

PEABODY
DEMONSTRATION
SCHOOL

THE GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE

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CALENDAR

1916-1917.

September 4, Monday—First term begins.

November 30-December 2, Thursday to Saturday—
Thanksgiving Holidays.

December 23-January 1, inclusive—Christmas Holidays.

January 26, Friday—First term closes.

January 29, Monday—Second term begins.

June 1, Friday—Second term closes.

FACULTY

OF PEABODY DEMONSTRATION SCHOOL.

THOMAS ALEXANDER }
YETTA SHONINGER } *Directors*
CHARLES A. MCMURRY }

GOLDIE HIRSCH *Secretary*

DWIGHT J. KNAPP *Manual Training*

Graduate of Yeatman High School; graduate of Bradley Poly-
ethnic Institute; teaching fellow, manual training, George
Peabody College for Teachers; teacher of manual arts in Dem-
onstration School, 1915-1916.

MILDRED LITTLEFIELD *Drawing*

Graduate of Columbia Institute; student at University of Tennes-
see; student at George Peabody College for Teachers, 1914-
1916; teacher of drawing in Demonstration School, 1915-1916.

GRACE ANDREWS *Sewing*

Graduate of Hume-Fogg High School; student at George Pea-
body College for Teachers, 1914-1916; teacher of sewing in
Demonstration School, 1915-1916.

ADELE RAYMOND *Cooking*

Graduate of Ward Seminary; student at George Peabody Col-
lege for Teachers, 1914-1916; teacher of cooking in Demonstra-
tion School, 1915-1916.

SARAH W. CRAWFORD *Kindergarten*

Graduate Kindergarten Training School, Louisville, Ky.; student
at Chicago University, Summer Session; Kindergarten Director
in Public Schools, Louisville, Ky.; teacher in Model Kindergarten,
Chautauqua, N. Y.; Kindergarten and Primary Supervisor at In-
dustrial Institute and College, Columbus, Miss.

MAUDE J. WESTCOTT *First Grade*

Graduate Painter, Va., High School; graduate State Normal
School, Harrisonburg, Va.; teacher in public schools, Harrison-
burg, Va.; teacher in public schools, Painter, Va.

MARTHA KELLY *Second Grade*

Graduate of Hopkinsville, Ky. High School; student at Bethel
College, 1910-1912; student at George Peabody College for Teach-
ers, 1914-1916; assistant in second grade, Demonstration School.

MARGARET A. LEMON *Third Grade*

Graduate Memminger Normal School, Charleston, S. C.; student, Teachers College, Columbia University; teacher in Speyer School, teacher of graded school, Abbeville, S. C.; critic teacher, State Normal School, Harrisonburg, Va.; critic teacher, Winthrop College, Rock Hill S. C.; teacher primary methods, summer session, Harrisonburg, Va.

ROSA JUDSON RODGERS *Fourth Grade*

Student Bethel College, McKenzie, Tenn.; Clinton College, Clinton, Ky.; Summer School of the South, Knoxville, Tenn.; Summer School, George Peabody College for Teachers; teacher in city school, McKenzie, Tenn.; city schools, Paris, Tenn.

J. T. WADE *History and Geography*

Graduate of Western Kentucky State Normal School; special student of History and Geography at Valparaiso University; Boys' Work Secretary of Y. M. C. A., Bowling Green, Ky.; principal of elementary school at Birmingham, Ky., and Paducah, Ky.

RUTH EMILY MCMURRY *English and German*

B.A., Beloit College; graduate Northern Illinois State Normal School; teacher DeKalb City schools.

H. G. SWANSON *Mathematics—Principal*

B.Pd., B.A., Normal School, Kirksville, Mo.; teacher in rural schools, Schuyler County, Mo.; principal village schools, Greentop, Mo.; superintendent schools, Queen City, Mo.; supervisor in Practice School, Normal School, Kirksville, Mo.; teacher of mathematics, Demonstration School, Peabody College, Nashville, Tenn.

PEABODY DEMONSTRATION SCHOOL

In the establishment and organization of the Demonstration School of George Peabody College for Teachers two purposes have been all-controlling.

First—To build, in the light of modern educational standards and ideals, the best public school possible. In this, first consideration is given toward such school activities as will make for the richest and most meaningful growth of child body and child heart and child mind.

