term hours
5. Still Life and Landscape. The course deals with the study of composition in black and white and color ............................................. 4 term hours
6. Poster and Lettering. Prerequisite, 1, 2, and 3 .... 4 term hours
7. Painting. In Oil and Water Color of Still Life and Landscape .................................................. 4 term hours
8. Interior Decoration, House Planning and Landscape Gardening .................................................. 4 term hours
9. Design 2. Applied to Block Printing, Batik, Copper and Leather .................................................. 4 term hours

Of the 36 hours of general academic preparation the number of term hours should be distributed approximately as indicated above.

XV. Commercial Subjects:
36 term hours, plus 4 term hours of professional-acute preparation.
1. Bookkeeping .................................................. 12 term hours
2. Shorthand ..................................................... 12 term hours
3. Office Management .......................................... 4 term hours
4. Typing ....................................................... 4 term hours
5. Commercial Geography or Commercial Arithmetic .... 4 term hours

Of the 36 term hours of General Academic-preparation approximately 12 hours should be in Bookkeeping, 12 hours in Shorthand, 4 hours in Office Management, 4 hours in Typewriting and 4 hours in Commercial Geography or Commercial Arithmetic.

CENTRAL NORMAL COLLEGE

SPECIAL HIGH SCHOOL TEACHERS

LICENSE IN MUSIC

Only one grade of special high school teachers' license is issued in Music.

First Grade—A special high school teacher's license, in Music, 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 in Music, first grade, should present credit and qualifications approximately as follows:

1. Graduation from a standard or approved college or normal school (four-year course) or special school, with a minimum of 192 term hours of credit.
2. Professional credits in term hours approximately as follows
   Psychology I and II ........................................ 8 term hours
   Secondary Education ........................................ 4 term hours
   Principles of Teaching .................................... 4 term hours
   Supervised Teaching ....................................... 4 term hours

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

3. General and professional academic credit in the special branch (Including related subjects) in which the license is requested, amounting to 72 term hours, with specialization in the materials and methods of teaching the given branch in the public schools.

4. Academic Subjects required:
   Public School Music I, II, III ................................ 12 term hours
   Music Methods I, II, III ................................... 12 term hours
   Harmony I, II, III .......................................... 12 term hours
   Music History ................................................ 4 term hours
   Music Appreciation ........................................ 4 term hours
   Orchestration ................................................ 4 term hours
   Applied Music ................................................ 24 term hours

SPECIAL HIGH SCHOOL TEACHERS

LICENSE IN ART

Only one grade of special high school teachers' license is issued in Art.

First Grade—A special high school teacher's license in art, 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 teachers' license in art, first grade, should present credit and qualifications approximately as follows:

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

2. Professional credits in term hours approximately as follows:
   - Psychology I and II: 8 term hours
   - Secondary Education: 4 term hours
   - Principles of Teaching: 4 term hours
   - Supervised Teaching: 4 term hours

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

3. General and professional academic credits 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.

4. Academic Subjects required:
   1. Drawing and Handwork. Required on the two-year Primary, Intermediate-Grammar, Rural, and art Curricula: 4 term hours
   2. Freehand Drawing and Perspective: 4 term hours
   3. Color. Color Theories: 4 term hours
   4. Design I. Principles of Design and Application: 4 term hours
   5. Still Life and Landscape. The course deals with the study of composition in black and white and color: 4 term hours
   6. Poster and Lettering. Prerequisite, 1, 2, and 3: 4 term hours
   7. Painting. In Oil and Water Color of Still Life and Landscape: 4 term hours
   8. Interior Decoration, House Planning and Landscape Gardening: 4 term hours
   9. Design 2. Applied to Block Print, Batik Copper and Leather: 4 term hours
   10. Art History. Study of Architecture, Painting and Sculpture: 4 term hours
   11. Pen and Ink, and Illustration: 4 term hours
   12. Costume Design. Principles: 4 term hours
   13. Blackboard Drawing: 4 term hours
   14. Industrial Art: 4 term hours
   15. Art Appreciation: 4 term hours

SPECIAL ELEMENTARY SCHOOL TEACHERS LICENSE IN MUSIC

Only one grade of special elementary school teacher's license is authorized—First Grade.

