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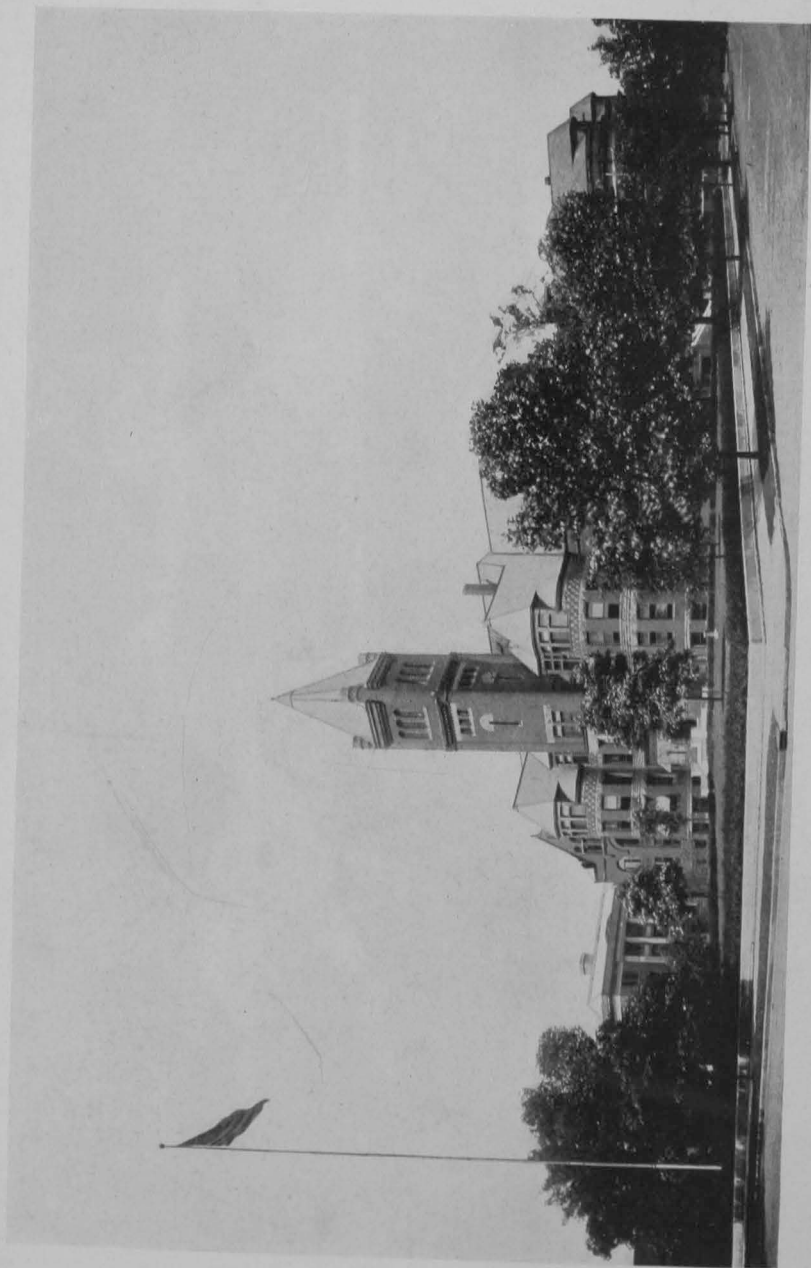


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INDIANA STATE NORMAL SCHOOL, TERRE HAUTE, INDIANA

The Semi-Centennial Celebration

of the

Indiana State Normal School

January 6-9, 1920

in Commemoration of the
Completion of
Fifty Years
of Work

Indiana State Normal School Bulletin
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Foreword

On January 6, 1920, the Indiana State Normal School completed fifty years of work. Just a half century earlier on January 6, 1870, the school formally opened its doors for the reception of students, and began its work in the training of teachers for the public schools of the state.

The fiftieth anniversary, even in the life of an institution, is a noteworthy event. It, therefore, seemed desirable that appropriate and fitting exercises should mark so important an occasion. Such a celebration, too, it was felt, should be of a substantial and permanent value, and should not wholly expend itself in academic parades and the mere public exhibition of buildings and equipment. It was believed that the spirit of the institution during the two score and ten years of its existence could find no more appropriate expression than in a great educational conference of scholars and educators, where the history of the past might be reviewed and interpreted anew; where the current educational problems, now at the front, might be critically analyzed and weighed, and where, with a fair degree of prophetic vision, the questions of tomorrow might be sensed.

Accordingly the school issued a call for a general educational conference, to which it invited as speakers, a number of eminent scholars and distinguished educators. A program was prepared extending over nine sessions, and Wednesday, Thursday, and Friday, January 7-9, were designated as the conference days. A general invitation to teachers, alumni of the school, and to friends of education generally, was extended, and the entire student body was asked to suspend its regular work and give its entire attention to the work of the conference.

Although the regular conference did not begin until Wednesday forenoon, January 7, several social functions preceded the formal opening. On Monday evening, January 5, the citizens of Terre Haute, anxious to show their interest in the Normal School and their appreciation of its fine leadership, gave a complimentary dinner at the Hotel Deming for President and Mrs. Parsons. The addresses of citizens all bore testimony of the concern and the pride which the citizens of Terre Haute felt in the work and management of the Indiana State Normal School.

On Tuesday, the Rotary Club of the city of Terre Haute invited the faculty to a complimentary luncheon at the Hotel Deming, and by its gracious hospitality and in public utterances expressed its desire to support in every way the larger interests of the Normal School.

On Tuesday evening a public reception was held at the Deming Hotel, very largely attended, and honored by the presence of the Governor of the State and his wife.

The first session of the conference convened at 9:30 o'clock on Wednesday morning in Normal Hall, Mr. William C. Ball, the Secretary of the Board of Trustees presiding. It seemed peculiarly fitting that the first speaker should be the Honorable James P. Goodrich, the Governor of the State. He spoke on the mutual obligations of state and school in maintaining and in furthering a sound Americanism in our political and social life. In a brief but eloquent address, he stressed the new obligations resting upon the state and the public schools in preserving those fundamental American ideals which undergird our national life.

President Parsons' address was a fine review of the history of the school, and of the educational ideals that shaped its work for a half century. President Winthrop E. Stone, of Purdue University, gave an inspiring address on the enlarging scope of higher education.

The session was made memorable by a very pleasant interruption, not scheduled on the printed program. At the conclusion of President Parsons' address a large delegation of citizens of Terre Haute filed into the hall, and through their delegated spokesman, Attorney George Oscar Dix, asked permission to have a few minutes' time on the program. This being promptly granted by the presiding officer, Mr. Dix, in a very happily worded address presented to President Parsons, on behalf of the large company of citizens with him, a large and handsome loving cup, as an expression of their love and esteem for him. Then addressing the Board of Trustees he asked permission to have placed on the walls of the Normal School a large bronze memorial tablet as a further tribute from the citizens of Terre Haute to the President of the School. President Parsons taken unawares, and not able to conceal wholly the deep emotion which this expression of good will had produced in him, responded briefly and thanked the committee of citizens for their kindness.

In addition to this gift from the citizens of Terre Haute, the College of St. Mary-of-the-Woods presented the President with a beautifully inscribed roll, bearing testimony to the high regard with which this neighboring institution regarded his services as an educator.

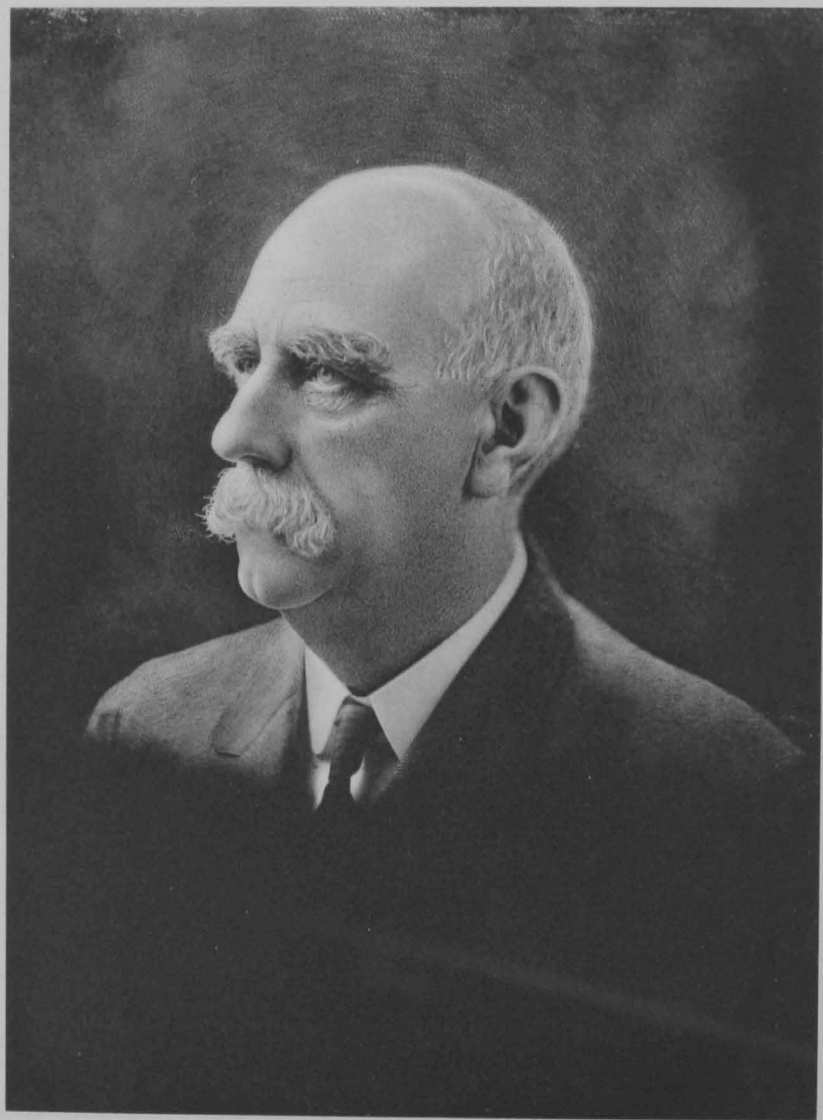
It would be out of place here to review the entire program of the conference. The themes of the various addresses, and the names of the speakers are indicated in the detailed program, printed elsewhere in this bulletin. It is a matter of regret that it is impracticable at this time to print all the addresses in full. Such a series of volumes would have been a substantial contribution to current educational literature.

Two addresses, however, are given in full in this issue. These addresses touched the early history and the work of the Normal School, so closely and so directly, and being the first-hand statements of an eye-witness and active par-

ticipant of it all, it seemed these should be put in permanent form, and preserved for future reference. These two addresses are those delivered by the President of the school.

The attendance throughout the sessions was very gratifying; on several occasions testing the seating capacity of Normal Hall.

Perhaps the best comment on the success and value of this educational gathering, is noting that after reviewing the work of the several sessions, the Faculty of the Normal School by formal resolution voted, that Foundation Day, January 6, shall be observed hereafter annually, if possible, by the holding of a school conference, which shall serve as a clearing house for the educational problems of the day.



Wm W Parsons

General Programme

Wednesday, January seven, 9:30 a. m.

William C. Ball, Secretary of the Board of Trustees, presiding.

Music: Community Singing,
Professor Lowell M. Tilson.

Address: Indiana and Education,
By the Honorable James P. Goodrich,
Governor of the State.

Address: The First Half Century of the
Indiana State Normal School,
By Dr. William W. Parsons,
President of the Indiana State Normal School.

Address: Education As a Factor In the So-
lution of Present Day Problems.
By Dr. Winthrop E. Stone,
President of Purdue University.

Wednesday, January seven, 2:00 p. m.

S. M. Keltner, President of the Board of
Trustees, presiding.

Music.

Address: Fifty Years of Education In
Indiana.

By L. N. Hines,

State Superintendent of Public Instruction.

Address: Fitting Our Rural Education to
the Needs of Our Democracy,

By Dr. W. W. Black, '92,

Professor, Indiana University.

Address: Consolidated Schools,

By Lee L. Driver,

Director of the Bureau of Rural Education of
Pennsylvania.

Address: The Salary Question,

By Dr. Robert J. Aley,

President of the University of Maine.

Inspection of Home Economics Department
and social time over the teacups.

Wednesday, January seven, 8:00 p. m.

Professor Charles M. Curry, presiding.

Music.

The Greatest Current Educational Problems,

Dr. Elmer B. Bryan, '89,
President of Colgate University.

Dr. Lotus D. Coffman, '96,
President of the University of Minnesota.

Thursday, January eight, 9:30 a. m.

Professor Frank S. Bogardus, presiding.

Music.

The State Normal School of the Middle West,

Dr. William W. Parsons,
President of the Indiana State Normal School.

Dr. H. H. Seerley,
President of the Iowa State Teachers' College.

Dr. David Felmley,
President of the Illinois Normal University.

Thursday, January eight, 2:00 p. m.

Dr. Louis J. Rettger, presiding.

Music.

Teacher Training,

Dr. E. W. Bohannon, '87,

President of the State Normal School, Duluth,
Minnesota.

Dr. John E. McGilvrey, '90,

President of the Kent State Normal College, Ohio.

Dr. W. P. Morgan, '95,

President of the Western Illinois State Normal
School, Macomb.

Dr. William F. Clarke, '98,

President of the North Dakota State Normal
School, Minot.

Thursday, January eight, 8 p. m.

Students' Evening.

Recital:

Jules Falk, Violinist.

Estelle Wentworth, Soprano.

Eugenia Hubbard, Pianist.

Friday, January nine, 9:30 a. m.

Professor Ulysses O. Cox, presiding.

Music.

Address: The Present Status of the Profession of Teaching,

By the Honorable P. P. Claxton,
U. S. Commissioner of Education.

Address:

By Dr. George L. Mackintosh,
President of Wabash College.

Address:

By J. G. Collicott,
State Vocational Director.

Address: A Retrospect and a Challenge,

By James O. Engleman, '01,
Superintendent of Schools, Decatur, Illinois.

Friday noon, January nine.

Luncheon at the cafeteria for the returned
service men.

Luncheon in Home Economics Department
for Faculty and visitors.

Friday, January nine, 2:00 p. m.

Miss Mary Moran, presiding.

Music: Community Singing,
Mrs. Carrie B. Adams.

Address:

By Mrs. Demarchus Brown,
Butler College.

Address:

By Mrs. Edith Whitenack Dorsey, '94,
Alton, Illinois.

Address:

By Miss Ethel Burton, '08,
Evansville College.

Friday, January nine, 8:00 p. m.

President William W. Parsons, presiding.

Music.

Address: Education for the New Era.

By Dr. Edward Howard Griggs.

The First Half Century of the Indiana State Normal School

By President William Wood Parsons

It would be altogether natural and allowable for you to inquire by what right I assume to speak for the first half-century of the Indiana State Normal School.