Second—To have through this Demonstration School, for students in all departments of the College, observational privileges in educational procedure.

AN OBSERVATIONAL CENTER.

A demonstration school within a teachers college should stand as an expression of growth and of educational ideals and standards. As an observational center, a primary aim for the Demonstration School of the George Peabody College for Teachers is to have it the best school possible in point of aims and purposes, in the teaching force, courses of study, methods, general equipment, selection of texts and references. A first need is in right choice of teachers, for the teaching force makes the character of the school and determines its actual influence in the lives of its pupils.

Through the right kind of a Demonstration School students get first hand contact with the realities of good class-room procedure. Consciously and unconsciously they absorb standards and ideals in teacher efficiency and in educational procedure. They gain ideas and ideals of how to do and what to do and what to be. Those who come to it as teacher-students carry the influence, there gained, into every school-room over which they take charge, into the lives of thousands of our boys and girls. A teachers college demonstration school should be an

inspirational center for all who come in touch with its influences.

In so far as we know and appreciate best educational theory and practice today, the Peabody Demonstration School is trying to grow in accordance. It is through our schools, more than through any other social institution, that we may hope to bring to practical accomplishment the advance made in knowledge of the laws of health, in our fuller knowledge of child-life as conditioning manhood and womanhood, in all the sciences, in invention and industry.

The school must stand as a true laboratory in educational practice. On one hand, the aim is to make practical application of sound educational principle. On the other, we are to be open-minded and clear-eyed enough to gain, through good common sense practice, further educational theory and practice. Our classes in methods, in theory and principles, and in observational studies look to the Demonstration School for opportunities in these directions.

THE ELEMENTARY SCHOOL.

In taking account of the all-sidedness of their interests and needs, modern education aims toward an all-rounded development of boys and girls in order to insure a happier and richer childhood and youth and a more truly efficient manhood and womanhood. Traditional education concerned itself too largely with mental training at the expense of body training and heart and hand training.

In its elementary department the Demonstration School aims to give its pupils the most meaningful education possible during those years. In order to gain growth along all lines, to further development of his many possibilities, the individual must have opportunity to use all his powers,—the feeling, doing, thinking selves must find expression through his various school activities.

There are certain valuable appreciations and controls in knowledge and power that pupils must gain during the elementary school years. It is the purpose of the school, in the selection of studies and the organization of the

courses, to plan toward these essential controls and appreciations. Throughout the grades the general course includes nature studies, the sciences, literature, geography, history, arithmetic, industrial activities, plays, games and sports, music, and art. These are the value centers of the school program, while reading, spelling, language, and penmanship are taught through them.

The degree of difficulty and range of work within each grade is determined by the pupils' readiness. At every stage of the educational process, the child's equipment of interests, activities, powers, and knowledge is used to gain points of contact in directing his further and fuller development. Nothing short of his happiest all-round development in health, heart, hand, and head will satisfy present educational demand. Our greatest concern must be for what the child *is* and is *becoming* from day to day rather than in what he just *knows*. The strength and surety of the public school lies in what pupils are prepared to do and to be when opportunity and difficulty confront them,—not alone in what they may happen to know. Our aim is to have our pupils grow power, power in every direction; power to think, to feel, to do, *to be*.

School life should be through all its years a happy, earnest living through which there may be happy, earnest learning. Boys and girls who care whole-heartedly for school do not work with less interest and effort but surely with more. There is greater determination to meet and overcome difficulties, a finer readiness to take part, a more wholesome co-operative spirit for the good of all. If there is to be one determining factor of greater value than another in the practical success of the Demonstration School it is that our pupils shall care sincerely enough about their school to wish to return to it to continue their school activities. "The important thing, after all, is not so much that every child should be taught as that every child should be given the wish to learn. If we succeed in giving the love of learning, the learning itself is sure to follow."

KINDERGARTEN.

In the habit-forming period of childhood, it is the duty and privilege of the adult to give the child the best possible start in life. Through right direction of activity and energy the kindergarten aims to help the child form habits of social co-operation, self-reliance, helpfulness, orderliness, attention, observation, oral expression, and response.