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

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

1. Completion in a standard or approved college, normal school or special school of a two-year course (96 term hours) especially designed for teaching and supervising the special subject for which the license is requested in the elementary school and in the ninth grade of the small high school.

2. Professional credits in term hours approximately as follows:
   1. Introduction to Teaching: 4 term hours
   2. Psychology I: 4 term hours
   3. Psychology II: 4 term hours
   4. Principles of Teaching: 4 term hours
   5. Student Teaching: 4 term hours

3. The general and professional academic credits in the special subject (including work in studies directly related thereto) for which the license is requested should comprise approximately 50 per cent.

Academic subjects required:

First Year:
- Public School Music: 12 term hours
- Music History: 4 term hours
- Music Appreciation: 4 term hours
- Applied Music: 4 term hours
- English I Principles of Rhetoric: 4 term hours
- English II Principles of Rhetoric: 4 term hours
- English III English Literature: 4 term hours
- Second Year:
- Methods in Music I, II: 8 term hours
- Harmony I, II, III: 12 term hours
Central Normal College offers courses leading to Second Grade High School Principal's License. Also courses leading to Second and Third Grade Elementary School Principal's License.

High School Principal's License

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 as follows:

   Public School Administration: 4 term hours
   High School Administration: 4 term hours

SPECIAL ELEMENTARY SCHOOL TEACHERS LICENSE IN ART

Only one grade of special elementary school teacher's license is authorized—First Grade.

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

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

1. Completion in a standard or approved college normal school, or special school of a two-year course (100 term hours) especially designed for teaching and supervising the special subject for which the license is requested in the elementary school and in the ninth grade of the small high school.

2. Professional credits in term hours approximately as follows:
   1. Introduction to Teaching: 4 term hours
   2. Psychology I: 4 term hours
   3. Psychology II: 4 term hours
   4. Principles of Teaching: 4 term hours
   5. Student Teaching: 4 term hours

3. The general and professional academic credits in the special subject (including work in studies directly related thereto) for which the license is requested should comprise approximately 60 per cent of the entire course.

Academic subjects required:

English I Principles of Rhetoric: 4 term hours
English II Principles of Rhetoric: 4 term hours
English III, History of English Literature: 4 term hours

Art Courses:

1. Drawing and Handwork. Required on the two-year Primary, Intermediate-Grammar, Rural and Art Curricula: 4 term hours
2. Freehand Drawing and Perspective: 4 term hours
3. Color. Color Theories: 4 term hours
4. Design I, Principles of design and application: 4 term hours

Electives: 12 term hours

Public School Administration: 4 term hours
High School Administration: 4 term hours

5. Still Life and Landscape. The course deals with the study of composition in black and white and color: 4 term hours
6. Poster and Lettering. Prerequisite, 1, 2, and 3: 4 term hours
7. Painting. In Oil and Water Color of Still Life and Landscape: 4 term hours
8. Interior Decoration, House planning and landscape gardening: 4 term hours
9. Art History. Study of Architecture, Painting and Sculpture: 4 term hours
10. Pen and Ink, and Illustration: 4 term hours
11. Costume Design: 4 term hours
12. Blackboard Drawing: 4 term hours
13. Art Appreciation: 4 term hours
14. Methods for Grades. Minimum Prerequisite: 1, 2, 3, 4, 5, 6, 7, 8, and 9: 4 term hours

ADMINISTRATIVE LICENSES

Central Normal College offers courses leading to Second Grade High School Principal's License. Also courses leading to Second and Third Grade Elementary School Principal's License.
ELEMENTARY SCHOOL PRINCIPAL’S LICENSE

All elementary schools, separate from a high school, having eight teachers or more, including the principal, 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. Provided, that in schools where approved full time supervisors are employed for the supervision of the academic subjects, as well as the special subjects, acting principals may have charge of schools in which the number of teachers does not exceed sixteen.