The answer to this question will be indicated by two or three simple facts, unimportant in themselves, but which will serve to show that the speaker is not without some first-hand knowledge on the subject assigned him.

As a native born citizen of Terre Haute, my first school days were spent in the old County Seminary building which stood on the spot now occupied by this, the administration or main building of the State Normal School. It was here that, under the rather efficient, though not always attractive, and persuasive tuition of the old-time schoolmaster, Uncle Bennie Hayes, that I, in common with many Terre Haute boys, acquired the merest rudiments of education. Twelve years later, when the newly established State Normal School opened its doors to receive students, January 6, 1870, I chanced to be one of fewer than a score that enrolled on the first day. During the fifty years that have elapsed since that day, I have been directly connected with the institution forty-seven years—as student, instructor, professor, vice-president and president. It has been my fortune to know personally every one of the hundred or more men that have served the state as trustees of the Normal School; to know, more or less intimately, every one of the several hundred men and women who have during this half century served the school as members of its faculty; and of the fifty-five thousand young men and women who have attended the school, I have at least known personally the great majority. I have known the

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school, therefore, at every stage of its development and in every period of its history. In view of these facts, it will not seem presumptuous, I am sure, for me to assume a reminiscent mood and bring before you some of the leading facts in the school's history.

So far as I know or have been able to learn, the first definite step toward the establishment of a state normal school in Indiana for the training of teachers was taken in 1858, when Dr. E. T. Spottswood, a member of the General Assembly from Vermillion County, and later a resident of this city, introduced a resolution providing for the appointment of a committee to inquire into the desirability and feasibility of establishing a school for the training of teachers for the public schools of the state. Whether the committee which this resolution called for was appointed, and if so, whether it submitted to the next General Assembly a report on the subject of establishing a state normal school, I have not been able to learn. At any rate, nothing was done with the subject for several years. Probably the rumblings of sectional disagreement and strife which even then were in the public ear, and, later, the rupture of the Civil War led to the postponement of this educational project. But at the first opportunity, after the close of the war, the agitation of the subject was renewed, and in December 1865, the General Assembly enacted the law which created this institution and under the general provisions of which the school has carried on its work for a half century.

This law defined with strict accuracy the purpose of the school. It was to be established and maintained for the sole purpose of preparing teachers for teaching in the public schools of Indiana. To restrict its work to this one field and department of education, the law required, and still requires, every student on entering to declare his intention to become a teacher in the public schools of Indiana and to promise to teach in these schools, if practicable, for

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a period at least twice as long as he remains a student in the school. It further required him as a condition of receiving a diploma, to demonstrate his ability to teach and manage a school by practical successful experience for a period of not less than two years after graduating.

This act of 1865 authorized the board of trustees to receive proposals of lands, buildings and money from towns or cities of the state that desired to secure the location of the school, and required the board to establish the school in the town or city that offered the greatest inducements to secure it. It may not be generally known, and whether or not it is a matter of common knowledge, it should be reiterated and emphasized that, of all the municipalities of Indiana, Terre Haute was the only city that manifested the slightest interest in this new institution of learning and that offered any inducement to secure it. Terre Haute proposed to donate the block of ground three hundred feet square, easily worth at this time more than a hundred thousand dollars, on which the building we are occupying at this time stands, to give the sum of fifty thousand dollars in cash toward the erection of the building, and to enter into contract with the state to maintain forever one-half of all the expenses incident to keeping the buildings and grounds of this institution in proper repair.

I want to take this occasion to say that Terre Haute has never faltered or hesitated in the matter of keeping this contract. During the more than fifty years that have elapsed since this contract was made and entered into, Terre Haute has never failed to meet her obligation to pay one-half the expenses of repairs to all the buildings and grounds of the institution. In addition to this, and without any legal obligation whatever, this city gave an additional fifty thousand in cash to aid in the reconstruction of buildings destroyed by fire in 1886.

In these days of tens, and even hundreds of millions for educational purposes, fifty thousand and one hundred

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thousand may seem mere items, but fifty-five years ago they loomed large in the popular imagination.

This offer of grounds and money was accepted. The legislature made several appropriations for the construction of the building, and by January 1870 it was thought possible to open the school.

It would be difficult for any one to give you an adequate picture or realization of the conditions under which the Indiana State Normal School began its work fifty years ago yesterday. The building was a rather imposing four-story structure, quite similar in architecture to the present main building of Rose Polytechnic Institute. This was a semi-gothic or mixed style of architecture much in vogue for schools, hospitals and other public buildings fifty or sixty years ago. It stood on the east side of the tract of land donated by the city to the state, and the remainder of the lot was one immense pile of sand, broken stone, and debris, with two or three narrow paths leading from the street to the front door. The building was only half completed. The basement and fourth story were unplastered and wholly in the rough. The second and third stories were plastered and floored, most of the doors and windows were in place, and the usual trim—casings, base boards, etc.—had been put in before the building fund was exhausted. There was no money left to complete the building or even to clear the ground and lay the walks to the doors. There were no lighting fixtures of any kind, and, so far as the building was heated at all, it was by means of a few large, rough cannon stoves. The halls were as cold as outdoors itself.

The school had only the most necessary furniture and absolutely no equipment with which to begin its work. It did not have the semblance of a laboratory, not a map, not a piece of apparatus of any description, and its library consisted of a Bible and one unabridged dictionary. It was a very near approach to the log with Hopkins at one

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end and Garfield at the other, the unfortunate difference being that neither Mark Hopkins nor James A. Garfield was on the ground.

The sixth day of January, 1870, was a cold, raw, bleak day with a "nipping, eager air," when fewer than a score of prospective students, all but two or three from Terre Haute and Vigo County, made their way up the narrow winding paths between the sand hills on either side and offered themselves as students with whom to begin the work of teacher-training in Indiana. As a matter of necessity in part, no doubt, they were all accepted and the school made its start. With the present entrance conditions, not more than three or four of these applicants could have been admitted.

As I look back upon that opening day and reflect for a moment upon the conditions which existed at that time, I hardly see how those in authority had the courage to try to organize and open a normal school. A shelter from the weather, it is true, but without any of the facilities, appliances and conditions which are now regarded as essential to school work; and perhaps worst of all, no popular sympathy with the idea and thought of professional training of men and women for school teaching. The whole spirit, atmosphere and environment were as negative and discouraging as the building and grounds were barren, bleak and forbidding.

For the first few days the faculty consisted of William A. Jones, the president, and Professor Bosworth. Professor Bosworth had been a teacher in the Terre Haute Female College, a school for young women, for which the building that afterwards became and is now the property of St. Anthony's Hospital, was originally constructed. A few days later a Miss Newell, who had shortly before returned from a European trip with Mark Twain, an account of which is given in one of this celebrated humorist's best books—"Innocents Abroad"—was added to the fac-

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ulty. A little later Miss Mary A. Bruce and Miss Amanda P. Funnelle joined the teaching force, and still later, Professors Nathan Newby and Lewis H. Jones were added. Miss Newell, who had had no training nor experience fitting her for work in a normal school, dropped out at the end of a few weeks, quickly followed by Professor Bosworth. The five faculty members left—President Jones, Miss Funnell, Miss Bruce, and Professors Lewis H. Jones and Nathan Newby—took hold of the work in earnest, organized the school and put it on its first feet. A little later, four additional teachers came into the faculty—Cyrus Hodgkin, James H. Wilson, J. T. Scovell, and Benjamin C. Burt. These nine men and women, with Miss Ruth Morris (present at these exercises today, I am very happy to say, as Mrs. Ruth Morris Kersey), Rosa King and Sarah Donaghue, as the training school teachers, constituted the teaching force mainly during the school's first years. It was they, under the leadership and direction of President William A. Jones, who determined the early policy of the school and stamped upon it a character somewhat unique among the normal schools of the country and which has persisted as its thought and spirit to this day.

In another address at a later stage of these Semi-Centennial exercises, I shall attempt to characterize and describe more accurately and in some degree of detail the underlying doctrines and principles on which the school was founded. For the present I wish only to emphasize the fact that the early work of the school laid unusual stress on two things—thoroughness in teaching and logical organization of subject-matter. William A. Jones and the teachers associated with him in this early day had no patience with the slipshod, superficial teaching so common in the schools of a half century ago, and their reaction against their unscientific and purely capricious methods of school work probably carried them to an extreme of

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thoroughness and system in the instruction given in the Normal School in its early years. But it was a healthy, wholesome reaction from the loose methods, formal instruction and slavery to text-books so prevalent in the schools of that day.

It is not too much to claim that the Indiana State Normal School, under the direction of President William A. Jones and the nine or ten men and women associated with him during the ten years of his presidency of the school, made a distinct, positive and enduring contribution to the educational thought and practice of the schools of Indiana. It had the opportunity to do this and the time was ripe for a forward step. In a word, the State Normal School planted itself on the doctrine that there is a rational foundation for all educational procedure, that it is possible to discover these rationally determined principles and to train men and women in the conscious application of these in all their work as teachers. This, I believe, could fairly be considered as a comprehensive and correct statement of the basic thought of the Indiana State Normal School. As I shall try to set forth in another address, it was maintained and promulgated as the underlying doctrine of the school that it is possible by proper study of certain subjects to found all teaching of all subjects on scientific principles and thus reduce to a reasonable minimum the teacher's experimental period in the school room.

This was new educational doctrine in Indiana and it frequently excited much opposition, and sometimes not a little ridicule. More than once in those early days I heard the theory of scientific pedagogy ridiculed as visionary and impractical, and at the State Teachers' Association on several occasions the doctrine of orderly method, except as derived from teaching experience in the school room, was scoffed at as new-fangled and unreal. So radically and completely has public sentiment changed

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that it is doubtful if to-day any teacher in Indiana would have the temerity to stand before an assembly of teachers and deny the existence and validity of a body of educational principles that should be mastered before entering the school room as a teacher.

So far as I am informed, the Indiana State Normal School was the first institution in Indiana to undertake the systematic professional preparation of teachers for the work of the school room. Prior to this time it was the current assumption of the educational world that scholarship—the knowledge of subject matter—was the only qualification for teaching that could be directly acquired in a course of preparation for the school room. Let me not be misunderstood. Scholarship—large, liberal, accurate, rich scholarship—must be the presupposition and necessary foundation of all efficient, inspiring instruction; and I am altogether convinced that the pervading and prevailing sin of early normal school instruction in the United States was the substitution of method for matter. In their early history the normal schools in some degree ignored scholarship as the basis of preparation for the school room, and laid undue stress relatively on the pedagogical aspects of education. Too often the student was left to acquire a knowledge of something to teach after he had learned how to teach the something he had yet to acquire. The natural and logical process was reversed. They learned how to teach, and then afterwards learned something to teach by the method acquired. However, the realization that there is a valid and vitally necessary element of training for the school room which is additional to and over and above this element of scholarship had its beginning in Indiana about a half century ago. To-day there is no institution in Indiana, if, indeed, in the United States, which publicity invites prospective teachers to enter its doors and which professes to train

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teachers for the schools that omits or ignores this aspect of the teacher's proposition.

I wish at this moment to speak a few words about the character of the young men and women constituting the student-body of the Indiana State Normal School during its early years.

Fifty years ago there were probably not ten high schools in Indiana, and what schools there were had been established over the protest and in spite of the strong, but quiet opposition of a very considerable element of our people. Some of the leading citizens and most prominent lawyers of the state maintained that the high school was not contemplated, and, indeed, was precluded by the constitutional provision imposing upon the General Assembly the duty of establishing a system of free common public schools. The result was that during the first ten or fifteen years of the State Normal School its students, with very few exceptions, came with little more than a knowledge of the common school branches—arithmetic, geography, English grammar, physiology, United States history, and so on. A few of them knew a little Latin, algebra, general history, geometry, and physics, the latter under the name of natural philosophy. But I wish to emphasize the point that they did know something about these subjects. Notwithstanding the fact that the schools were conducted in the crude school houses of the state, with little equipment and under methods long since discarded, these men and women did know something about these subjects, and the very limited range of their study had given them a somewhat intensive knowledge of these common school branches.

These first students were twenty or twenty-five years old, many of them older than this. Nine-tenths of them, under the system of examinations that then prevailed, had been able to secure licenses and had taught country schools. One of the best ways to learn a subject is to try

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to teach it, although this is oftentimes very expensive to the children. In my opinion, these young men and women were the best raw material—and they were indeed raw material—that any school ever had out of whom to make common school teachers. They had been brought up in the country, and I sometimes think it is the natural and constitutional right of everybody to be born in the country. They were poor—in itself a great blessing to a student—and they had not lived a soft, easy life. They knew what it is to work, and they were not dismayed and discouraged by obstacles and difficulties. They had settled habits of industry, economy and persistence. They knew the value of time and opportunity and they were in dead earnest from the word go. They had no time for the diversions of the modern student. They attended the theater very seldom, the picture shows never, and then only when they were assured that they could not afford to miss the plays. They had never heard the words tennis, golf, baseball, athletics, although occasionally the men did play shinny, town ball, three-cornered cat, or bull pen. A students' dancing club was unheard of, and I doubt if a deck of cards was ever in the possession of a student of the Normal School during the first ten years of its history. On this subject, however, I don't care to be qualified, for it may be that a few of us had learned the games of euchre, sledge and seven-up clandestinely in the barn lofts of our country homes. They were a body of poor, self-supporting students, and they could make a dollar go further than any other people I have ever known. They had sprung from the loins of labor, they knew what it was to get up at four or five o'clock in the morning and do a half day's work before walking a mile, or two, or three, over the country roads to the school house. At the close of the school day, they walked home, milked the cows, fed the stock, chopped the next day's wood and attended to all the chores of the primitive life

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they lived on the farms of that day. And after the supper table was cleared (in those days they had supper in the evening, not dinner) they gathered around the table and, by the light of a kerosene lamp, really studied and learned their lessons for the next day. The men had never dreamed that rich, costly silks would be made into ten, fifteen and twenty-dollar shirts, and the women had never heard of four, six, eight or ten-dollar silk hose. The conventionalities and extravagances of modern dress were unknown to them.

"They had a rustic woodland air,
And they were wildly clad,"

but they had the stuff in them, and, strange as it may seem, they believed that the chief duty of a student is to get his lessons and perform the tasks assigned to him.

At the end of ten years William A. Jones resigned from the presidency, and was succeeded by George P. Brown, who remained at the head of the school until June 30, 1885. Under President Brown's direction the school made several important advances. The courses of study were broadened and extended, larger appropriations were secured for maintenance, fuller account was taken of and more credit given for the work of the high schools which had greatly multiplied by this time, and more was done to popularize the school and to bring its work to the attention of the people of the state. Moreover, to a considerable extent the extreme and somewhat abstract terminology adopted and employed in the early days of the school was abandoned to give place to the language more current in educational literature and circles. These and other changes greatly increased the attendance and gave the work of the school a wider and more general approval. President Brown was a man of keen educational insight, and of extended, varied and successful experience in all kinds of public school work. This intimate knowledge

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of the schools enabled him to bring the work of the Normal School into closer harmony with the schools of the state and in this way he rendered a very great service during the six years of his presidency.