The program of the kindergarten is based upon the interests and self-activity of the child as related to his daily life. Starting with his own crude beginnings, he gradually develops toward higher standards. The kindergarten supplements the home by taking the activities of the home into the school and helping the child toward a fuller appreciation and interpretation of those activities.

The stories heard, told, and dramatized in the kindergarten create a love for literature and, later on, form subject matter for reading.

Construction work, drawing, and painting give opportunities for self-expression, and are means of clarifying ideas. Through the use of crayons, chalk, and paint-brush the muscles of the hand are trained in free, large movements which result later in a greater ease in writing. Number work is involved in building with blocks, playing store, counting children, and other related ways. Care of animal and plant life, out-of-door excursions, and spring gardening give the child nature experiences and form a basis for nature studies.

Plays, games, songs and conversation afford valuable opportunity for physical development, co-operation and social intercourse.

In this play-garden the child develops naturally and efficiently. He learns through doing and is happy in his work and play. He enters the first grade with his faculties awakened, his sympathies broadened and is better equipped to handle the problems that confront him.

Dr. Butler, President of Columbia University, has said: "The true kindergarten and the true university—

one at the beginning of education, the other at the end—are types of educational institutions on which our entire educational system depends.”

DISCIPLINE.

Throughout the grades there is direction toward independence in right conduct, kindly co-operation, and self-control. Wherever possible, responsibility is thrown upon the pupils for the general outcome of conduct.

The old idea of discipline as enforced obedience and attention has given place to the idea of discipline as interested working attitude in the classroom. Good discipline is not external control. Good classroom order is not a discipline of authority. It is classroom atmosphere and spirit determined in large measure through sympathetic insight on the part of the teacher and mutual understanding. Discipline is the actual life and controlling order of the school and schoolroom. One of the fundamentals in good learning and good teaching concerns itself with the creating of quiet freedom and happy ease of atmosphere in which pupils feel fully encouraged toward effort and self-expression and achievement.

The Peabody Demonstration School hopes to encourage social habits of conduct that are happy, courteous, co-operative; mental habits of alertness and responsiveness; of determined effort and self-reliance; of attention and study and application; physical habits of work and play and living that are purposeful and wholesome; moral habits of truth, courage, fine feelings, and rightly directed tastes for the good and the beautiful and the worth while everywhere. The relationship between teachers and pupils shows helpfulness, kindness, consideration, and natural friendliness.

HEALTH EDUCATION.

Health is a matter of paramount importance for the school child and conditions all school activities and school progress. In many cases a child's health is of more importance than the school instruction itself. On account of the absolute necessity of a sound body we require every

child to take some form of regular physical exercise. Non-participation in physical exercise is generally the best way to insure the continuance or inception of physical disability. The best guarantee against all forms of disease is some constructive health policy which is built upon good food, good air, and abundance of exercise in the form of games, plays, gymnastics and swimming.

In the effort to secure the proper kind of exercise for each pupil, we require a physical examination at the beginning and middle of each year. This is conducted by members of the physical education department of the college, and a chart of each child's health condition and development is kept from year to year. We would welcome the co-operation of parents and the family physician in our efforts along this line. It is necessary that the teacher know the health condition and peculiarities of each pupil so that care may be taken that not too much school work be given to pupils who are not physically able to do it.

Contagious and infectious diseases, aside from their injury to health, are likewise the cause of great loss of time in school. We are recommending this year that the parents co-operate with us in the prevention of contagions in our school. In case parents know that their children have been exposed to a contagious disease, we ask that the children be kept out of school until all danger of communicating the disease is past. Likewise, if a child manifests the slightest tendency to illness, it is safer to keep him at home. The school is only too glad to make every effort to see that the child staying out for such reasons will not fall behind in his school work.

We also suggest that the parents would aid us much in solving our school health problem if they would have a medical examination conducted about the time of the beginning of school by their own physician. We make these suggestions because we feel that the school health problem is one of the most vital in the South today.

LANGUAGE STUDIES.

The vital aim in all language study is to help the pupil toward clear and forceful expression of his thoughts and feelings. Oral work is emphasized throughout the school, for power in oral expression determines largely power in written expression. There is need to incorporate good English into daily unconscious habit of speech in order that good habit may work itself over into power of speech.