Three grades of elementary school principal’s licenses are authorized—first, second, and third.

SECOND GRADE

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 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:

THIRD GRADE

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 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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Term Hours</th>
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<tbody>
<tr>
<td>Public School Administration</td>
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<tr>
<td>Elementary School Administration</td>
<td>4</td>
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<tr>
<td>Elementary School Supervision</td>
<td>4</td>
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<tr>
<td>Tests and Measurements</td>
<td>4</td>
</tr>
<tr>
<td>Psychology of Childhood</td>
<td>4</td>
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<tr>
<td>Indiana School Law</td>
<td>2</td>
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</table>
NOTES

METHODS COURSES

A student must have 4 term hours of methods (teaching of the Subject) in each of two license groups. But it is not necessary to have a method course in a third license group.

PERMITS

A permit may be issued upon sixteen term hours of work in a subject or subject group. And may be renewed upon four term hours of additional work in the same subject or subject group, provided that the county superintendent or city superintendent asks for the permit.

RESIDENCE REQUIREMENTS

No standard college may issue a certificate of graduation from any curriculum based on less than one year of residence work done therein.

A student should carry at least three fourths of a regular student load or at least twelve term hours per term for at least three twelve weeks terms.

ADVANCED STANDING

Full credit may be allowed only for courses completed in an accredited or approved institution.

No credit may be allowed for work in country normals.

No credit may be given for work not certified in writing by proper officials of the institution in which the credit was earned.

No credit may be allowed for teaching experience or for any grade of teacher's license.

OBSERVATION AND PRACTICE TEACHING

Observation and practice teaching shall be required of all students expecting to qualify for a first grade license on graduation. At least four term hours of credit shall be required in observation and practice teaching in every four-year curriculum.

Actual teaching of at least 36 prepared lessons under critic supervision is required in each four term hour course. And observation of teaching done by the regular teacher critic supervisor for at least 18 additional periods is required. The length of the period shall be at least 50 minutes.

Student teaching must be done in the subjects or grades to which the license is to apply. Students having done practice teaching in the seventh or eighth grade departmental work in the subject for which they are asking for a license may be exempted from practice teaching on the four year course.

Students who have completed 40 months of successful teaching experience may be exempted from the practice teaching.

EXTENSION WORK

Work done in extension before September 1928 may be substituted for other courses. Provided it is used for similar courses and provided further that the school deems it desirable and advisable to make such substitutions. Extension work done after September 1928 may not be substituted.

CORRESPONDENCE WORK

After September 1, 1926 not to exceed nine term hours of correspondence study credit in any high school license subject group and not to exceed nine term hours in professional subjects, shall be accepted to apply toward a high school or administrative license.

Not to exceed fifty per cent of the credit required for any grade of license or diploma may be earned by extension teaching and correspondence teaching.

A student must complete an amount of work equivalent to at least eleven terms (in time).
Extension Division

IN CHARGE OF

Professor H. H. Pleasant

The Extension Department has made it possible for teachers to continue their training while they are teaching. Many teachers have taken advantage of this opportunity during the past two years and completed from four to eight term hours of work, during the school year.

Extension classes are usually given once per month on Saturday at the town where the county Institute is held. Teachers select the subject they prefer to take. Then the Extension Director will select the teacher who is well prepared to give the subjects selected. Extension teachers must have at least one year of graduate work in the subject given or a Masters degree.

Classes will be offered in both elementary and college work. Each course gives 4 term hours credit the same as the regular courses offered in residence.

Thirty-two (32) sixty-minute (60) recitations are required for four term hours credit. The fee for the same is $13.00.

Eight (8) term hours is the maximum amount of non-resident work a teacher may take at one time and not more than 12 term hours can be completed in one year.