Now, let me touch as briefly as possible without altogether ignoring, the period from July 1, 1885, to the present. During this period Indiana has had her greatest expansion and development in all lines, directions and fields. One might almost characterize the Indiana of the last third of a century as the New Indiana, for the former things have, in part, been done away, and Indiana is clothed with and dominated by a new spirit and life. Physically, her remaining forests have been cut away, her swamps and marshes have been drained and converted into fertile farms, her railways and interurbans have multiplied and extended until the state has become a network of these, interlacing and tying together as one great family her nearly three million people. Her public highways have been improved in a degree not realized by the younger generation of to-day. Her agricultural, mining, manufacturing and commercial interests have undergone marvelous development, and a newer, finer and broader spirit animates her people.

Along with this march of physical, material improvement has gone a steady expansion and development of Indiana's educational system. Schools of all classes have multiplied and expanded—colleges, teacher-training schools and departments, special, technical, industrial, professional and trade schools of all kinds adapted to the growing needs of our complex specialized industrial and commercial life. As already stated, fifty years ago, there were not to exceed ten high schools in Indiana. To-day there are more than twelve hundred such schools. New and enlarged courses now have place in the public school work of the state, and the normal and teacher-training schools have all been obliged to expand in every way to

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train teachers for the new education furnished by the public schools.

The history of the State Normal School for the past third of a century has been largely in the nature of an effort to keep up with and adapt itself to the growing, enlarging demands of the schools to serve which it is maintained. Its foundations had been securely laid and fifteen years of steady, thoughtful dealing with the problems of teacher-training with several thousand student-teachers, representing all degrees of attainment and fitness for teaching had established well the lines of this effort. The new problem which confronted the school was to extend its courses of study, increase its teaching force, multiply and enlarge its equipment and facilities, and in every way meet these growing demands. To this task the energies of the school have been devoted in no small degree during the past third of a century.

The course of this development was seriously interrupted and hindered for about two years by a disastrous fire in April, 1888. The forenoon of April 9, 1888, witnessed the complete destruction by fire of its entire plant—buildings, furniture, library, laboratories—such as they were—everything—the accumulation of more than eighteen years. Not an article of furniture of any description, not a piece of apparatus, not a book was left. All that was left was the smoking, broken walls of the building—six hundred earnest students, about thirty teachers, and the intangible but most real something that I want to call the spirit of the Indiana State Normal School. In the face of this overwhelming disaster this spirit remained unbroken and undismayed. And this is a good time to declare that this last—the spirit of a school—is, after all, the abiding, enduring reality. This is not subject to fire, flood, earthquake, or any other external contingency or disaster. This most real, potent, active spirit or energy immediately set about creating for

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itself a new, more comprehensive, finer and better external embodiment than it had before enjoyed. And this invincible normal school spirit and reality stands here to-day in the form of real estate trebled in extent and hardly less than ten times greater in value, with six great modern buildings well adapted to the purposes for which they were intended, with library, laboratories and equipment of every nature, totalling in cost and value not less than one and one-half million dollars.

What has the school accomplished for Indiana during the half century of its active existence? No human being could answer this question, but this much in truth can be said—the Indiana State Normal School has stood in season and out for sound, earnest, thorough, philosophical preparation and training for teaching in the public schools of Indiana, and it has, first and last, sent fifty-five thousand young men and women out into these schools, strongly and fully imbued with these ideas and doctrines of thoroughness, system and organization of school work. Probably not a city, town, hamlet, village or township in Indiana has failed to come under its influence either through the direct teaching of its students, or by means of the general educational atmosphere and tone which the school has helped to create. At this moment there are several thousand teachers in the public schools of Indiana who have received their instruction and training in the Indiana State Normal School.

May I devote a final word to this question: To what does the Indiana State Normal School owe whatever degree of success it has enjoyed during the fifty years of its work?

Ideals, principles, theories and doctrines, be they ever so sound and correct, have no inherent power to organize and realize themselves in concrete activities and results. These abstractions have no dynamic power. Only as they have men and women behind them bent on putting them

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into force and operation do they take on outward reality. An institution of learning founded on correct ideals and principles and having aims of the highest character might nevertheless, for want of energetic, aspiring, courageous, devoted men and women to carry these into effect attain only a mediocre degree of success, or even suffer disaster and failure.

Almost without exception, the Indiana State Normal School throughout its fifty years' history has been blessed with men and women of unusual ability as teachers and of singular devotion to the highest interests of the school. Since, as I have already made known, it has been my fortune, and mine alone, to know the attainments and capabilities of all these men and women of the half century, it will not be thought amiss for me to bear this public testimony to their ability, fidelity and devotion.

But the high character of this teaching body has not been the result of mere chance and good luck. It has come about and has been maintained by a system of appointments and elections having regard only to questions of fitness for and adaptation to the work to be done. No questions of political or religious belief, or other irrelevant matters have entered into the appointment or retention of the faculty of the State Normal School, and when once appointed and tested, men and women have been made to feel that the tenure of position was secure. Moreover, they have been given a large degree of freedom in working out the problems of and in administering their respective departments. A continuity of thought and method and consistency of aim and effort have been given to the school in these ways, which have proved of the highest value and which could not have been secured in any other way.

The school will enter upon the second half century of its career with an honorable, worthy history behind it. It can not say, with the Apostles of old, "I have finished my

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course," for larger fields of usefulness are yet ahead of it; but it can truthfully declare, "I have fought a good fight, I have kept the faith." That it will keep faith with the high ethical and educational ideals that have characterized the first half century of its life we may safely believe. That its sphere of usefulness will widen with the years to come seems certain. Thus will it more than ever merit the confidence and support of the people of Indiana, whose highest and dearest interests—the education and training of their sons and daughters for usefulness in a high and honorable calling—it seeks to promote.

That the half century just ended may prove to have laid the foundations broad enough and deep enough for an ever growing superstructure that shall endure through the ages, ministering to the highest, most enduring needs of humanity, and brightening and blessing toilsome life is the hope and wish of my soul and the prayer of my heart.

ON THE FIFTIETH ANNIVERSARY
OF THE FOUNDING OF THE
INDIANA STATE NORMAL SCHOOL,
THIS TABLET IS ERECTED BY HIS FRIENDS
AS A LOVING TRIBUTE TO

WILLIAM WOOD PARSONS,

WHO ENTERED THIS SCHOOL ON ITS OPENING
DAY AS A STUDENT, WHO IN 1876 BECAME ONE
OF ITS TEACHERS, AND WHO SINCE 1885
HAS BEEN ITS PRESIDENT.

JANUARY 6, 1870.

JANUARY 6, 1920.

The State Normal School of the Middle West

By President William Wood Parsons

The subject of this symposium rather assumes that the state normal schools of the Middle West have a distinctive character, as they have differed in origin and history, from similar institutions in other sections of the country. And I feel sure that, within certain limitations, this assumption is well founded.

The general fact seems to be that institutions of learning derive their character, in part at least, from their physical, intellectual and social surroundings, and, as a general proposition, it is true that such institutions seek to train their youth for intelligent, helpful, useful activity in the institutional and social life they are to live. It would, therefore, seem reasonable that the state normal schools of the Middle West would to some extent, differ from such institutions as they exist and are carried on in other countries, and even in different parts of the United States.

There is an intangible, indefinable, but none the less real, something which we may call the Spirit of the Middle West. This would perhaps elude any effort at precise definition or analysis, but it exists none the less. The spirit of New England is not identical with that of the Pacific Coast. Go from New Orleans, Charleston, Nashville, or even Louisville, to Minneapolis, Omaha or Kansas City, and one feels at once the presence of a different life. Without attempting to characterize the difference, any one who has addressed assemblages of teachers in New England, the Middle Atlantic states, Pennsylvania and New York, and in the far Northwest, could hardly fail to appreciate the difference of educational attitude and spirit prevailing in these widely separated sections.

The Middle West is a blend or union of nearly all the elements of our national life. The hardy New Englander, the Quaker and the Pennsylvania Dutch, the cavalier of the South, the Virginian, the Carolinian and the Kentuckian have met on common western soil and have each contributed to the political, civil, commercial and social life of the region. The peculiarities, provincialisms and idiosyncrasies of each have been submerged and lost in the compound character that has emerged. Here was an empire to subdue. Forests were to be cut away, homes to be builded, cities and towns established, railways, bridges and public highways constructed. A highly developed, complex civilized life was to supplant, and has within the past one hundred years taken the place of the Middle West as this great region came from Nature's hand.

In this transformation it was inevitable that the people themselves should be transformed. A Western character—a Middle Western character—was the result and outcome. These people believed in religion and education and the church and the school house were objects of their early attention. Very early they realized that the value of the school depends primarily on the ability and efficiency of the teacher, and the conception of schools for the special training of teachers very soon took hold of the popular mind. The normal schools in all these Middle Western states had their origin in the clear, positive recognition of the necessity for special training for the work of teaching.

These schools, like the public elementary schools for which they were designed to prepare teachers, had certain elements of originality and differentiation about them. They were not patterned closely after the normal schools of any other nation or country, and did not adopt as models for strict, close imitation the normal schools already established in the United States. The rugged, in-

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dependent, vigorous character of the people themselves reflected itself in the normal schools. These schools have not been conducted altogether along traditional lines and have not been bound by the conservatism and the conventionalities of any section or region; nor again have they been overshadowed and dominated by college and university interests. For the most part they have been free to work out their own problems in their own clearly defined field. To some extent they have attacked and attempted to solve these problems of school teaching and management from different angles and points of view, and in the summing up I have no doubt that each of them will be found to have made some valid contributions toward the solution of the problems of normal school education.

I have the impression, though it is quite possible that this is an error, that the Indiana State Normal School, under the direction of its first president, William A. Jones, made a more distinct and positive effort to found its work on a preconceived system of philosophy and psychology than did normal schools generally. Mr. Jones was a virile, independent thinker in the field of education. Coming from New England, he had broken with what he regarded as traditional formalism in the schools and in his reaction from this, he went to a possible extreme in the view that a rational philosophy of the world and a complete psychology of man must become the conscious working intellectual possession of every teacher. But this was a most wholesome reaction from the superficial, formal and imitative methods of school work prevalent in Indiana and elsewhere at that time. Perhaps I should be justified in the broad statement that the most distinctive characteristic or feature of this school, particularly in its early years, was the assumption that, by a thorough study of academic subjects and a careful analysis of mental processes, methods of instruction could be determined with a great degree of scientific accuracy. An old saying cur-

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rent here many years ago was supposed to be the summation of this doctrine—"the fact in the subject, the law in the mind, the method as the product." Or, stated a little more fully, the theory of this normal school embraced four distinct but closely related doctrines as necessary to a teacher's preparation and training for the school room. These were: First. A thorough organic knowledge of the subject or subjects to be taught. Second. A knowledge of the human mind involving the mental processes by which knowledge of subject-matter is acquired, with the laws controlling these processes. Third. A systematic, orderly method of instruction derived from this knowledge of subject-matter and of the being to be taught. Fourth. An extended period of actual practice in teaching in a school, organized for the purpose and in which these rationally derived methods of instruction could not only be tested, but become the habitual and regular procedure with the teacher.

Before entering into a very brief consideration of each of these four underlying ideas constituting the educational doctrine of the Indiana State Normal School, let me give my general adherence to the educational platform here laid down. In general terms, this is sound, comprehensive and complete. A half century's study of these four cornerstones of the essentials of pedagogy has not changed my conviction as to their soundness and truth, nor shaken in any way my faith in these as the basic lines of teacher-training and instruction. Whoever undertakes to teach a subject or subjects to others, presumably less mature and intellectual than himself; or, better, whoever attempts to teach others most effectively with a subject or subjects of instruction must, necessarily, give earnest attention to the subject itself, the nature and capacities of the learners, and the method or procedure of adapting the subject to the inherent needs of those who are taught. And if a long and expensive period of experimentation is to be

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avoided, a time must be devoted to preliminary practice teaching under the most intelligent, skillful guidance.

It would be universally conceded, I assume, that a thorough, systematic knowledge of any subject is the very first prerequisite to any skillful teaching of that subject, and normal schools have not been alone in emphasizing this fact. No informed person, I take it, would deny that a teacher's mental furniture, whatever this includes or does not include, must embrace a knowledge of the subject or subjects which he is required to teach. There can be no successful teaching of any subject by a person who does not have a reasonably thorough understanding of that subject. It must always be understood that nothing can be offered as a substitute for this. But a subject may be studied, and in a sense mastered, from either of at least two points of view. It may be mastered as a means or instrument of self-education and self-culture alone, or it may be pursued and considered at every stage from the point of view of one who wishes to employ it as a means of educating others. In the first instance, the student's question would be, how can I so study the facts, principles, general truths and rules of this subject as to derive for myself the largest amount of useful information, the best discipline and exercise of my mental powers, and the truest and best insight into the department of knowledge to which the subject introduces me? In the second case, the inquiry would be, how can I so study and master the sphere of subject-matter presented in a given subject as to be able to wield this most effectively in leading another to acquire this knowledge, power and insight? In other words, the Indiana State Normal School has insisted from the first that there is something that may be called a teacher's knowledge of a subject of study—and that it is the duty of the Normal School to lead the student-teacher to acquire this. Again, it must be understood that this teacher's knowledge of a subject is not a

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substitute for a thorough understanding of the subject-matter in itself, but it is something added to and over and above what the student requires when the object is his own self-education and culture alone. This professional or pedagogical mastery of a subject grows out of the general attitude of the student while pursuing his studies. A medical student and a prospective public school teacher could easily study the same field of subject-matter, but each would view this from his own special angle and interest. Each would consider it from the point of view of the particular use to be made of it. Questions of educational value, adaptation to varying stages of mental unfolding and understanding, methods of presentation, etc., would come within the teacher's view, and would to that extent differentiate his study of the subject from that of the general or the medical student. This systematic, thorough, organic pedagogical view and mastery of subjects of study was insisted upon and drilled into the student from the first by this school; and, held within reasonable limits, it is a valid element of teacher training. The student's attitude toward the subject he is pursuing will help to determine the character of the knowledge he acquires.

But, in my opinion, this doctrine was in the early days of this institution pushed quite beyond its reasonable limits, and, necessarily, resulted in a very limited, restricted, although intensive, and accurate scholarship. The school identified thoroughness with exhaustiveness. A reasonably thorough working teacher's knowledge of a subject can be acquired and should be taught without attempting to exhaust the subject. Moreover, no subject stands unrelated and alone. Using the current qualification, other things being equal, though we know they never are equal, he will be the best teacher of arithmetic, for example, who, in addition to knowing arithmetic, has illuminated and enriched his knowledge of the subject by

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the study of higher mathematical branches, who can let down into the subject the light which algebra, geometry, calculus, etc., are fitted to throw on the lower subject.

While this thorough, organic, deeply intensive study and mastery of a limited range of subjects as carried on in the early normal schools was of the highest value in some respects, it at least leaves open the question whether a larger range of subjects—a more liberal scholarship—would not in the end contribute more largely to the teacher's success and efficiency.