The content studies of the grades contribute the thought material for the language studies, including reading and spelling. Home and community experiences, literature, history, geography, nature study, picture study, industrial studies, plays and games furnish the main centers for all the work in language. Form studies are kept in close relation to the content work and the use of good English is made an important aim from the first.

The child's experience, in one form or another, is used as the starting point for further new experiences. Written work is introduced toward the end of the first year and is an outgrowth of the oral. From good simple sentence structure the pupil grows in power to a sense of paragraph unity and to expression in paragraph form. The outline is a lead into the fuller composition of several paragraphs.

In literature, the aim is to develop appreciations for the best we have in prose and poetry. Through rightly directed choices, literary judgments are formed and literary habits are established. Each grade has the use of its own grade library, while all the pupils throughout the school are privileged to use the Demonstration School library at any and all times.

NATURE STUDY.

The purposes of nature study are to cultivate habits of observation and inquiry, to stimulate a love for the study of the facts and phenomena of nature, to furnish interesting and valuable material for other work, and to form an intelligent basis for the more scientific study of biological and physical sciences.

One of the important aims of nature study is to interest the children in simple facts concerning their bodies and in the care of their bodies; to lead them to note its structure and the adaptation of each part to its use. And, above all, to teach such laws of hygiene as will promote a healthy, happy and useful life.

The work in nature study and science is one of the central features of the school. Out of it comes many of the other school activities. The children begin by getting acquainted with objects, animate and inanimate; they learn to know and love trees, plants, animals, hills, streams, rocks, and to care for animals and plants. They follow the life cycles of plants and animals and study the processes to be observed in animate things.

Another feature of nature study is school gardening. This has two distinct values. In the first place, children, through love of flowers or an understanding of the economic value of vegetables, are brought into direct contact with nature. They learn to know garden friends and garden enemies among birds and insects and plants.

Secondly, by learning to work, they understand the values created by work and thus gain self-respect and respect for property, and develop a close, hearty co-operation.

Then, too, there is a chance here for work in measurements, proportion and arrangement.

Later they begin experimentation—physical, chemical and biological. In the upper grades science gradually assumes more systematic form. On the basis of abundant sense-acquired knowledge and with senses sharpened by constant use, the children attack newer problems with clearer purpose and clearer insight.

GEOGRAPHY AND HISTORY.

In this outline an attempt is made to correlate, in so far as possible, geography and history. They are closely related and should reinforce each other.

AIMS OF TEACHING GEOGRAPHY.

Geography is a study of the earth as the home of man. Each important subject treated should contain a central

idea illustrating this point of contact between man and the physical world. The study of the earth alone, its phenomena and forces, its vegetation and animals, its rocks and atmosphere, is natural science pure and simple. The study of man in his work and progress, his struggles and representative deeds, is history. The study of the earth as related to man, is geography. The moment a topic becomes purely scientific or purely historical it loses its geographical character. Geography is the link between nature and man. The aims of teaching geography are:

1. To show the interdependence of man.
2. To lead the child to see that the earth is adapted to man's habitation.
3. To give the child a definite knowledge of the location and character of certain important places or regions on the surface of the earth.

AIMS OF TEACHING HISTORY.

History is a study of men, of the doings of men. It is not a study of men when taught as a succession of dry, unrelated facts, of dates, of statistics, of battles, of names. It is a study of men when it presents ideals of noble conduct, courageous deeds and personal achievement; when it gives insight into motives, reveals character and makes clear the forces which have impelled action. It is the science of the relation of human beings, and embraces principles upon which the every-day life of the world is conducted. The aims of teaching history are:

1. To furnish ideals of citizenship.
2. To acquire a knowledge of fundamental historical facts as a basis for intelligent work.
3. To develop the imagination.
4. To train the reasoning powers by a study of cause and effect.

ARITHMETIC.

One of the most difficult of educational problems is to establish a working relationship between the school and society. In the elementary school this task is especially difficult in regard to the subject of arith-

metic. Some writers in arithmetic in attempting to solve this problem have practically abandoned the real mathematics of the subject and devoted themselves largely to its sociological aspects. We attempt in the upper grades of our school to maintain a graded order of arithmetical topics and to show their actual relationship to life conditions. In order to do this effectively our problem material is chosen from life activities closest to the children's experiences. We endeavor to deal with the essentials only and therefore we omit many topics frequently found in text-books and courses of study. The value that is in arithmetic can be secured from actual life conditions and from drill work necessary for rapid and accurate calculation.

