



**HOWE**  
SCHOOL  
HOWE —.— INDIANA



## CALENDAR

1936

July 6th.....Summer Session Begins  
 August 22nd....Summer Session Ends  
 September 14th.....Old Cadets Report  
 September 15th.....New Boys Report  
 Oct. 31st and Nov. 1st..Founders' Days  
 November 11th.....Armistice Day  
 November 26th.....Thanksgiving Day  
 Dec. 18th...Christmas Vacation Begins

1937

January 4th..Christmas Vacation Ends  
 February 1st..Second Semester Begins  
 February 10th.....Ash Wednesday  
 February 22nd..Washington's Birthday

1937

March 12th to 22nd.....Spring Recess  
 March 28th.....Easter  
 May 6th.....Ascension Day  
 May 8, 9...Mothers' and Fathers' Days  
 May 30th.....Memorial Day  
 June 13th and 14th...Commencement  
 July 5th.....Summer Session Begins  
 August 21st....Summer Session Ends  
 September 13th.....Old Cadets Report  
 September 14th.....New Boys Report  
 October 30th and 31st..Founders' Days  
 November 11th.....Armistice Day  
 November 25th.....Thanksgiving Day  
 Dec. 17th...Christmas Vacation Begins





*The Reverend Charles Herbert Young, M.A., S.T.D., Rector Emeritus of Howe School*

# HOWE SCHOOL

HOWE · INDIANA



## *Annual Catalog Number Fifty-four*

An Endowed Military, Boarding School for Boys, founded in 1884. Established for the promotion of "Sound Learning and the Christian Education of American Youth." Its motto, "*Fides et Honor*"; its ideal, the furtherance of that happy attainment—"*A Clean Mind in a Sound Body.*"

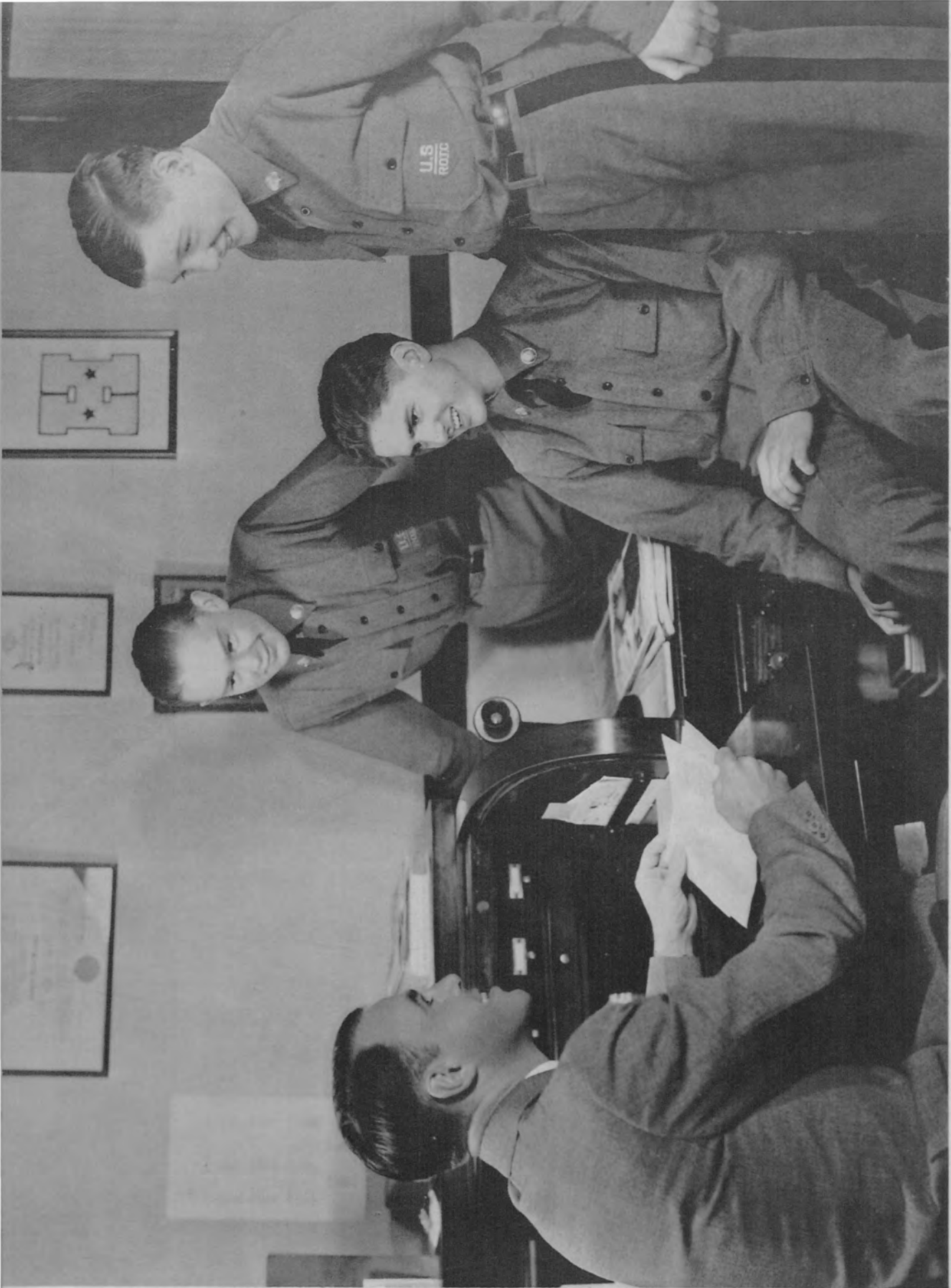
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No. 1