Psychology has from the first been the favorite pedagogical study in normal schools. This has been considered the gateway to all really rational, scientific method in teaching. A large element of truth is contained in this implication. The child is himself the real subject of education. Branches of instruction are determined by his inherent needs as a human being and the institutional life he is to live among his fellows. They are simply the means, the tools, the instruments of the child's unfolding and development. Methods of instruction, principles of school management, the rules of the school—everything indeed pertaining to the school—can be traced back to the nature and needs of the being to be educated. The entire work of the school revolves about the child and centers in his nature, needs, and destiny. Philosophically, all this is true, but it yet leaves open the question whether it is necessary that every teacher, without regard to his sphere of work in the school room, should consciously possess this deep philosophy of the world and this rational child psychology.

Probably no other normal school in the Middle West, if, indeed, in the United States, laid greater stress on this aspect of professional training than did the Indiana State Normal School. Educational Psychology had a large place in the curriculum and much effort was devoted to founding all method and everything valid in school

work on psychological grounds and philosophical principles. As an abstract, academic, theoretical doctrine it would not be difficult to assent to this proposition, but as a practical working scheme for training young men and women for the schoolroom, especially by short courses, it can easily be unduly stressed. The eighteen or nineteen year old boys and girls from the high schools who now constitute the student-body in the typical normal school, have little power to enter into the deep, introspective mental processes which have been supposed to clear up and illuminate all school problems for the teacher. Moreover, these young people have little power, even under the best direction and guidance, to anticipate the actual problems of the school and solve them on purely theoretical grounds. The more obvious general activities of mind with the conditions attending these and the general laws of such operations can and should be studied, but highly speculative, philosophical and obscure facts and theories have no necessary place in the teacher's study of the subject.

I rather think it yet remains for somebody to write a psychology for teachers which shall deal in the most simple way with those mental activities, facts, products and laws which closely relate themselves to the work of the teacher, and leave in the background almost entirely the strictly metaphysical, philosophical aspects of the subject.

Notwithstanding these shortcomings, if, indeed, they were limitations, it would be safe to declare that the school rendered a great service to the educational work of the state by the emphasis it placed on this general necessary element in the training of the teacher.

Rational method must be derived from two things—the matter of the subject and the being to be taught with the subject. There is, of course, a method, that is to say, an organization in and of the subject itself which can not be ignored in determining the teacher's procedure. The

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logical order of dependence which inheres in the subject and gives it its organic character and renders it a valuable instrument of education is a very large factor in the determination of all questions of method. On this doctrine of method in the subject the Indiana State Normal School has always, and I think with entire correctness, placed great emphasis. A subject of study, for example, English grammar, arithmetic or geography, is not simply a chaotic mass of facts, rules, general principles, etc., but all this matter classified, arranged and organized in the order of logical dependence. The subject is methodical and organic. It is an essential element of the teacher's knowledge that he become fully conscious of the necessary method and organization that inhere in the subject he is to teach. This inherent method and organization of the subject and the child's natural and necessary activities of mind furnish the clue to the only really intelligent scientific method possible in teaching the subject. It has been the almost unanimous testimony of both graduates and under-graduates of this school that this close, intensive, analytic study of subject-matter, dwelling constantly on the inherent organization of the subject, has been of the highest value to them, both as means of self-education and as preparation for teaching. The normal schools of the Middle West have in very considerable degree, I am quite sure, differentiated themselves from the schools of other sections of the country by the emphasis they have placed on this phase of academic study.

From the first the Indiana State Normal School has maintained an extensive system of schools for observation and practice under the special guidance of trained critic teachers. At present it maintains a typical country school, the eight grades of the common public schools and a full four-year high school department. An element of completeness would be added if the system embraced a

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well ordered, efficient kindergarten. These schools are organized and maintained on the theory that, following a thorough and careful study of subjects of instruction in their organic and methodical nature and in every way from a teacher's point of view, also a thorough study of method, it is possible to acquire at least a degree of skill in actual instruction under competent critic guidance before the student actually takes charge of a school as a responsible teacher. It would be an error to hold, as has sometimes been done, that this period of practice work, however extended and well conducted, takes the place of his own actual experience in the school of his own teaching. It does not; nothing can be offered as a substitute for the years of actual, everyday contact with the problems of instruction and school management in the teacher's own school. But that this experimental period in a school room can be greatly reduced and that the young teacher can be so taught and trained in the practice schools that he will profit rapidly and greatly by his experience in his own school, seems altogether reasonable. The conditions which obtain in the school of criticism and directive practice are substantially identical with those which he will encounter when he leaves the normal school. In the practice schools the student-teacher has the opportunity to apply consciously the theoretical principles of methods of instruction which he has been led to acquire during his course of academic and pedagogical training, and he is led to justify his teaching and management by a reference to the principles of method and psychology involved. The theory of the training school is that, by means of a period of conscious, predetermined application of these sound principles, he will ultimately grow into the habitual, automatic use of these in all his work as a teacher, and thus become in reality and in truth a free, a rationally free, teacher.

If I were asked to compress into a few sentences my

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convictions and conclusions as to the work done by the normal schools of the United States, and especially of the Middle West, I think I should set up the following claims:

First: These schools have had as students almost exclusively a poor, self-supporting class of young men and women who were not "sent" to school, but who voluntarily chose the normal schools as institutions in which to prepare for a definite, predetermined calling or life work. The fixed aims of these students and their earnestness and devotion have enabled the normal schools to do a grade of plain, honest, thorough, systematic work which, under different conditions, would have been impossible. Men and women who know where they are going and who have chosen the means of reaching the desired goal are not likely to divert any considerable part of their energy from the accomplishment of their object.

Second: The character and aims of their students as a class, as well as the necessary nature of their work, have given to these schools a pedagogical atmosphere or spirit which of itself has had a high educational value for teachers. The schools have done their work in this atmosphere and with students having this attitude of mind.

Third: The normal schools from the first have recognized that education is a many-sided problem worthy of the best efforts which men and women of learning, experience and ability can bestow on the subject. And they have studied every phase and aspect of the problem with patience, intelligence and persistence. They have thus been able to make a substantial contribution to the body of permanent educational doctrine accepted by the world's educational thought.

Fourth: The hundreds of thousands of students these schools have trained have in great numbers remained in the schools as teachers and they have given their lives to the work of education. More generally than any other classes of teachers do these persons adopt teaching as a

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life work and give their life energy to the study of education and to the systematic instruction and training of the children. The normal schools have certainly done their part toward giving the world a body of professional teachers.

Fifth and last, they have done much to create in the public mind the consciousness that teaching is a great, important vocation to which men and women of the highest ability and the largest culture may reasonably dedicate their lives, having little thought to the ordinary rewards of human endeavor, and finding their real remuneration in the knowledge of permanent benefit bestowed on mankind through their efforts and sacrifices. Institutions that set up as their sole ends the training of teachers for the schools in a republic, where the security of all institutions of society rests ultimately on the intelligence, the patriotism and the morality of the people at large, deserve the approval, the encouragement and the liberal support of the state and the people.

Historical

The Indiana State Normal School

Terre Haute

HISTORICAL.—The Indiana State Normal School was created by an act of the General Assembly approved December 20, 1865. This act defined the object of the school to be the preparation of teachers for teaching in the common schools of Indiana. This act provided that the institution should be located at the town or city of the state that should obligate itself to give the largest amount in cash or buildings and grounds to secure the school. The city of Terre Haute offered to give a tract of land near the heart of the city and \$50,000 in cash, and agreed further to maintain forever one-half the necessary expense of keeping the buildings and grounds in repair. This liberal offer was accepted and the school was located here.

The Normal School opened its doors for the instruction of students on January 6, 1870, with twenty-three students present on the opening day. From this meagre enrollment, the school has grown steadily. During the year 1918-1919, 1,936 different students were enrolled. Since the school was organized 54,000 different students have been in attendance and 3,100 have graduated.

EQUIPMENT.—On the forenoon of April 9, 1888, the original building and its contents were almost totally destroyed by fire, and the library, the furniture, and the apparatus—the accumulation of eighteen years—were consumed. Terre Haute provided temporary quarters for the school, and promptly gave \$50,000 in cash with which to begin the work of rebuilding. The General Assembly appropriated \$100,000 for the completion of the building, now known as Main Hall. With the growth of the school

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new buildings have been added from time to time. A large modern training school was built on Mulberry Street. This school maintains all the eight grades and a four years commissioned high school, and has every advantage for carrying on the work of practice teaching. A few years later, what is now known as North Hall was constructed, and contained for a number of years the rapidly growing library and some of the science departments. In 1910 the school dedicated its magnificent new library on Eagle Street, which is to be the permanent home of the library now numbering over 80,000 volumes. With the growing importance of the vocational work in the schools, a large modern building was erected, thoroughly equipped throughout to carry forward the work in the Industrial Arts. In 1917 the new science hall was completed, now containing the departments of Botany, Zoology, Agriculture, Physics, and Chemistry. In addition to these seven large buildings constructed directly for educational work, the school has remodeled a large, commodious residence on Eagle Street serving as a student building, the headquarters for all social affairs of the school. Two other small residences near the school have been refitted for a students' cafeteria, in which good, nourishing food is furnished the students at actual cost. From the single original building the school has therefore grown until it now uses nine buildings to carry on its work. In addition to these buildings the school has the full use of a rural school about four miles east of the city for practice work in the training of teachers for rural schools.

FACULTY.—The faculty, numbering over fifty regular members, is chosen for the express purpose of training teachers for the public schools and directs its entire energy upon this one thing alone. Twenty-two different departments offer every phase of work required in the public schools, including grade and high school subjects, professional courses, Industrial Arts, Domestic Economy, and

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Agriculture. Well equipped gymnasiums for men and women and convenient athletic grounds, furnish ample opportunity for training in every phase of physical culture.

LIBRARY.—The school offers excellent library advantages. The library now has upwards of 80,000 volumes to which the students have free and easy access. The library also has practically all of the current educational magazines and literary and scientific periodicals and publications,

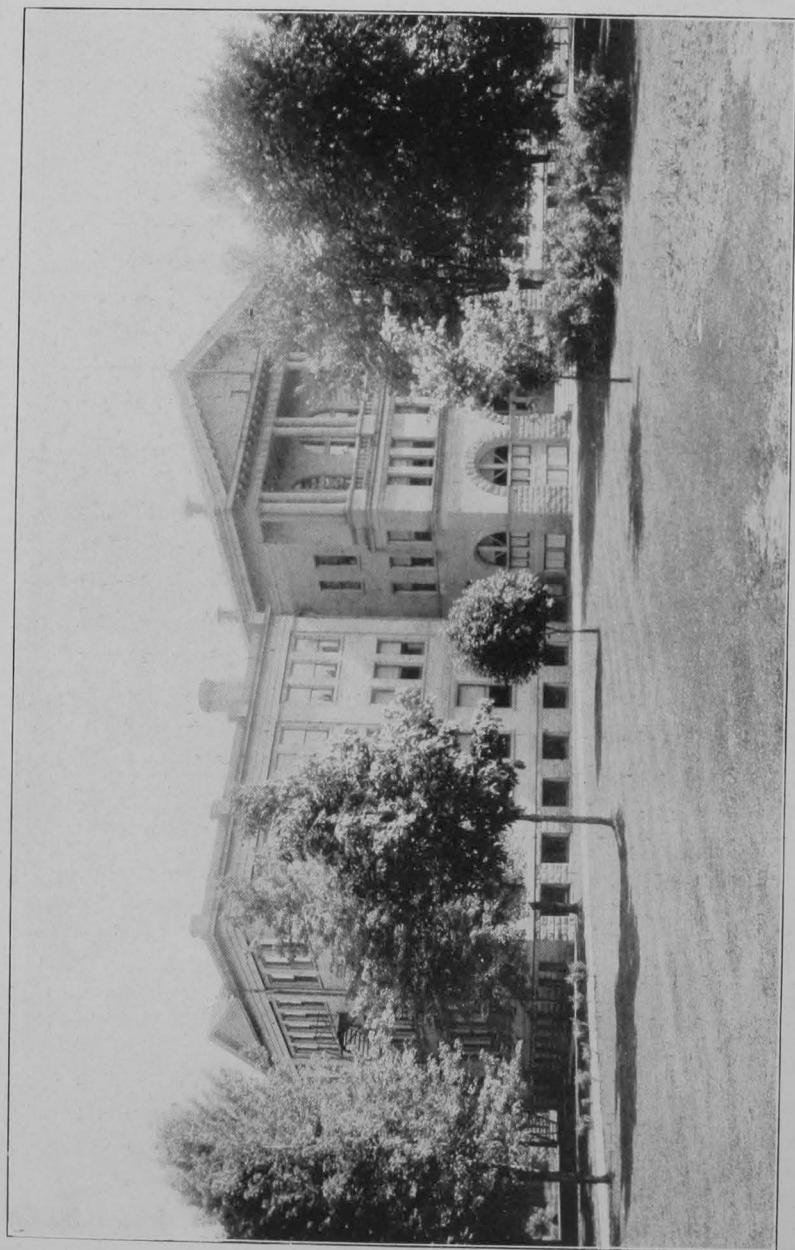
TRAINING SCHOOLS.—The State Normal School maintains a complete system of training schools, including the eight grades and high school in the city, and a typical rural school in connection with the township school in the country. All these schools are in charge of skillful, professionally trained teachers.

THE STUDENT BUILDING.—This building is situated on the south side of Eagle Street, next to the City Library. Though it was originally built to be a private residence, it has been so remodeled and renovated since the property was purchased by the school that it now serves the purpose of a student welfare building very well. It is the center of the social life of the student body. Here the various organizations of the school may hold their meetings, such as the Y. M. C. A., Y. W. C. A., sections of the Women's League, the literary societies, and the patriotic and religious organizations. It is also a good place to hold the smaller receptions and entertainments. But probably its greatest value to the student body as a whole lies in the fact that the building is kept open from morning till evening every day as a place to study, lounge, or visit with friends. That it may be kept orderly at all times, a competent matron has been engaged by the Board of Trustees to supervise the building during all open hours.

STUDENTS' CAFETERIA.—A cafeteria has been installed at 663 Eagle Street, and it is the purpose of the school to

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have this institution help in furnishing nourishing, well cooked foods to the student body at very reasonable prices. An up-to-date equipment has been installed in this building, which has been thoroughly overhauled and made sanitary in every way. The dining-room will accommodate about 150 students at one time. Three meals are served per day.



INDIANA STATE NORMAL SCHOOL. EASTERN DIVISION. MUNCIE, INDIANA

Eastern Division

Muncie, Indiana

GENERAL NATURE.—The Eastern Division of the Indiana State Normal School, which is located in Muncie, is controlled by the same Board of Trustees and presided over by the same President as the division that is located in Terre Haute. The two divisions constitute the Indiana State Normal School. Requirements for entrance, courses of study offered, certificates and diplomas granted, and degrees conferred are identical in the two divisions.