Eight (8) term hours of correspondence work may be taken in any high school subject group or the group of professional subjects but no more. Non-resident work can not exceed 50 per cent of total amount required in any subject group.

Only eight (8) term hours of non-residence can be applied on the two year elementary course and it can apply only on the second year's work.

Correspondence work or extension work can not be taken while a student is in college unless it is counted as a part of his regular college work.

The Central Normal College follows the rules and regulations prescribed by the State Board of Education in allocating credit for extension classes: (a) All extension credits made before the fall of 1928 may be substituted for any of the courses of the Two year Elementary course provided that the adopted Indiana Teachers

Summer School

OF THREE CONSECUTIVE TERMS

May 7, 1931 - August 22, 1931

First Summer Term, May 7, 1931, to June 12, 1931
Second Summer Term, June 15, 1931 to July 18, 1931
Third Summer Term, July 20, 1931 to Aug. 22, 1931

Each Term Gives Six Weeks Credit—8 Term Hours.

Students Enroll for Two Four Hour Courses and Recite Twice Per Day in Each Course.

Tuition for One Term ........................................... $25.00
Tuition for Two Terms .......................................... 42.00
Tuition for Three Terms ........................................ 63.00

The Summer School consists of three consecutive terms, each of which gives six weeks credit of 8 hours each or a total of 24 term hours. In two summers, one year of elementary or college work can be completed.

Each term, classes will be given in each of the following high school subject groups: English, Mathematics, Latin, Social Studies, Science, Music, Art, Physical Training, Commerce, and Commercial subjects. Psychology and Educational subjects will be given each term. Practice Teaching will be given during the first two terms only.

Elementary work will be given so as to meet the needs of everybody.

You may complete a year's work of 12 term hours in two subjects during the three terms or two years work in one subject. Subjects are given in order, as: English I, First Summer Term, English II, Second Summer Term and English III, Third Summer Term.

For Particulars write President Waldo Wood, Danville, Indiana.

Reading Circle books were used. (b) Extension work taken since 1928 can not be substituted for other subjects excepting professional courses which may be substituted for practice teaching, provided the teacher has taught successfully for 40 months.

Requests for extension courses should be sent to the Director, H. H. Pleasant, Danville, Indiana.
Program of Subjects

Regular classes in the subjects listed below will be offered in the terms designated.

**Fall Term 1930**

**MATHEMATICS**
- Solid Geometry
- Trigonometry
- Theory of Equations
- Arithmetic

**HISTORY**
- Ancient History
- U.S. History VIA
- Contemporary Europe IIC
- Spanish American History

**EDUCATION**
- Psychology I
- Secondary Education
- Class Room Management

**MUSIC**
- Public School Music I
- Method I
- Harmony I
- Piano
- Voice
- Orchestra
- Glee Club
- Band

**LANGUAGE**
- Latin III
- Latin, Advanced
- German IV

**BIOLOGY**
- Botany I

**PHYSICS AND CHEMISTRY**
- Physics I
- Physics IV
- Chemistry I
- Chemistry VII

**ENGLISH**
- Composition-Rhetoric
- History of American Literature
- Oral Expression
- Short Story

**COMMERCe**
- Bookkeeping I, III
- Short Hand I, III
- Typewriting I, II, III

**ART**
- Drawing Handwork
- Advanced Art

**Spring Term**

**MATHEMATICS**
- College Algebra II
- Solid Analytics
- Calculus II
- Teaching of Mathematics

**HISTORY**
- U.S. History VA
- Later Modern Europe III B
- American Diplomacy
- Economics II
- Sociology II
- Teaching of History

**EDUCATION**
- Principles of Teaching
- Tests and Measurements
- Advanced Education

**MUSIC**
- Music Appreciation
- Music History
- Applied Music

**LANGUAGE**
- Latin V
- Latin Advanced
- German VI
Graduates of the Four-Year College Course

1930

Degree of A. B.