In connection with constantly recurring drill work in the four fundamental operations, fractions, percentage, practical measurements, ratio and proportion, we give abundant work in such related problems as the family budget, industrial construction, buying and selling, making a living, spending money, thrift in the home, cooking classes, gardening, purchases from price lists, paving the streets, parcels post and postal savings banks.

INDUSTRIAL ARTS.

The pupils of the Demonstration School are given the privilege of using the equipment of the George Peabody College for Teachers for their work in manual training, in cooking, and in sewing. In the spring quarter garden work is carried on throughout the school.

Much of the constructive work of the lower grades centers about community activities of the past and present and about typical industrial studies. Through such work appreciations for life and living develop and centers are furnished through which to teach language, reading, spelling, number and writing. Further centers for constructive work are found in school and home needs, in nature study, in play, and in illustrative work for which geography, history and literature furnish rich fields. Grades through the fourth find their *main* problems in hand-work in relation to the other studies and needs of the grades. The main purpose in the early grades is not

the finished product, though in the doing the child is gaining constantly larger and better and stronger standards of all that good workmanship involves. A more skillful use of materials and tools will naturally develop, but the larger aim is to give *a valuable means of expression* over and above those provided for in other work. Another first value in constructive work concerns itself with meeting resourcefully the problem of ways and means.

Encouragement is offered the child who makes honest effort even though his work be crude. Often in crude work the gifted teacher finds much of true promise and leads the child onward to a consciousness of his power to do and to a fair mastery of a new means of expression. Every such means is an added power toward all-rounded seeing.

From the fourth grade through the grammar grades the industrial work divides into manual training for the boys and cooking and sewing for the girls.

MANUAL TRAINING.

In the upper grades a transition is made from handwork as a free medium of expression to handwork which seeks to emphasize technique, methodical doing, and habits of good workmanship.

Ideals of accuracy are sought in addition to originality, ideals which mean much to the boy educationally, for he is working with concrete materials in which such ideals may be obtained or may be missed, and the boy sees his product as the result of his workmanship. "To do a mechanical or artistic piece of work thoroughly is much more than the material operation. It is a moral achievement."

DOMESTIC SCIENCE.

No good elementary school can afford to overlook those subjects which are able to help a girl to an understanding and performance of home duties. Domestic science includes much more than a knowledge of cooking and sewing. Knowing how to care for the home has a moral value equal in importance to the practical and educational value derived from learning how to care for a home. The ability to do a thing well is the basis of all active morality.

COOKING.

In the elementary school cooking is offered from the fourth grade upward. In this course girls are taught the careful preparation and cooking of simple, wholesome foods. Among the problems considered are the planning, preparation and serving of simple meals, including the care and arrangement of pleasing tables. Economy of time, energy and amounts of materials in getting good results is considered an important item in the final efficiency desired.

SEWING.

By the time girls finish the elementary schools they should know enough of good workmanship, materials and patterns to do their own plain sewing.

In the lower grades, the problems in sewing are determined by the children's interest in the things they would like to make. The old way of teaching sewing to young children was to teach them stitches first and later give them problems on which to apply such stitches. Now, in making what they have an interest in making and a desire to make, they learn indirectly the correct stitches and the right use of materials and tools—needles, thread, thimbles, scissors.

In the upper grades they are taught the use of the sewing machine and the use of larger amounts of material. Good work is a standard throughout, pupils being encouraged to improve on their own workmanship with each new problem. As they advance in the difficulty of problems, they also develop a greater skill in the doing.

Another aim is the direction of good taste in choosing materials and designs. It is important that girls in the elementary sewing classes should be led to develop good taste in reference to the clothes they wear. Learning to sew in school does not always improve the girl's selection of wearing apparel. There are several reasons for this. First, all the attention is given to the *how* of the process. Whether the dress is going to look well upon the girl who is making it is generally neglected. In the second place, the girls are often required to use exactly the same pat-

tern of a dress, and with exactly the same material. Individuality should be encouraged in so far as principles in good taste will allow.

GENERAL INFORMATION.