HISTORY.—In the winter of 1918 the Ball Brothers of Muncie, Indiana, offered to donate to the Indiana State Normal School the school property known as the Muncie National Institute, which had recently come into their possession. This property consisted of a very commodious, handsome school building situated in the center of a beautiful ten-acre tract; a commodious dormitory; and a tract of about sixty acres adapted in every way to supply the agricultural, athletic, and other similar needs of a school. After thorough investigation and consideration, the Board of Trustees accepted this generous offer and established in this property a branch or division of the Indiana State Normal School, which is known as the Indiana State Normal School, Eastern Division.

Students were first registered in the Eastern Division of the school on June 17, 1918. As many of the teachers had been transferred from the school in Terre Haute and were therefore familiar with the established methods and policies, the work of the new Division was carried on from the opening day with the orderliness and dignity of the State Normal School. The ideals, standards of work, and methods of procedure of the Eastern Division are so much like those of the division in Terre Haute that the student

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who goes from one division to the other will realize that he has not gone from one school to another.

The Eastern Division of the School has been developed quietly, but steadily. As equipment and supplies have been added, the enrollment has increased. The enrollment the first term, the Summer Quarter of 1918, was 383; that of the Summer Quarter of 1919 was 536; and that of the Summer Quarter of 1920 is more than 875. Enrollment during other quarters of the year is smaller, but the increase in attendance has been steady.

LOCATION.—The school is located about one mile from the business center of Muncie. Electric and steam railroads lead in all directions from Muncie through one of the richest and most populous parts of Indiana, and no other large school of collegiate rank is located in this part of the State.

FACULTY.—The faculty consists of about twenty-five members, many of whom were transferred from the school in Terre Haute. This faculty is chosen for the express purpose of training teachers for the public schools, and it directs its entire energy upon this one thing.

DEPARTMENTS.—The departmental organization of the Eastern Division of the School is similar to that of the Terre Haute division. The various departments offer courses of training in all kinds of work required in the public schools, including work for grade teachers, for high school teachers, and for teachers and supervisors of special subjects.

EQUIPMENT.—The main building is a large, handsome brick structure, beautifully situated on a ten-acre wooded campus. Most of the apparatus and other laboratory equipment is new and modern, and additions are made to the equipment of laboratories when they are justified by the needs of the school. The library has been reorganized and several thousand dollars' worth of new, well selected books have been added. Other books will be purchased

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from term to term. The Department of Agriculture uses for practical demonstration and experiment the large tract of good farming land owned by the school, and the Department of Home Economics uses the excellent cafeteria of the school as a laboratory in which to prepare teachers of institutional management. The new athletic field has been equipped with a one-fifth mile cinder track and a one hundred twenty yard straight-away. The ball field is large and well constructed, and there are numerous tennis courts for the use of all students.

TRAINING SCHOOLS.—An eight-grade city school, situated two blocks from the campus, is used as a training school for students in observation and practice teaching. Four of the critic teachers in this school are employed by the State Normal School and are under its direct supervision. The use of the Muncie High School has been tendered by the trustees as a training school for students preparing to do high school work. One critic teacher in this school is employed by the State Normal School and is under its direct supervision. The Normal School will endeavor to provide other opportunities for observation and practice in high school work when there is a demand.

FOREST HALL.—A dormitory for women students of the school, known as Forest Hall, is owned and managed by the school. This home for women students is beautifully situated on a tract of ground adjoining the campus. It will accommodate about sixty students. The rooms are arranged in suites of two rooms each, and are neat, well ventilated, steam heated, and in every respect sanitary. The students in this dormitory are under the direct supervision of Miss Geneva Nugent, Assistant Professor of Home Economics, who resides in the building. Women students who wish to engage rooms in Forest Hall should address President W. W. Parsons, Indiana State Normal School, Eastern Division, Muncie, Indiana.

ROOMS.—Students may secure rooms in splendid homes

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convenient to the school at very reasonable rates. The Dean of Women and the Dean of Men inspect all rooms offered for rent to students and approve them before they may be engaged; therefore women students should consult the Dean of Women, and men students should consult the Dean of Men before engaging rooms. It has seemed best to require women students not to engage rooms where men are rooming, and to require men students not to engage rooms where women are rooming. For further information, women students should address Miss Viletta E. Baker, Dean of Women, and men students should address President W. W. Parsons, Indiana State Normal School, Eastern Division, Muncie, Indiana.

BOARDING.—A large, well equipped cafeteria is established in Forest Hall to accommodate students and teachers of the school. It is managed by the school for the purpose of giving students, at actual cost, well cooked, nourishing food. The dining-room is large, attractive, and thoroughly sanitary. By providing for the health and comfort of non-resident students, this cafeteria helps greatly in maintaining favorable conditions for good school work. Students who choose to do so may get their meals at reasonable rates in the numerous student boarding houses near the campus.

SUPERVISION OF STUDENTS.—The quiet, beautiful, healthful location of the school and the excellent moral and Christian influences that surround the students are conducive to successful school work. The Dean of Women keeps in close touch with each of the women students of the school. She inspects and approves rooms that they may occupy; she visits them when they are ill; advises them when they need counsel, and protects them in all possible ways. The Dean of Men has similar supervision over the men students of the school.

RECOMMENDATIONS FOR POSITIONS.—All students now or formerly registered in the Indiana State Normal School

THE SEMI-CENTENNIAL CELEBRATION

who wish to secure positions as teachers are invited to register with the Committee on Recommendations for Positions. This committee endeavors to promote the welfare of the public common and high schools by assisting school authorities to secure suitable teachers to fill vacancies. It furnishes information only when it is requested by school authorities, and it recommends only present or former students of the school. The services of this committee are entirely free and are given cheerfully to school officials and to students and former students of the school. Communications intended for this committee should be addressed to Committee on Recommendations, Indiana State Normal School, Eastern Division, Muncie, Indiana.

X The James McGregor Student Endowment Fund

James McGregor, of Terre Haute, passed away about three years ago, leaving a will which creates the "James McGregor Student Endowment Fund." This fund consists of \$100,000, "the net income, earnings and profits of which are to be used and applied by the Trustee for and upon the tuition, board and support of worthy young men and women who shall themselves be without sufficient means and who shall desire to acquire such education and training as may be furnished by permanently established non-religious, non-sectarian educational institutions located and maintained in Vigo County, Indiana, wherein and whereat are taught the various branches of learning of a higher grade than those taught in the public common schools."

The proceeds of this fund will be divided equally between Rose Polytechnic Institute and the Indiana State Normal School at Terre Haute. It is estimated that the fund will yield annually about \$2,500 to each of these institutions. It is probable that the State Normal School will establish two or three grades of scholarships for the classes of students named in the will and that these will be available in the very near future. Applicants for these scholarships must be graduates of high schools and must present recommendations from high school principals or superintendents certifying to their graduation, their ability and promise and that they are unable to meet the customary expenses of a college education.

Further announcement regarding the eligibility of applicants will be made later.

The Student Loan Fund

For a long time it has been the custom of the graduating class of the Indiana State Normal School to make some gift to the school on graduation which might also be a memorial of the class. The Class of 1907 conceived the idea of leaving the cost of such gift in money to establish a fund which should be known as the Student Building Fund, to which all succeeding classes might contribute until such fund together with money donated by other alumni and friends of the school should amount to enough to build a Student Building. Accordingly, the class of '07 left in the custody of the president of the school \$329 for this purpose.

The class of 1908 proposed to improve somewhat on this plan. By class action, it directed that the money in the Student Building Fund, until such fund should be sufficiently large to construct a Student Building, should be used as a loan fund to help worthy students during their senior year. This class added \$442.43 to the fund and adopted a constitution, which provides that the Student Loan Fund shall be under the management and control of the Alumni Association. The fund is in charge of a trustee, who is elected by the Association every three years. Assisting the trustee are two members of the Faculty elected annually, one by the Alumni Association and one by the Faculty of the school.

These two members of the Faculty together with the trustee constitute the Loan Committee. It is the duty of this Loan Committee to pass upon the applications of all students for loans from the fund. Any worthy student of the school may, during his senior year, borrow from this fund on his personal note, without security, at six percent interest, any amount not to exceed \$100.00.

Since 1908 every class except one has contributed to the

THE SEMI-CENTENNIAL CELEBRATION

fund until at the close of the year, June 10, 1919, the money so contributed amounted to \$33,612.24. During this eleven years, the trustee has loaned \$15,535.00 and has assisted 173 different students, some of whom have borrowed from the fund more than once.

Professor Howard Sandison was elected a member of the Loan Committee in 1908 by the Alumni Association and was re-elected each year until he severed his relations with the Normal School. Since that time, Miss Ivah Rhyan, head of the Department of Domestic Economy, has been elected to the place from year to year. Professor F. S. Bogardus, head of the Department of History, has been the faculty representative on the Loan Committee since the establishment of the fund, and Professor John B. Wisely, head of the Department of English, has been from the beginning trustee, having been re-elected to the position every three years by the Alumni Association.

Loans from this fund are looked upon by the students who receive them as honor debts, and although students are required to give no security of any kind, not a penny of the fund has been lost since it was founded. One fine young man who had borrowed one hundred dollars from the fund died of typhoid fever only a short time before his note fell due, leaving no property whatever which could be used in paying his debt. His brother, who was also a student in the school, paid the debt, principal and interest. It is the hope of those who are interested in the Student Loan Fund that this high sense of honor among the students with regard to this, one of their own institutions in the school, may ever persist.

The Indiana State Normal and the World War

The Indiana State Normal has a record in the World War of which the State may well be proud. Immediately after the United States declared war the Board of Trustees adopted a resolution placing the entire resources of the school at the disposal of the government. Throughout the struggle the institution left nothing undone which it could do to further the cause for which the country was fighting.

FORMER STUDENTS AND THE WAR.

Over eight hundred former students of the Indiana State Normal were in the military service. At all times the school sought to keep in touch with these boys and to give them all the encouragement possible. Nineteen of these former students died in the service.

THE YOUNG WOMEN STUDENTS.

The young women students of the school were equally anxious to do their part. Ten days after the War began, the women organized a Red Cross unit. The membership of the unit reached eight hundred and twenty-six. Very effective work was done by the unit in making material for the Red Cross.

In the winter of 1918 a Patriotic League was organized among the young women of the school for the purpose of promoting a more patriotic spirit. The membership reached nearly three hundred and fifty.

THE RED CROSS.

Aside from the work of the Red Cross unit mentioned above, the students and faculty contributed liberally to

THE SEMI-CENTENNIAL CELEBRATION

the various relief funds. The contribution to the war relief fund raised in November 1917 amounted to over two thousand dollars. By the end of the year 1918 every student and employee of the school had become a member of the Red Cross.

THE FRENCH WAR ORPHANS.

Especially generous was the response of the State Normal to the appeal for aid for the French war orphans. The student body and faculty were supporting fifty of these orphans at the close of the War. The contributions to this cause have amounted to over three thousand dollars. The school is still contributing to the support of a number of these little orphans.

THE STUDENTS ARMY TRAINING CORPS. S. A. T. C.

In the autumn of 1918 a unit of the Students Army Training Corps was organized in the school. About one hundred and fifty young men were enrolled in the unit. Barracks were fitted up on the fourth floor of the main building. The school authorities co-operated with the military authorities in every way they could until the signing of the armistice led to the demobilization of the unit.

THE FACULTY AND THE WAR.

Four regular members of the faculty entered the military service. Twenty-seven members of the faculty were "Four minute men." About one-half of the speakers for the Four Minute Men's Organization in the city were furnished by the school. One member of the faculty did public speaking and organization work for the State Council of Defense from the summer of 1917 to the spring of 1918 and was district director of the War Issues Course in colleges, universities and technical schools in the Central De-

THE SEMI-CENTENNIAL CELEBRATION

partment which included thirteen states from July to December 1918.

CONCLUSION.

The Indiana State Normal has completed a half century of its career. It has no brighter page in all its history than the one which concerns its record in the World War.

Roll of Honor

Andrew, Robert, Clay City, Indiana
Beall, Clarence R., Versailles, Indiana
Bennett, Robert, West Terre Haute, Ind.
Bultman, Forrest, Batesville, Indiana
Cox, Byron, Darlington, Indiana
Davis, Ben H., Fortville, Indiana
Duck, Paul I., Sanford, Indiana
Flick, John I., Holton, Indiana
Hubbard, William Thomas, English, Indiana
Huck, Herbert, Wadesville, Indiana
McAdams, D. B., Forest, Indiana
McClanahan, Guy, Farmersburg, Indiana
Mann, Leroy
Passwater, Chas. B., Noblesville, Indiana
Patterson, Leonard, Loogootee, Indiana
Pound, Floyd, Farmersburg, Indiana
Schopmeyer, A. C., Poland, Indiana
Shelton, Ray, Rochester, Indiana

**Cherishing with Enduring Gratitude the
Patriotic Devotion of Her Many
Sons and Daughters**

The Indiana State Normal School

**Takes Pride in Giving Below
the List of Almost**

One Thousand Students

**Who Entered the Military Service of the United
States in the Great War for the
Defense of Democracy:**

Allyn, Wm. P.,
Mt. Vernon, Indiana

Austin, Ralph,
Terre Haute, Indiana

Atchley, Herbert E.,
Sanborn, Indiana

Avery, Joseph,
Shelbyville, Indiana

Austin, Cecil,
Coalmont, Indiana

Ashworth, Ralph A.,
Terre Haute, Indiana

Asher, Paul,
Gosport, Indiana

Asher, Floyd,
Gosport, Indiana

Ashby, Paul Warren,
Acton, Indiana

Ashby, Joyce A.,
Acton, Indiana

Arvin, Lewis Claude,
Loogootee, Indiana

Arvin, Thos. E.,
Loogootee, Indiana

Armstrong, Fred O.,
Huntington, Indiana

Arensman, Wm. F.,
Huntingburg, Indiana

Archibald, Paul,
Terre Haute, Indiana

Applegate, Marion,
Brazil, Indiana

THE SEMI - CENTENNIAL CELEBRATION

Andrews, Glen, Clay City, Indiana	Adams, Ira G., Monroe City, Indiana
Andrews, Robert, Clay City, Indiana	Adams, Glenwood, Huntington, Indiana
Anderson, Ralph Irwin, Bicknell, Indiana	Abbott, Harry E., Paragon, Indiana
Anderson, Ralph, Algiers, Indiana	Ascher, Albert,
Anderson, Harley, Tuosa, Indiana	Bacon, Fred, Seymour, Indiana
Anderson, Earl, Bicknell, Indiana	Bird, Inman, Depauw, Indiana
Allsman, Joe, Carlisle, Indiana	Bixler, Baxter, Haubstadt, Indiana
Allison, Harry W., Mauckport, Indiana	Blackman, Clifford, Marion, Indiana
Allen, L. A., Bruceville, Indiana	Bliss, Atwood, New Amsterdam, Indiana
Allen, Fred, Cloverdale, Indiana	Blunk, Raymond, Hall, Indiana
All, Carrell R., Terre Haute, Indiana	Boggerly, Clifford, Grass Creek, Indiana
Alexander, Wm. P., Salem, Indiana	Bollhoefer, John S., Van Buren, Indiana
Alexander, Clarence, Frankton, Indiana	Boots, Edwin B., West Terre Haute, Indiana
Albright, John, Colfax, Indiana	Boston, Jesse M., Lewis, Indiana
Albright, James, Plainville, Indiana	Bouldeux, Clifford, Franceville, Indiana
Albion, Christa, Shelbyville, Indiana	Boultinghouse, Ray, Wheatland, Indiana
Addison, Paul F., Greenfield, Indiana	Bowman, Noah, Paragon, Indiana
Adams, Richard J., Rockville, Indiana	Bowers, Berna T., Terre Haute, Indiana
	Bowers, Don., Terre Haute, Indiana