Andrews, Reed Hendricks, Ind.
Bailey, Besie Lois Fountain, Ind.
Baker, Patsy M. Hendricks, Ind.
Bannon, Lawrence R. Boone, Ind.
Blacker, John Montgomery, Ind.
Bolten, Olive La Vaughn. Clinton, Ind.
Bosley, George G. Crawford, Ind.
Bosse, Chester O. Crawford, Ind.
Browne, Ernest Putnam, Ind.
Carr, Goldie M. Jackson, Ind.
Chatham, Thelma Hendricks, Ind.
Cookroll, Paul Clark, Ind.
Cushman, Edward Sullivan, Ind.
Davidson, Harvey H. Spencer, Ind.
Dean, Edward Danville, Ill.
Demaree, Raymond Marion, Ind.
Esley, Mrs. Mary Shinn Marion, Ind.
Fleming, Fred Clinton, Ind.
Flinn, Everett Lee Montgomery, Ind.
Jordan, Eugene Vigo, Ind.
Jordan, John Ind.
Gustine, Eva Hendricks, Ind.
Gustine, Grace Hendricks, Ind.
Goble, W. C. Brown, Ind.
Harrison, Alva Indiana.
Hamilton, Helen Hendricks, Ind.
Harbaugh, Fleta Hendricks, Ind.
Harman, E. Lloyd Hendricks, Ind.
Harmon, Walter H. Boone, Ind.
Harmston, Ethel Hendricks, Ind.
Heisley, Janet Hendricks, Ind.
Higginson, Homer Marion, Ind.
Irton, Justin Clinton, Ind.
Johnson, Harry Hendricks, Ind.
Johnson, Mary Hendricks, Ind.
Johnson, L. A. Allen, Ind.
Jordan, Fern Montgomery, Ind.
Jordan, Lillian Jackson, Ind.
Jordan, Lowell Hendricks, Ind.
Kennedy, Helen Morgan, Ind.
Lampkins, Ray Marion, Ind.
Lammon, Robert Hendricks, Ind.
Lee, Lester T. Jefferson, Ind.
Lehrman, Selwell H. LaPorte, Ind.
Leimman, Raymond Lake, Ind.
Lingen, Helen Marion, Ind.
Lively, Otha Edward Marion, Ind.
Livingood, Hurst Orange, Ind.
Lyon, Stanley Montgomery, Ind.
Mackey, Carlos Hendricks, Ind.
Magner, Mable Orange, Ind.
Maybaugh, Marion Clay, Ind.
Meade, Elizabeth Morgn, Ind.
McBride, Iva May Miami, Ind.
McCoun, Alice Hendicks, Ind.
McMullen, Robert M. Dearborn, Ind.
McNeeley, Maurice Johnson, Ind.
Millikin, Horace L. Hendricks, Ind.
Mossler, Helen E. Johnson, Ind.
Moon, Elsie L. Hamilton, Ind.
Nelson, Faye B. Hendricks, Ind.
Phillips, Myron Hendricks, Ind.
Phegley, Leona Vigo, Ind.
Renn, Dallas F. Clinton, Ind.
Raynolds, Opal Monroe, Ind.
Rice, Marion Collin. Putnam, Ind.
Richardson, Charles A. Fayette, Ind.
Richardson, Owen Hamilton, Ind.
Richardson, Pauline Hamilton, Ind.
Roberts, Geraldine Hendricks, Ind.
Rodeback, William Hancock, Ind.
Selpel, Mrs. Francis Jackson, Ind.
Scherer, Alfreda Clinton, Ind.
Sherfey, Harry Elmer Putnam, Ind.
Spencer, John E. Boone, Ind.
Stower, Thelma Hendricks, Ind.
Stutes, Ruth Crawford, Hendricks, Ind.
Swisher, Mary Elizabeth Boone, Ind.
Tharp, Cecil Montgomery, Ind.
Thomas, Dorothy Hendricks, Ind.
Tucker, Homer Harrison, Ind.
Tucker, Sybil H. Shelby, Ind.
Wagonter, Thelma Lawrence, Ind.
Ward, Mollie Marion, Ind.
Warden, Walter Tipton, Ind.
Warner, Loren Dearborn, Ind.
Whitman, Dortha Fayette, Ind.
Wilcox, Mary Alice Harrison, Ind.
Wilson, Donald Monroe, Ind.
Williams, Milton Hendricks, Ind.
Wright, Ruby Sullivan, Ind.
Zieg, Mary Clinton, Ind.