The Demonstration School is open at all times to students, visiting teachers and parents. Any visitors who wish to observe instruction in progress may do so at their pleasure. Parents or other visitors wishing to consult teachers or children must make previous arrangements in the office of the principal. The teachers are not permitted to consult with visitors while school work is in progress and all appointments for such purpose should be made in advance.

Regular attendance is of greatest importance. It is the policy of the school not to excuse children from any of the activities of the school for any reason other than illness. Parents should not make any engagements for their children which would necessitate their leaving school before the close of regular work. The school cannot assume responsibility for the progress of any child whose attendance is irregular.

No child is excused from any subject prescribed in the course of study except for reasons of health.

Physical training is required of every child in school unless excused upon a physician's certificate, together with the approval of the management of the school.

The tuition is forty dollars (\$40) for the term of thirty-six weeks. *The first installment, twenty dollars, must be paid on the day of entrance.* No child will be enrolled whose fees are not paid on the day of entrance. The second installment is due and payable on the first day of the second term. Positively no reduction is made for late entrance, nor is refund made for withdrawal.

Patrons of the school will be given opportunity each year to reserve places for their children for the succeeding year. The patrons of the school are requested to visit the school as often as is convenient and to keep in close touch with their children's work.

Criticism and suggestions are welcomed and invited.

SCHOOL ROLL

ADAMSON, EVAN.
ANDERSON, JOHN.
AUSTIN, MYRA.
BAILEY, JAMES.
BAIRD, POLLY.
BAKER, DAVID.
BAWSEL, EVERETT.
BAWSEL, LINDSAY.
BAWSEL, MILDRED.
BELL, LOUISE.
BELL, RACHEL.
BERGER, ELINOR.
BERGER, SAM.
BIVENS, HENRY.
BLANKENSHIP, ELIZABETH.
BLANKENSHIP, LOUISE.
BOYLIN, BETTIE RUTH.
BRANDAU, ROBERT.
BRANDAU, SEAWELL.
BRANNON, HENRY.
BRANSFORD, JOHN S.
BROWN, ELEANOR.
BRYAN, ALLAN.
BRYANT, STELLA.
BUCKNER, ELLEN.
BUNTIN, TOM.
BURT, CLARA.
CAIN, IRENE.
CALDWELL, ELLEN RION.
CALDWELL, J. LUCIEN.
CALDWELL, SAMUEL.
CARTWRIGHT, KATHERINE.
CHADWICK, MARGARET.
CHADWICK, SHELBY.
CHEEK, LESLIE.
CHERRY, PAUL.
COOK, MALCOLM.
COOK, W. B.
COOK, W. K.
CROCKETT, MARY.
CROCKETT, MARGARET.
CROWE, MARJORIE.
DAVIS, DOUGLAS.
DAVIS, ELIZABETH.
DAVIS, ERNEST.
DERRYBERRY, LOUIS.
DERRYBERRY, PAUL.
DEWEY, PHILIP.
DUDLEY, GUILFORD.
DYER, JOSEPHINE.
EAKIN, ELOISE.
EAKIN, LYTLE.
ESTES, ELIZABETH.
ESTES, MARTHA.
FAIN, TYREE.
FLOYD, CHARLES.
FLOYD, W. E.
FRANK, HELEN.
FRANK, MORRIS.
FROST, EDWIN.
FUGITT, LILLARD.
FULLER, ELIZABETH.
GAITHER, ANN.
GALLAGHER, JAMES.
GALLOWAY, KATHERINE.
GALLOWAY, LOUISE.
GLENN, HUGH WILSON.
GOODPASTURE, JULIA M.
GUILDSMITH, LOUISE.
HAMBLETON, HELEN.
HAMBLETON, HOWARD.
HANKINS, DOROTHY.
HARRIS, CONN.
HART, MARTHA WESLEY.
HART, MARY LOU.
HERBLIN, ANNA BELLE.
HIRSIG, WILLIAM.
HOBBS, THOMAS.
HOGAN, WALTER.
HOGAN, YOUNG.
HOPKINS, JERE.
HOPKINS, LUCY NORWOOD.
HUGGINS, WILL.
HUNTER, JOSEPHINE.