THE SEMI-CENTENNIAL CELEBRATION

Boyle, Harry H., Riley, Indiana	Brown, George, Almo, Indiana
Brandenburg, Ralph L., Clay City, Indiana	Brown, Curtis F., Farmersburg, Indiana
Breitwieser, T. J., Muncie, Indiana	Brumbaugh, Lloyd, Huntington, Indiana
Bridges, Charles Athal, Roachdale, Indiana	Brunegraff, Herman Poneto, Indiana
Bridges, George, Huron, Indiana	Bruner, Claude E., Mulberry Grove, Ill.
Bridges, Lowell, Huron, Indiana	Bryant, Ward, Williams, Indiana
Bright, Ira J., Plainville, Indiana	Buckles, Crofford H., Martinsville, Indiana
Brier, L. F., Lafayette, Indiana	Buckner, Edward, West Union, Ill.
Bright, Wm. H., Plainville, Indiana	Burke, Maurice H., Terre Haute, Indiana
Briley, Fuller, Lewis, Indiana	Burke, Jay M., Converse, Indiana
Brill, Harry R., Saline City, Indiana	Bultman, Forrest Clyde, Batesville, Indiana
Britton, Winston, Terre Haute, Indiana	Burton, Chas. E., Hazleton, Indiana
Brinton, Ewing A., Bowling Green, Indiana	Busing, Eli C., Haubstadt, Indiana
Brown, Clarence S., Loogootee, Indiana	Byrne, Amos P., Terre Haute, Indiana
Broadstreet, Virlyn, Bloomington, Indiana	Byrne, Basil, Georgetown, Indiana
Brown, Raymond T., Terre Haute, Indiana	Barr, Jas. Hobart, Knox, Indiana
Brown, Parke T., Tangier, Indiana	Bartley, Robert, Dayton, Indiana
Brown, Luther, Salem, Indiana	Bass, Wm. L., Stendal, Indiana
Brown, Harry, Paragon, Indiana	Batteiger, John F., Mt. Vernon, Indiana

THE SEMI-CENTENNIAL CELEBRATION

Bayh, Birch, Patrickburg, Indiana	Chambers, Will L., Leavenworth, Kansas
Bayles, Robt., Terre Haute, Indiana	Champers, Burord A., New Harmony, Indiana
Beadles, Wm. M., Stendal, Indiana	Champion, Paul V., Crawfordsville, Indiana
Beall, Clarence, Versailles, Indiana	Charman, Howard R., Terre Haute, Indiana
Beasley, Vertis E., Elnora, Indiana	Chestnut, Leamon, Odon, Indiana
Bell, Bruce, Flora, Indiana	Childress, Harvey E., Freedom, Indiana
Bell, Wm. Howard, Terre Haute, Indiana	Clark, Caspar, Francesville, Indiana
Benham, Morton, Clay City, Indiana	Clark, Ray, Plainville, Indiana
Bennett, Robert U., West Terre Haute, Indiana	Clauser, William, Owasco, Indiana
Biggins, Wm., Diamond, Indiana	Clement, Urban L., North Vernon, Indiana
Binning, Russell S., Terre Haute, Indiana	Clingan, Orville A., Danville, Ill.
Burke, Jay, Converse, Indiana	Clodfelter, Glen, Greencastle, Indiana
Byrne, Cadet Herman, Georgetown, Indiana	Clogston, Evan Bernard, Terre Haute, Indiana
Caldwell, Curtis, Windfall, Indiana	Coffin, Dwight J., Carthage, Indiana
Campbell, Ernest C., Bridgeton, Indiana	Coffin, Warren M., Cayuga, Indiana
Campbell, Wayne, Elnora, Indiana	Colbert, A. Russell, Washington, Ind.
Carpenter, Seth, Akron, Indiana	Colvin, Henry H., Union, Indiana
Carter, D. H., Plainville, Indiana	Conover, James, Terre Haute, Indiana
Carter, Dayton P., Quincy, Indiana	Cooprider, Joseph E., Jasonville, Indiana

THE SEMI - CENTENNIAL CELEBRATION

Corn, DeWitt, Augusta, Indiana	Cunningham, Clyde, Mecca, Indiana
Cornell, Clarence A., Terre Haute, Indiana	Cunningham, Ray M., Loogootee, Indiana
Couts, Emery, Oakland City, Indiana	Curley, Frank E., West Terre Haute, Indiana
Courtney, Clarence, Thorntown, Indiana	Curtis, Ernest, Eminence, Indiana
Cox, Byron, Darlington, Indiana	Curtis, Glenn, Hall, Indiana
Cox, Elmer, Elwood, Indiana	Dages, Omer Francis, Loogootee, Indiana
Cox, Lawrence R., Charlottesville, Indiana	Davies, Ellis, Brazil, Indiana
Cox, Raymond, New Harmony, Indiana	Davies, Rhaslyn L., Brazil, Indiana
Cox, Walter, Huntingburg, Indiana	Daugherty, Virgil F., Decker, Indiana
Crapo, George S., Terre Haute, Indiana	Davis, Charles L., Brookville, Indiana
Cree, Oscar L., Walton, Indiana	Davis, Ben. H., Fortville, Indiana
Crim, Casper R., Hartsville, Indiana	Davis, Clarence E., Shelburn, Indiana
Crist, Albert, Terre Haute, Indiana	Davis, Wm. R., Cass, Indiana
Cromwell, Eskin E., Center Point, Indiana	Davis, Wm. R., Sullivan, Indiana
Cromwell, Geo., Ashboro, Indiana	Davis, Ward B., Fortville, Indiana
Cromwell, Hobart, Ashboro, Indiana	Deal, J. A., Odon, Indiana
Cromwell, Philip R., Ashboro, Indiana	DeBaun, Harold, Terre Haute, Indiana
Cross, Howard, Winslow, Indiana	Densford, John A., Austin, Indiana
Cross, Wm. W., Pontiac, Ill.	Deppe, Ed. K., Oaktown, Indiana

THE SEMI - CENTENNIAL CELEBRATION

DeWitt, Alexander, Mt. Vernon, Indiana	Duggins, J. Hubert, Youngs Creek, Indiana
Dickey, Joseph S.,	Durrett, John, Indianapolis, Indiana
Diggs, Elder W., Madisonville, Ky.	Dye, Oscar, Lyons, Indiana
Dillard, Arthur L., Newton, Indiana	Ewing, Elbert, Leavenworth, Indiana
Dillard, Wm. A., Newton, Indiana	Eaton, Merrill T., Burns City, Indiana
Dinger, George, New Harmony, Indiana	Ebbinghaus, Homer S., North Manchester, Indiana
Dobbyn, Fred, Washington, Indiana	Eckerly, Geo., Amboy, Indiana
Donaghy, Fred, Ossian, Indiana	Edwards, Ralph B., Greenfield, Indiana
Donham, Kilbourne, Riley, Indiana	Edwards, Ray, St. Paul, Indiana
Donovan, Paul, West Terre Haute, Indiana	Elleman, Clifford, Russiaville, Indiana
Dooley, Clyde, Temple, Indiana	Elliott, Merrill, Georgetown, Indiana
Dougherty, J. Clinton, Washington, Indiana	Ellis, Bert, Jasonville, Indiana
Douglas, Richard H., Terre Haute, Indiana	Ellison, H. R., Heltonville, Indiana
Dowe, Wm. A., Martinsville, Indiana	Ellwanger, Walter, Laneville, Indiana
Dowell, Emil H., Prairie Creek, Indiana	Englehart, Ira, Brazil, Indiana
Downing, Dallas, Brazil, Indiana	Englehart, Otto T., Brazil, Indiana
Drake, Lafay. E., Terre Haute, Indiana	Evanas, Howard R., Brazil, Indiana
Duck, Paul I., Sandford, Indiana	Evans, Loraine M., Brazil, Indiana
Dudley, Marion S., Sullivan, Indiana	

THE SEMI-CENTENNIAL CELEBRATION

Fagin, James G., Riley, Indiana	Frakes, Orville E., Prairieton, Indiana
Farber, John,	Francis, John H., Apalona, Indiana
Ferguson, Eugene, Zionsville, Indiana	Frederick, Clifford V., Union, Indiana
Ferguson, Fred G., Etna, Indiana	French, Claude, Cory, Indiana
Fields, Lester, Lyons, Indiana	French, Virgil, Riley, Indiana
Figg, Benj. F., Terre Haute, Indiana	Frushour, Wm., Urbana, Indiana
Fisher, Byron, Terre Haute, Indiana	Fultz, Harry T., Salem, Indiana
Fisher, Laban J., Elnora, Indiana	Funcannon, Walter L., Terre Haute, Indiana
Fisher, Lloyd V., Elnora, Indiana	Fuson, Wm. M., Farmersburg, Indiana
Fisher, Sherman, Lapel, Indiana	Garrett, Elmo Leslie, Rosedale, Indiana
Fleming, James L., Sullivan, Indiana	Garret, Paul, Rosedale, Indiana
Flick, John L., Holton, Indiana	Garrett, Rollie V., Burns City, Indiana
Flint, Roy, Plainville, Indiana	Geis, Franklin A., Brookville, Indiana
Forster, Harry, Riley, Indiana	Gettelfinger, Clement, Ramsey, Indiana
Fossler, Geo. M., Laurel, Indiana	Gibson, Edison, Branchville, Indiana
Foster, James A., Lyons, Indiana	Gilmore, James E., Monroe City, Indiana
Fowler, Chas. B., Bicknell, Indiana	Gleeson, Joseph E., Leopold, Indiana
Fox, Lee, Bicknell, Indiana	Goshorn, Robt. R.
Fox, Raymond, Holton, Indiana	Graham, Frank, Grass Creek, Indiana

THE SEMI - CENTENNIAL CELEBRATION

Gray, Arthur Dillman Charlottesville, Indiana	Haney, Harold, Brazil, Indiana
Gray, Chas. F., Greenfield, Indiana	Haney, Oscar, Brazil, Indiana
Green, Glenn, Riley, Indiana	Hannah, Carlton J., Coal City, Indiana
Gregory, Claude C., Sanborn, Indiana	Hanner, Dewey L., Kurtz, Indiana
Grove, Frank, Scircleville, Indiana	Hanshoe, Allen, Griffin, Indiana
Griffith, Columbus, Greenfield, Indiana	Hanson, Chas. M., Washington, Indiana
Griffith, Elbert, Greenfield, Indiana	Harbaugh, Harry W., Clay City, Indiana
Grigsby, Carl R., Terre Haute, Indiana	Harbaugh, Carl M., Clay City, Indiana
Grim, Harold, Coal City, Indiana	Harbin, Don, Linton, Indiana
Grose, Wm., Riley, Indiana	Harbin, Merle D., Pleasantville, Indiana
Gwinn, Paul, Terre Haute, Indiana	Hardesty, Roy E., Carbon, Indiana
Gunn, Virgil, New Albany, Indiana	Hargis, Bryan, Bicknell, Indiana
Gunn, Chester, New Albany, Indiana	Harkness, Robt., Terre Haute, Indiana
Hahn, George W., Huntington, Indiana	Harmon, Wilbur, Odon, Indiana
Haig, Michel, Terre Haute, Indiana	Harney, Hugh F., Terre Haute, Indiana
Halberstadt, John, Farmersburg, Indiana	Harris, Paul E.
Halberstadt, Loring C., Farmersburg, Indiana	Harris, Paul R., Terre Haute, Indiana
Halin, Geo.	Harris, Ralph W., Cannelburg, Indiana
Hall, Willard A.	Harris, Simon E., Hutingburg, Indiana
Hall, Lunsford, Trafalgar, Indiana	

THE SEMI - CENTENNIAL CELEBRATION

Harrison, Cecil, Monticello, Indiana	Henson, N. B., West Baden, Indiana
Harrison, Ray, Monticello, Indiana	Herman, Harry R., Washington, Indiana
Hart, Frank M., Terre Haute, Indiana	Herrmann, Irvin A., Evansville, Indiana
Harter, Raymond C., Nappanee, Indiana	Hiberly, John C., Santa Cruz, California
Hauck, Raymond R., Terre Haute, Indiana	Hickman, O. G., Summitville, Indiana
Hawkins, Justave A., West Terre Haute, Indiana	Hill, Harry L., Rockville, Indiana
Hayden, Charles S., Tobinsport, Indiana	Hill, Willard
Hayes, J. L., West Terre Haute, Indiana	Hinshaw, Wm. C., Indian Springs, Indiana
Hays, Thos. A., Burns City, Indiana	Hirth, Albert S., Linton, Indiana
Hazzard, Prince A., Scottsburg, Indiana	Hisey, Curtis D., Mauckport, Indiana
Heidorn, Leo, Stendal, Indiana	Hoagland, Jerry, Warsaw, Indiana
Hein, Charles, Terre Haute, Indiana	Hochstetler, Tipton, Coal City, Indiana
Heiney, Fred, Andrews, Indiana	Hochstetler, W. G., Coal City, Indiana
Heithecker, Albert, Plainville, Indiana	Hoffman, Clarence A., Laurel, Indiana
Helderman, Leonard, Vincennes, Indiana	Hoffman, Robt. C., Greencastle, Indiana
Hemmer, Edwin J., Somerville, Indiana	Hoffman, Clifford W., Laurel, Indiana
Henderson, John, Indianapolis, Indiana	Hollingsworth, Marion W., Terre Haute, Indiana
Hendricks, Hugo, Reelsville, Indiana	Hoover, Lawrence
Hensley, H. F., Gosport, Indiana	Hostetler, Elsworth P., Shelburn, Indiana
	Houck, Glenn, Kennard, Indiana