Graduates of the Two-Year Elementary Courses

Grammar Grade

Alkire, Benson Putnam, Ind.
Baird, Helen Clark, Ind.
Barnes, George Brown, Ind.
Barrett, Nicile Athens, Ind.
Beaulier, Margarette Tippacanoe, Ind.
Bose, Kaythie Crawford, Ind.
Brown, Mildred Madison, Ind.
Brengman, Fredia Harrison, Ind.
Brown, Slota Parkes, Ind.
Brunson, Charles L. Jefferson, Ind.
Bryant, Nora May Jackson, Ind.
Burtton, Clara Lawrence, Ind.
Byers, Dorothy Lawrence, Ind.
Chastain, Leona Washington, Ind.
Chenoweth, Martha G. Randolph, Ind.
Colwell, Bertha Morgan, Ind.
Conrad, Elizabeth Harrison, Ind.
Conrad, Marshall Harrison, Ind.
Conorod, Gerald Clinton, Ind.
Coombs, Mary Martin Clinton, Ind.
Couch, William E. Switzerland, Ind.
Coupland, Doris Boone, Ind.
Courtier, Eleanor Johnson, Ind.
Crutchfield, Ruth Hendricks, Ind.
Danner, Alice Clark, Ind.
David, Mildred Hendricks, Ind.
Dawson, Donald Fayette, Ind.
Deckard, Murrell Monroe, Ind.
Deckard, Robert Monroe, Ind.
Delay, William Ripley, Ind.
Demsey, Joseph Jackson, Ind.
Deremiah, Everett Washington, Ind.
Dick, Hazel Tippecanoe, Ind.
Dickerson, Gladys Boone, Ind.
Edwards, Kenneth Hendricks, Ind.
Emley, Herbet Hendricks, Ind.
English, Gladys Hendricks, Ind.
Floyd, June Greene, Ind.
Ford, George Hendricks, Ind.
Gesell, Arthur Franklin, Ind.
Gibbs, Olive Jackson, Ind.
Grandstaff, Cecil Cas., Ind.
Gray, Herman Washington, Ind.
Griffin, Rita Martin, Ind.
Greyary, Raymond Switzerland, Ind.
Herder, Mrs. Cerd. Hendricks, Ind.
Hammerness, Floyd Jefferson, Ind.
Hawkins, Martha Boone, Ind.
Hedlund, Homer Monroe, Ind.
Helm, Elma Morgan, Ind.
Helm, Julia Morgan, Ind.
Henry, Mary Hendricks, Ind.
Hensley, Louis Johnson, Ind.
Herzog, Paul L. Harrison, Ind.
Hildum, Mabel Lawrence, Ind.
Hill, Frank Monroe, Ind.
Hodge, Paul Clinton, Ind.
Hueker, Violet Clark, Ind.
Heteter, Kenneth Jefferson, Ind.
Hout, William Lawrence, Ind.
Iles, Priscella M. Cas., Ind.
Isom, Gwendolyn Lawrence, Ind.
Johnson, Leonard Hamilton, Ind.
Jopesh, Naomi Hendricks, Ind.
Keith, Elga Crawford, Ind.
Keller, Kenneth Putnam, Ind.
Keller, Eva Brown, Ind.
Kelley, Lauret Marion, Ind.
Kutch, Zelma Daviess, Ind.
Lanier, Reta Clinton, Ind.
Lang, Vivian Sullivan, Ind.
Layman, Charles Hendricks, Ind.
Lewis, Ancel Hendricks, Ind.
Lively, Jessie Lawrence, Ind.
Lurton, Kathryn Clark, Ind.
Mason, Dorothy Clinton, Ind.
McCamack, John Hendricks, Ind.
McCoey, James Orange, Ind.
McGannon, Crystal Jennings, Ind.
McPike, Rosamond Monroe, Ind.
Mooke, Jessie Hendricks, Ind.
Menchhofer, Esther Ripley, Ind.
Michel, Harry Hendricks, Ind.
Millikan, Ruth Vermillion, Ind.
Monierl, Ceci, Marion, Ind.
Monroe, Malcolm Jefferson, Ind.