HYDE, JAMES.
JOHNSON, MARY.
JOHNSON, ROBERT.
JONES, A. SIDNEY.
JONES, BARTON.
JONES, BENJAMIN.
JONES, EDGAR.
JONES, CATHERINE.
JONES, MARY.
KENNEDY, ALLAN.
KENNEDY, THOMAS.
KIRKLAND, KATHERINE.
LAMB, CORNELIA.
LAMBUTH, MARTHA.
LAURENT, KATHERINE.
LEFTWICH, EDMOND.
LEFTWICH, JOSEPH.
LEONARD, T. AMOS.
LILLY, ANNIE E.
LOVENTHAL, MARTIN.
LOWENSTEIN, HERMINA.
LOWENSTEIN, LOUISE.
LOWENSTEIN, SOL.
MARCH, MARGARET.
MARTIN, MAXINE.
MARTIN, NATHAN.
MATTHAI, KARL.
MATTHEWS, KATHERINE.
MCCULLOCH, ALLEEN.
MCCULLOCH, DONELLA.
MCCULLOCH, EDITH.
MCGREGOR, J. A.
MCGUGIN, LUCY ANN.
MCINTYRE, ARCHIE.
MCNEILL, FRASIER.
MCNEILL, LOTTIE.
MEADORS, LILY.
MOONEY, MARY ALLEN.
MOORE, CEMMIE MAE.
MOORE, MARY.
MORFORD, FLORENCE.
MORGAN, GEORGE.
MORRIS, GLENN.
MORRIS, OWEN.
MOSS, MARY LOUISE.
MURRAY, HENRY.
NICHOL, ANN LESLIE.
NILES, J. RUSSELL.
O'CALLAGHAN, MARY T.
O'CONNOR, MARGARET.
ORR, EVELYN.
ORR, VIRGINIA.
ORR, WILLIAM.
OWEN, HELEN.
PARIS, LOUISE.
PARIS, WILL.
PARKER, FITZGERALD.
PARKES, ELIZABETH.
PARKES, LA UNA.
PARRENT, CLINTON.
PARRENT, MARIE.
PHELPS, JACK.
PHELPS, MARYAN.
PHILLIPS, BLANCHE.
PHILLIPS, BRUCILLE.
PHILLIPS, LOUIE.
PHILLIPS, LOUISE.
PHILLIPS, WILHOITE.
PLATER, RICHARD.
PROCTOR, M. VAN METER.
PRYOR, EMMET.
PRYOR, SARAH.
PURYEAR, GEORGE.
RADEBAUGH, CUSHMAN.
RADEBAUGH, OTIS.
RANKIN, LOUISE.
REED, KATHERINE.
REESE, JOHN THOMAS.
REEVES, CARTER.
RICHARDSON, JACK.
RICKETTS, SARA.
ROBERTS, MARTIN.
ROBERTSON, MARY BELLE.
ROBERTSON, MERRELL.
RUTLAND, ELEANORE.
SALTER, HELEN.
SALTER, HIRAM.
SALTER, MILDRED.
SCHWARTZ, ELIZABETH.
SCHWARTZ, LEO.
SCRUGGS, CRIDDLE.
SCRUGGS, MARY.
SHACKFORD, JOHN.
SHARP, MARY E.
SHELTON, JOHN E.
SKELTON, MARY E.

SMITH, HENRY.
SMITH, LOUISE.
STAMPS, DOUGLAS.
STEIN, JOSEPH.
STEINBERG, LEON.
STEWART, JEAN.
STOKES, ADRIENNE.
STREIT, S. ALFRED.
STUMB, ANDREW.
SUMPTER, THOMAS.
TAYLOR, CAROLINE.
TURNER, JOHN.
VAUGHN, MAMIE BELLE.
WALLACE, HELEN.
WALLER, RUBY.
WARNER, HOWELL.
WEAVER, KENNETH.
WEAVER, MARGARET.

WEBB, FRANCES.
WEIL, ROBERT.
WEIL, WERTHAN.
WELCH, GEORGE.
WELCH, MILDRED.
WELCH, RUTH.
WILKERSON, DOROTHY.
WILKERSON, FORT.
WILLIAMS, GRAINGER.
WILSON, HERBERT.
WOOD, WILMA.
WOODWARD, JOHN
WRENNE, J. LOUIS.
YATER, LOUISE.
YOUNG, DOROTHY.
ZANDER, REBA.
ZIBART, ALAN.
ZIBART, CARL.