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Housel, Ward, Corydon, Indiana	Hyman, Hugh, Galveston, Indiana
Howell, Verner Karl, Terre Haute, Indiana	Hyman, Lewis, Galveston, Indiana
Howick, Harry, Salina, Ohio	Imel, Edward S., Petersburg, Indiana
Hubbard, Disco, Jasonville, Indiana	Irons, Ralph, Alma, Indiana
Hubbard, William Thomas, English, Indiana	Irwin, Wm., West Point, Indiana
Huber, Godfrey, Harrison, Ohio	Jamison, Otis G., Scotland, Indiana
Huck, Herbert, Wadesville, Indiana	Jamison, Van, Newberry, Indiana
Huff, Clay G., Cory, Indiana	Jared, Raymond, Terre Haute, Indiana
Hufnagel, Artus, Holland, Indiana	Jeffers, Fred, Coalmont, Indiana
Hughey, Luther R., Washington, Indiana	Jenkins, Cobert
Hunt, Arnold D., Greenfield, Indiana	Jessup, Morris K., Rockville, Indiana
Hunt, Ernest Okley, Prairie Creek, Indiana	Jewell, Roy, Shelburn, Indiana
Hunt, Edgar, Pimento, Indiana	Jinks, Clifford, Laurel, Indiana
Hunt, Jesse M., Farmersburg, Indiana	Johnson, Harold, Mt. Vernon, Indiana
Hunt, Lawrence, Sulphur Springs, Indiana	Johnson, Paul F., Prairie Creek, Indiana
Hunt, Mahlon C., Noblesville, Indiana	Johnson, R. A., Saratoga, Indiana
Hunt, Marcus, Terre Haute, Indiana	Jones, Harry A., Scottsburg, Indiana
Hurst, Jno. R., West Terre Haute, Indiana	Jones, Herman A., Scottsburg, Indiana
Hyde, Carl, Brazil, Indiana	Jones, Orville P., Seelyville, Indiana
	Jones, Edgar Leroy, Akron, Indiana

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Jones, Roy, Washington, Indiana	Kinman, Prentice L.
Jordan, Garrett L., Bippus, Indiana	Kirk, Harry F., Huron, Indiana
Jordan, Willard, Crete, Indiana	Kirk, Richard G., Shelburn, Indiana
Kamm, Geo. J., Clinton, Indiana	Kirkham, Julius, Elizabeth, Indiana
Kardokus, David, Bicknell, Indiana	Klingaman, John, Syracuse, Indiana
Kautz, Raymond, Gary, Indiana	Knaub, Norman K., Patoka, Indiana
Keifner, John J., Loogootee, Indiana	Knauth, Henry, Terre Haute, Indiana
Keller, Ovid W., Lyons, Indiana	Knowling, Chas.
Kelley, Edwin W., Terre Haute, Indiana	Knox, Gerald, Converse, Indiana
Kelly, Frank, Salem, Indiana	Knox, Prentice, Riley, Indiana
Kelly, George, Westport, Indiana	Kohlmeyer, Henry F., Francisco, Indiana
Kelley, Harold, Terre Haute, Indiana	Kahre, Raymond J., Edwardsport, Indiana
Kennett, D. Herman, Milroy, Indiana	LaFollette, Ancil Summers, Ladoga, Indiana
Kent, Edward E., Clay City, Indiana	LaFollette, Robt.
Kerr, Chas. I., Winslow, Indiana	Lahr, Herbert G., Bippus, Indiana
Kerr, George, Bridgeton, Indiana	Lapping, Edward, Salem, Indiana
Kerr, Paul S.	Larr, George C., Jasonville, Indiana
Ketcham, Daniel W.	Lash, Willard P., Farmersburg, Indiana
Kidd, Linneaus S., Brazil, Indiana	Laub, Carl H., Terre Haute, Indiana
Kilmer, Grover, Clay City, Indiana	Laughlin, Lester, Robinson, Indiana

THE SEMI - CENTENNIAL CELEBRATION

Lee, Allen H., Rome, Indiana	Lord, Jesse L., Sullivan, Indiana
Leech, Bert, Monroe City, Indiana	Loser, Paul, Terre Haute, Indiana
Lemen, Walter , Bicknell, Indiana	Lowery, Lester, Tunnelton, Indiana
Letsinger, Arthur, Jasonville, Indiana	Lawnsdale, Robt. P., Union, Indiana
Leminger, Wm., Riley, Indiana	Lundergan, Joseph M., Montgomery, Indiana
Lewis, Robt. W., Markleville, Indiana	Lostetter, Paul R., Taylorsville, Indiana
Liechty, Hershel, Clay City, Indiana	Lucas, Augustus, Rockport, Indiana
Lingle, David, Oaklandon, Indiana	Mackey, Earl, Rockport, Indiana
Linville, Ralph, Clarksburg, Indiana	Maehling, Jno. J., Terre Haute, Indiana
Little, J. Hubert, North Manchester, Indiana	Mahoney, Jerry J., Terre Haute, Indiana
Livingstone, Courtney, Greencastle, Indiana	Mandeville, Merten J., Terre Haute, Indiana
Lloyd, Clarence L., Cayuga, Indiana	Manhart, C. D., Terre Haute, Indiana
Lloyd, Jno. R., Terre Haute, Indiana	Mann, LeRoy Terre Haute, Indiana
Lockwood, Luther, Laurel, Indiana	Marchand, Austin F., Haubstadt, Indiana
Lockwood, Ray, Pittsburg, Penn.	Marshall, Claude R., Rochester, Indiana
Laughlin, Frank, Robinson, Indiana	Marshall, Robert C.
Lollar, Horace, Saratoga, Indiana	Martin, Fonzo, Shelburn, Indiana
Long, Lewis O., Bowling Green, Indiana	Martin, Harold A., Shelburn, Indiana
Long, F. D., Pimento, Indiana	Martin, Jake R., Greencastle, Indiana
	Martin, Robt. A., Attica, Indiana

THE SEMI - CENTENNIAL CELEBRATION

Maxwell, Roy E., St. Joe, Indiana	McQueeney, Albert R., Greenfield, Indiana
McAdams, D. B., Forest, Indiana	McShanog, Lester, Cayuga, Indiana
McBrayer, Thos. G., Terre Haute, Indiana	McWilliams, Ralph, Plainville, Indiana
McBride, Friel, Freedom, Indiana	Medlock, Clarence A., Borden, Indiana
McCammon, Eldo, Westport, Indiana	Mehringer, Walter R., Jasper, Indiana
McCauley, John N., Loogootee, Indiana	Melton, Chas. E.
McClanahan, Guy S., Farmersburg, Indiana	Melton, Monroe
McClarren, Plato, Worthington, Indiana	Melton, Presley
McClellan, Everett, Salem, Indiana	Mendenhall, Thos., Young America, Indiana
McConnell, Thos., Otterbein, Indiana	Merrill, Harold W., Arcadia, Indiana
McCord, Floyd, Oaktown, Indiana	Merrill, Raymond
McCoskey, Laurel G., Farmersburg, Indiana	Miller, Cana R., Martinsville, Indiana
McCracken, Howard C., Monrovia, Indiana	Miller, Carl, Terre Haute, Indiana
McCrocklin, Horace, Riley, Indiana	Miller, Chas., Plainville, Indiana
McDonald, Irl, Hobbierville, Indiana	Miller, Earl, Cory, Indiana
McKigg, Robbie, Springville, Indiana	Miller, Harlan H., Cory, Indiana
McKinney, Joseph, Scircleville, Indiana	Miller, Lemuel C., Sullivan, Indiana
McPheeters, Wm., Terre Haute, Indiana	Miller, Paul B.
McPherren, Richard, West Terre Haute, Indiana	Miller, Raymond B., Terre Haute, Indiana
	Miller, Wayne L., Brazil, Indiana
	Miller, Wayne, East Chicago, Ill.

THE SEMI-CENTENNIAL CELEBRATION

Miller, W. F., Huntingburg, Indiana	Myers, Owen, Battle Ground, Indiana
Milnor, Wilbur, Rome City, Indiana	Myers, Roscoe T., Plainville, Indiana
Mitchell, Jno. D., Cayuga, Indiana	Nace, Edgar, Monticello, Indiana
Mitchell, Lotus Jno. Dugger, Indiana	Nees, Oliver R., Cory, Indiana
Moore, Albert L., Center Point, Indiana	Neill, Walter, West Terre Haute, Indiana
Moore, Leonard F., Ligonier, Indiana	Newby, Loren H., Fredericksburg, Indiana
Moman, Jesse P., Princeton, Indiana	Newton, Wayne, Terre Haute, Indiana
Montgomery, Roy, Bedford, Indiana	Nice, J. Elbert, Star City, Indiana
Morehart, Floyd M., Terre Haute, Indiana	Noblitt, Clarence E., Eckerty, Indiana
Moren, Rollie, Plainville, Indiana	Noblitt, Dewey I., Fargo, Indiana
Morphet, Edgar L., Grass Creek, Indiana	Noblitt, Ivan E., Eckerty, Indiana
Morris, Dexter, Salem, Indiana	Nolan, Peter, Loogootee, Indiana
Moye, Ermal L., Stewartsville, Indiana	Norton, Fred, Stewartsville, Indiana
Mullins, Virgil, Summitville, Indiana	Nowling, J. Frank, Mecca, Indiana
Murphy, Maurice.	O'Dell, Harry, Farmersburg, Indiana
Murray, Henry H., Mt. Vernon, Indiana	Overmeyer, Perry, Monterey, Indiana
Musselman, Paul, Camden, Indiana	Overpeck, Geo. R., Rockville, Indiana
Myers, J. P., Wheatland, Indiana	Offutt, R. Keith, Terre Haute, Indiana
Myers, Oscar, Connelton, Indiana	Owens, Myrick, West Terre Haute, Indiana

THE SEMI-CENTENNIAL CELEBRATION

Osborne, John	Patten, Elmer,
Orth, Albert A.,	Stilesville, Indiana
Terre Haute, Indiana	Patterson, Leonard,
Orman, John W.,	Loogootee, Indiana
Coal City, Indiana	Payton, Frazier J.,
O'Connell, Wm. J.,	Terre Haute, Indiana
Terre Haute, Indiana	Payne, Melvy,
O'Brien, Eugene,	Brazil, Indiana
Plainville, Indiana	Pell, George R.,
Oberholtzer, Sherman B.,	Brazil, Indiana
Bowling Green, Indiana	Pell, Marshall,
Paddock, Frank	Carbon, Indiana
Pickhardt, Evan,	Pennington, Ben Frank,
Huntingburg, Indiana	Edwardsport, Indiana
Porter, Richard L.,	Perchman, Suvare,
Terre Haute, Indiana	Mt. Vernon, Indiana
Pike, Paul,	Perry, Merl V.,
Rockville, Indiana	Selma, Indiana
Brooks, Pinnick,	Pettiford, Irvin S.,
Petersburg, Indiana	Terre Haute, Indiana
Plummer, Dallas O.,	Phillips, Harry A.,
Michigantown, Indiana	Cory, Indiana
Pope, Clarence A.,	Phillips, Luke,
English, Indiana	Gosport, Indiana
Pope, Felix H.,	Pribble, Wm. E.,
English, Indiana	Cayuga, Indiana
Pickett, Hale,	Powers, Geo.
Holton, Indiana	Powell, Horace,
Padgett, Raleigh H.,	Riley, Indiana
Terre Haute, Indiana	Pound, Floyd,
Pancake, Lee,	Farmersburg, Indiana
Clifford, Indiana	Pottenger, Thurl,
Parker, Hurshal E.,	Claypool, Indiana
Pimento, Indiana	Porter, J. P.
Passwater, Chas. B.,	Pittman, Claude,
Noblesville, Indiana	Shelburn, Indiana
Pate, Carl R.,	Ragsdale, Edward,
Loogootee, Indiana	Columbus, Indiana

THE SEMI - CENTENNIAL CELEBRATION

Rafferty, Henry W., Paris, Ill.	Reynolds, Ralph F., Terre Haute, Indiana
Rafferty, Ora, Paris, Ill.	Rhinehart, Ray M., Francesville, Indiana
Rainforth, Lyman R., Leavenworth, Indiana	Rhoads, Paul, Terre Haute, Indiana
Rans, Edgar, Kewanna, Indiana	Rice, Verner J., Terre Haute, Indiana
Rasor, Everett E., Warsaw, Indiana	Richard, Wm. N., Tell City, Indiana
Rawley, Ezra L., Freedom, Indiana	Richards, August M., Terre Haute, Indiana
Ray, Herman, Riley, Indiana	Richards, Walter W., Terre Haute, Indiana
Ray, Howard A., Terre Haute, Indiana	Richey, Herman G., Terre Haute, Indiana
Ray, John L., Terre Haute, Indiana	Rieckin, William, Mt. Vernon, Indiana
Ray, Julian V., Stilesville, Indiana	Rickeberg, J. Maurice, Muncie, Indiana
Rea, Howard A., Bridgeton, Indiana	Riehl, Chas. Edward, Troy, Indiana
Reagan, Edgar W., Mauckport, Indiana	Riggs, Floyd, Clay City, Indiana
Reavis, Jesse, Summitville, Indiana	Ringer, Reid
Records, Thos. W., Terre Haute, Indiana	Rinkard, Samuel R., Castleton, Indiana
Reed, Loren, Pimento, Indiana	Risley, Orval A., Oaktown, Indiana
Redick, Wm. R.	Ritter, Clay H., Plainville, Indiana
Ress, Leland, Converse, Indiana	Roberts, Frank, Boonville, Indiana
Reid, Newton W., Quincy, Indiana	Roberts, Lewis C., Indian Springs, Indiana
Reynolds, Glenn R., Coal City, Indiana	Robinson, Chas. H., Veedersburg, Indiana
Reynolds, Homer, Coal City, Indiana	

THE SEMI-CENTENNIAL CELEBRATION

Robinson, Russel F., Roachdale, Indiana	Sakel, Hubert H., Stendal, Indiana
Rochelle, Charles Edward, Terre Haute, Indiana	Sanders, Willet E., Merom, Indiana
Roesinger, Oscar W., Indianapolis, Indiana	Sanford, Loren, Terre Haute, Indiana
Rogers, Clyde, Dunreith, Indiana	Sanm, Clarence D., Coalmont, Indiana
Rohm, Harley M., Auburn, Indiana	Schaupp, Ralph, Linn Grove, Indiana
Roland, Sherman, West Baden, Indiana	Schenck, Ralph E., Lebanon, Indiana
Roll, Grover, Riley, Indiana	Schierling, Walter J., North Vernon, Indiana
Ross, Ray Columbus, Indiana	Schinnerer, Mark C., Riley, Indiana
Rotruck, Clarence D., Monticello, Indiana	Schlegel, Clarence O., Clay City, Indiana
Rouch, Earl, Kewanna, Indiana	Schockel, Bernard H., Aurora, Indiana
Row, E. A., Clay City, Indiana	Schopmeyer, A. C., Poland, Indiana
Royer, Hershel, Cory, Indiana	Schorling, Raleigh, Batesville, Indiana
Royer, Hervey E., Saline City, Indiana	Schroeder, Nelson F., Carlisle, Indiana
Royse, Wm. C., Terre Haute, Indiana	Schultz, Ernest J., Francesville, Indiana
Rumple, Ora E., Spencer, Indiana	Scofield, John, Brazil, Indiana
Rutherford, Elmer V., St. Paul, Indiana	Scott, Ralph M., Kurtz, Indiana
Rutherford, Lewis	Scotten, Melvin E., Stilesville, Indiana
Rutherford, Vane R., Terre Haute, Indiana	Sechler, Ralph, St. Joe, Indiana
Rutledge, William J., Judson, Indiana	Seybold, Arthur