Moore, Beulah Clinton, Ind.
Mostor, Forest Jefferson, Ind.
Moss, Alm Floyd, Ind.
Mull, Harold Shelby, Ind.
Murphy, Mildred Tippecanoe, Ind.
Musselman, Mary P. Hendricks, Ind.
Nalle, Virginia Tippecanoe, Ind.
Oller, Ethel Clinton, Ind.
Patchett, Hazel Clinton, Ind.
Pawsey, Mildred Clark, Ind.
Pernett, James Clark, Ind.
Peters, Lois Hancock, Ind.
Petro, Vonda Hamilton, Ind.
Phares, Mildred Shelby, Ind.
Pickett, John Hamilton, Ind.
Pocher, Harry Hendricks, Ind.
Price, Paul Gibson, Ind.
Pruiti, Lucille Clark, Ind.
Pusey, Ruth Adams, Ind.
Roece, Ruth Lawrence, Ind.
Ray, Standford Clark, Ind.
Ray, Vivian Clark, Ind.
Remy, Caro Tippecanoe, Ind.
Robins, Anita Clark, Ind.
Robins, Charles Jefferson, Ind.
Ross, Inez Hendricks, Ind.
Schaed, Edith Perry, Ind.
Schafer, Kathryn Bartholomew, Ind.
Schoeder, Charles Boone, Ind.
Smythe, Mabel Putnam, Ind.
Snyder, Margaret, Ind.
Spark, Bethulawrence, Ind.
Stalker, Ethel Vigo, Ind.
Stewart, Albion Monroe, Ind.
Strange, Clifford Orange, Ind.
Stuart, Carol Hendricks, Ind.
Merritt, John M. Danville, Ind.
Riley, Virgil. . . . . . . 100, Ind.
Ross, Paul . . . . . . . . 100, Ind.
Russell, Mary Edna New Castle, Ind.
Price, Owen S. . . . . 100, Ind.
Rutledge, Jessie. . . . 100, Ind.
Ruffner, Margaret . . . . . 100, Ind.
Ritter, John . . . . . . . . 100, Ind.
Rice, Charles. . . . . 100, Ind.
Rogers, Elmer E. . . . 100, Ind.
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<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>State</th>
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<tbody>
<tr>
<td>Schaen, Edith</td>
<td>Derby</td>
<td>Ind.</td>
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<tr>
<td>Schaer, Kathryn</td>
<td>Hope</td>
<td>Ind.</td>
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<td>Smaller, Minshall</td>
<td>Millcreek</td>
<td>Ind.</td>
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<td>Schneck, Lewis</td>
<td>Little York</td>
<td>Ind.</td>
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<td>Schilling, Esther</td>
<td>Shelby</td>
<td>Ind.</td>
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<td>Schulz, Lynn</td>
<td>Terre Haute</td>
<td>Ind.</td>
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<td>Seiler, Charles</td>
<td>Whitestown</td>
<td>Ind.</td>
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<td>Schubert, Frank</td>
<td>Lebanon</td>
<td>Ind.</td>
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<td>Scott, Fayre</td>
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<td>Scott, Jeannette</td>
<td>Linton</td>
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