THE SEMI - CENTENNIAL CELEBRATION

Shackelford, Basil, Eminence, Indiana	Shields, Jesse M., Crandall, Indiana
Shaffer, Paul V., Huntington, Indiana	Sigler, Russell, Elwood, Indiana
Shahan, J. Raymond, Lebanon, Indiana	Simon, Fred A., DePauw, Indiana
Shanner, R. B.	Simpson, Jas. L., Terre Haute, Indiana
Shake, Shelby S., Cloverdale, Indiana	Singer, Vernon D., Sanborn, Indiana
Shanklin, W. A.	Sink, Chester, Charlestown, Indiana
Shanner, W. H., Ft. Branch, Indiana	Sipe, James E., Saratoga, Indiana
Sharp, John, Whiting, Indiana	Skelton, H. B., Bowling Green, Indiana
Sharp, Kenneth S., Coatesville, Indiana	Sibert, George, White Cloud, Indiana
Shaw, Clyde, Riley, Indiana	Skinner, Walter, Evansville, Indiana
Shelten, Ray, Rochester, Indiana	Slude, Adron B., Zionsville, Indiana
Sherrill, Evan M., New Amsterdam, Indiana	Smail, Arla Leo, Ridgeville, Indiana
Shirley, Wm. E., Bedford, Indiana	Smiley, Ralph W., Williams, Indiana
Shoemaker, Irwin C., Bluffton, Indiana	Smith, Alger, Colfax, Indiana
Shofstall, Paul R., Terre Haute, Indiana	Smith, Chas. W., Sanborn, Indiana
Short, Orville C., Center Point, Indiana	Smith, Elmer L., Oakland City, Indiana
Shotwell, John, West Union, Ill.	Smith, Evart, Martinsville, Indiana
Showatter, Paul, Liberty, Indiana	Smith, Virgil, Markle, Indiana
Shriner, Walter, Huntington, Indiana	Smith, Virgil O., Cannelsburg, Indiana
Sickbert, A., Holland, Indiana	

THE SEMI - CENTENNIAL CELEBRATION

Smith, Walter G., Owensburg, Indiana	Stevens, W. D., New Salisburg, Indiana
Smith, Millard, Bicknell, Indiana	Stewart, Emmet C., Whitestown, Indiana
Smith, Paul K., Loogootee, Indiana	Stigler, Roy C., Brazil, Indiana
Smith, Ralph W., Acton, Indiana	Stoneburner, Worth, Cory, Indiana
Smith, Robert F., Goldsmith, Indiana	Stork, Harvey E., Huntingburg, Indiana
Smith, Roy R., Bristow, Indiana	Storm, Harry, Clay City, Indiana
Snyder, Alonzo, Terre Haute, Indiana	Storms, Vernon K., Loogootee, Indiana
Sparks, Ralph, Monticello, Indiana	Stotz, Raleigh, Vallonia, Indiana
Spencer, Hoyt, Terre Haute, Indiana	Strickler, Fred, North Manchester, Indiana
Spuller, Lawrence, Decatur, Ill.	Strickler, Robert, North Manchester, Indiana
Stark, John, Cass, Indiana	Stroud, Milby Raymond, Birdseye, Indiana
Stark, Judson, Hymera, Indiana	Sublette, Myrick, Taylorsville, Indiana
Starks, Lambert, Flat Rock, Indiana	Sublette, Sherman, Taylorsville, Indiana
Stephenson, B. F., Windfall, Indiana	Summers, Newel M., Riley, Indiana
Stephenson, C. A., Tower, Indiana	Sutton, Arle H., Columbus, Indiana
Stevenson, Paul, Zionsville, Indiana	Swango, Joe, Worthington, Indiana
Stephenson, Thos., Algiers, Indiana	Swango, Mervin E., Worthington, Indiana
Stephenson, Winchell R., Paoli, Indiana	Swinford, Basil, Anderson, Indiana
Stevens, Odie E., Farmersburg, Indiana	Sylvester, Thos.

THE SEMI - CENTENNIAL CELEBRATION

Taylor, Lee, English, Indiana	Tucker, Russell, Cory, Indiana
Thomas, Ray, Terre Haute, Indiana	Turman, Arthur F., Terre Haute, Indiana
Thomas, Thomas C.	Turman, Claude Kenneth, Cynthiana, Indiana
Thompson, Benj. R.	Turner, Eugene G., West Terre Haute, Indiana
Thompson, Jesse H., Odon, Indiana	Unverferth, Wm. C., Freelandville, Indiana
Thompson, Maurice M., New Philadelpha, Indiana	Van Cleave, A. R., Lewis, Indiana
Thompson, Parke L., Rockville, Indiana	Van Cleave, Ira H., Salem, Indiana
Thompson, Richard E., Jasper, Indiana	Van Pelt, Clinton, Clinton, Indiana
Thompson, Roger M., New Philadelphia, Indiana	Vermillion, John, Greencastle, Indiana
Thompson, Ward T., New Philadelphia, Indiana	Volker, Fred, Somerville, Indiana
Tierney, E. L., North Vernon, Indiana	Wagner, Clarence J., Freelandville, Indiana
Timmons, Chas. Clyde, Andrews, Indiana	Walden, Simon, Crawfordsville, Indiana
Tierney, J. L., North Vernon, Indiana	Wall, F. J., Ridgeville, Indiana
Tower, James H., Leavenworth, Indiana	Wall, Jno. W., Carlisle, Indiana
Tranbarger, J. C., Forest, Indiana	Walsh, Jno. R., Terre Haute, Indiana
Traylor, Fitzhugh, Montgomery, Indiana	Wakefield, Walter, Jasonville, Indiana
Trimmer, Jas. N., Riley, Indiana	Wann, Hubert, Terre Haute, Indiana
Trotter, Russel, Hardinsburg, Indiana	Warmoth, Raymond, Monrovia, Indiana
Tryen, Boyd E., Monroe City, Indiana	Warner, Irvin B., North Manchester, Indiana
Tucker, Lester R., Osgood, Indiana	

THE SEMI-CENTENNIAL CELEBRATION

Warriner, Earl, Brooklyn, Indiana	Wiggs, Geo. A., Spurgeon, Indiana
Watson, Courtney, Terre Haute, Indiana	Wildman, Roscoe E., Denver, Indiana
Weaver, Silvin D., Brazil, Indiana	Williams, John
Webber, Thomas, Plainville, Indiana	Williams, Paul B., Farmersburg, Indiana
Weber, Jno. Glenn, Clay City, Indiana	Williams, Leonard S., Haubstadt, Indiana
Webster, Marcus H., Carbon, Indiana	Willis, F. E., Algiers, Indiana
Welch, O. D., Bridgeton, Indiana	Witty, Paul A., Terre Haute, Indiana
Wells, Wm. F., Mt. Vernon, Indiana	Wilm, John, Haubstadt, Indiana
Wesner, L. D., Campbellsburg, Indiana	Wilson, Arthur T.
Wells, Milton M., Mt. Vernon, Indiana	Wilson, Noble, Bargersville, Indiana
Wright, Wendell Wm., Greencastle, Indiana	Wilson, Oral, Prairieton, Indiana
Wheeler, Max, Terre Haute, Indiana	Wilson, Otis Aurora, Indiana
Whelan, Lloyd, Terre Haute, Indiana	Wilson, Paul, Prairieton, Indiana
Whippo, Wm., North Terre Haute, Indiana	Wilt, James Napier, Hillsboro, Indiana
White, Roy D., Greenfield, Indiana	Wimmer, Perley, Rosedale, Indiana
Whitehead, Clarence, Otwell, Indiana	Winklepeck, A. M., Elnora, Indiana
Whittenburg, Harry W., Terre Haute, Indiana	Winter, Harry D., Pershing, Indiana
Wible, Ralph E., Farmersburg, Indiana	Wisely, Edson W., Terre Haute, Indiana
Wibbler, Benj., Holland, Indiana	Witt, Chester R., Roachdale, Indiana
	Wood, Frederick, Zionsville, Indiana

THE SEMI - CENTENNIAL CELEBRATION

Wood, Jesse A., Bedford, Indiana	Wythe, Leroy C., Terre Haute, Indiana
Woods, Walter, Terre Haute, Indiana	Yeager, Walter, Francisco, Indiana
Woods, Willard L., Zionsville, Indiana	Younts, Stanley P., Brookville, Indiana
Woodcox, Willie Grey, St. Joe, Indiana	Young, Luke F., Washington, Indiana
Wright, Homer, Clinton, Indiana	Yocum, Simeon D., Carlisle, Indiana
Wright, Oliver Dennis, Cloverdale, Indiana	Yayer, Sylvan A., Advance, Indiana
Zerbe, Walter B., Terre Haute, Indiana	

Eastern Division, Muncie, Indiana

Addington, Orvah	Dragoo, Ralph
Armstrong, Walter Otis	Elgaway, Messi
Austin, Ralph V.	Ellison, Dale
Bailey, Ralph Vernon	Ellsworth, Willis
Bales, Harold	England, Charles
Bantz, John	England, George
Benjamin, Ernest	Fager, Edwin
Brammer, Daniel	Fields, Thomas
Brindel, Clyde	Foster, Kenneth
Brooks, Hova	Fowlie, Everett
Brouse, Cecil	Fraze, Vere
Brown, Harold	French, Clifford
Brown, Howard	Furst, Russell
Brubaker, Harold	Garinger, Orville
Carpenter, Kenneth	Glasgow, Joseph
Campbell, Arthur	Goddard, Joseph
Cortner, Paul	Green, Frank
Costin, Leroy	Greene, LeRoy
Coulson, Lawrence	Harding, George
Craig, Ronald	Harding, William
Curtis, Ralph	Hardsog, Harley
Dailey, William	Hatcher, Harry
Dilts, Edgar	Hazelrigg, Harry

THE SEMI - CENTENNIAL CELEBRATION

Heagy, William	Riddleberger, Jesse
Henderson, Irving Frank	Rightsell, Glendon
Hollowell, Quimba	Root, Claude
Howell, Leander	Schlenker, Everett
Hughes, Claude	Schug, Edgar
Isely, Samuel	Schull, Hubert
James, Ora	Scott, Arthur
Jellison, Leonard	Scott, Donald
Jenkins, Delbert	Sleeth, Haines
Jolliffe, Francis	Sharp, Herbert
Keener, Donald	Sheller, Howard
Keller, Edwin	Silvers, Honor
King, Frank	Sloniker, Lawrence
Knight, Don	Smail, Arla
Lane, Byron	Smith, Clifford
Laven, Chas.	Smith, Joseph
Lennington, Abraham	Smith, William
Locke, Orlando	Sowers, James
Longwith, Guy	Spuller, Lawrence
McKee, Donald	Stanley, Morris
McMahan, H. Neil	Stewart, Morris
McManus, Rex	Stout, Bruce
McNaughton, Hugh	Stout, Leslie
Mauler, Charles	Stratton, Ray
Maxwell, Harold	Striker, Carl
Mettler, Donald	Stuck, Harold
Miller, Paul	Taylor, William
Mitchell, Ralph	Teagle, Everett
Mochwart, Howard	Treasure, Clyde
Mock, Charles	Trotter, Ralph
Moler, Russell	Tyler, C. Melvin
Monks, Merritt	Uebele, Lowell
Moore, Thos.	Vice, Harold
Morgan, Byron	Wade, Frederick
Murray, Herbert	Waite, Richard
Myer, Joseph	Ware, Noel
Osbun, Clifford	West, Merrill
Palin, Marvin	Williams, Dewey
Park, Frank	Williams, Eugene
Pollock, James	Williams, Lyle
Porter, Clyde	Williams, Marshall
Reed, Hubert	Wilson, Frank
Reed, John	Wolfe, Hobert
Reitenour, Chas.	Young, Earl
Retter, Roy	

Normal Training High School Terre Haute

Bartholomew, Henry W., '14	Neukom, Albert H., '10
Briggs, Herbert Jr., '16	Neukom, Oliver W., '13
Brinkman, Richard J., '15	Newton, R. Wayne, '16
Bronson, Paul, '15	Owens, Myric, '12
Brown, Charles E., '11	Paddock, Richard, '15
Cashmore, Harold F., '18	Piety, John K., '15
Charman, Howard R., '10	Rettger, Robert E., '15
Cooper, Robert J., '18	Root, William R., '18
Cox, Paul S., '15	Rynick, George M. Jr., '17
Cox, Warren R., '10	Sanford, John M., '11
Dailey, John E., '11	Schlicher, Rudolph, '16
Drake, Thom. Earl, '11	Schloss, Philip J., '13
Fishback, George, '13	Schloss, Harold, '15
Froeb, Karl A., '16	Scott, Richard W., '13
Gillum, Joseph S., '10	Smith, Raymon M., '14
Gillum, Richard P., '15	Streeter, H. Winton, '15
Gray, Frederick W., '11	Streeter, William A., '17
Gwinn, Lawrence, '11	Sulger, Alden H., '14
Hecklesberg, Edwin A., '17	Swearingen, Mark, '17
Hoffman, Herman M. J., '18	Turman, Arthur S., '14
Jaenish, Edward T., '17	Wagoner, Willys P., '16
Lawrence, Stanley O., '18	Walsh, John R., '16
Leibing, Robert H., '19	Whissen, Harry R., '10
Lockwood, Roy C., '12	Wisely, Edson W., '17
McAllister, Philip S., '18	Williams, Willis E., '18
Mandeville, Marten J., '14	Wood, Clifford, '17
Manson, Mahlon E., '12	Young, Clift W., '16

Women of the Normal Engaged in War Work in Camp or Abroad

- Sara E. Carpenter.....Cloverland, Indiana
American Library Association—served as Base Hos-
pital Librarian in camps.
- Imogene Hope Kauffman.....Huntington, Indiana
Y. W. C. A. work in camp.
- Ariel Anderson.....Huntingburg, Indiana
(U. S. Army Nurse Corps.) Nurse in camp.
- Martha Royse.....Terre Haute, Indiana
In France.
- Nora Wright.....Sullivan, Indiana
U. S. Army Nurse Corps.
- Mercedes Penna.....Terre Haute, Indiana
(U. S. Army Nurse Corps.) Nurse in camp.
- Mary Engle.....Carlisle, Indiana
Nurse in camp.
- Ina Frances Keith.....Shelbyville, Indiana
U. S. Army Nurse Corps.
- Mary Turney
Technician—Base Hospital, Fort Benjamin Har-
rison.
- Jean Townley.....Evansville, Indiana
Entertainer in Camps in France.
- Mary Wilhite.....Martinsville, Indiana
Departmental Clerk—Adjutant General's Office,
Washington, D. C.
- Mary Kindler.....Huntington, Indiana
Military Office Aeronautics—Washington, D. C.