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*The Superintendent is always available for advise and counsel*



## F O R E W O R D

THE dominant aim of Howe School is the *development of character*. For this purpose it has been endowed and maintained. It seeks to enroll only worthy boys, who can appreciate its ideals of Christian manliness and thorough scholarship. These ideals are summarized in the motto of the School: *Fides et Honor*. Fathers and mothers who have been closely associated with Howe, and have observed its influence upon their sons, know Howe to be a School with a conscience. The life of the School is purposely serious and systematic, to secure moral, mental and physical development. Spiritual training, thorough instruction, diversified athletics, and *close personal attention to each cadet* are means to this end.

The influences affecting a cadet outside the recitation hour, the interests that then control his thought and action, the associates he has—in short, his daily life apart from the classroom, are the forces shaping his development. Howe School aims to provide for its cadets such a complete, well-balanced program of work, recreation and relaxation as will insure for each the fulfillment of Nature's intent—a clean and happy mind in a sound body. *Each cadet recites every day in his lessons and, as far as possible, makes up all academic delinquencies*. The effort is conscientiously made to give every cadet, under proper guidance, what he needs when he needs it.

The present generation of young people live in a much changed world. They have discarded some of the old standards and have adopted many new ones. Fundamentally, however, we believe the young fellow of today is just as sound, just as responsive to ennobling influences, as he ever was. Without giving ground as far as "the old-fashioned virtues" are concerned, Howe School has kept abreast of the times by making adjustments to meet changing conditions and the results obtained justify our attempt at a helpful understanding.





*Parents are always welcome visitors.*

## OUR JUSTIFICATION

*The object of Discipline is not to repress Individuality—but to serve as the rungs of a ladder which enables Youth to mount to the height of Self-Discipline. When that is accomplished Character is builded and Education has achieved its chief end.* —SELECTED.

We will all agree that the times have changed and with them the younger generation. Swirling about the youth of today are influences, associations, pastimes, amusements, and facilities for obtaining amusements, that were unavailable—some of them unknown—twenty-five years ago.

As is always the way with youth, it has accepted those modern marvels, the automobile, the radio, and motion pictures with enthusiastic abandon. And why not? Have we so far forgotten our own happy, carefree days that we would deny our young people any of the zest, the thrill and the joy of living? Youth comes but once.

Behind most inquiries that come to us, there lies the love for a boy. If the request for our catalog comes from a mother, that love is possibly colored somewhat by anxiety and a dissatisfaction with the environment and associations surrounding her son. He seems not interested in study for the sake of accomplishment. It is hard for him to concentrate. Constant interruptions break into the period agreed upon for the evening study hour. There is an attractive radio program on the air almost every evening. A telephone call brings the invitation to run over to Bob's or Jack's or Bill's for one enticing reason or another. And mother, thinking back over her own girlhood, knows that the joys of Youth cannot be denied. She hasn't quite decided what should be done about it. But she *knows her boy* and will not be reconciled to the belief that he is entirely to blame for a dropping off in his grades.

What was comparatively easy to ac-

complish in mother's school days is almost impossible today. The radio, the automobile, the motion picture are all distractions—lovely, attractive distractions—that were unknown to her as a girl. And so she wonders whether there is a fair solution for what she terms her problem. She would like to know whether there is a situation in which her son can be placed that would furnish the opportunity for him to do the work at hand, and, at the same time, to be happy in the enjoyment of the worthwhile things that the present-day boy has taken as his own.

Dad's love for his boy takes a slightly different course. The things which give him concern are those which affect his plans and ambitions for his son, the foundation he would see him build in preparation for life, the sense of responsibility and direction he would have him acquire. Many, many times he has looked back over his own boyhood, recalling those influences and associations which he found, in later years, had increased or diminished his growth, development and progress. His experience has taught him the worth of certain virtues, certain values that are real assets, certain fundamentals which are vital and necessary to character foundation. He has wanted his son to acquire those qualities as his own—to recognize, and separate the wheat from the chaff—to discard the handicaps as worthless and to employ his leisure with profit. At the same time he knows that fun and excitement, keen interest in events of the day, dancing, music, the radio, the better motion pictures, each contribute to the joy of living. If he continues this line of thought



he, too, arrives at the question: Can these attractions be built into an organized program of work, play and recreation?

### *Advantages of a Boarding School*

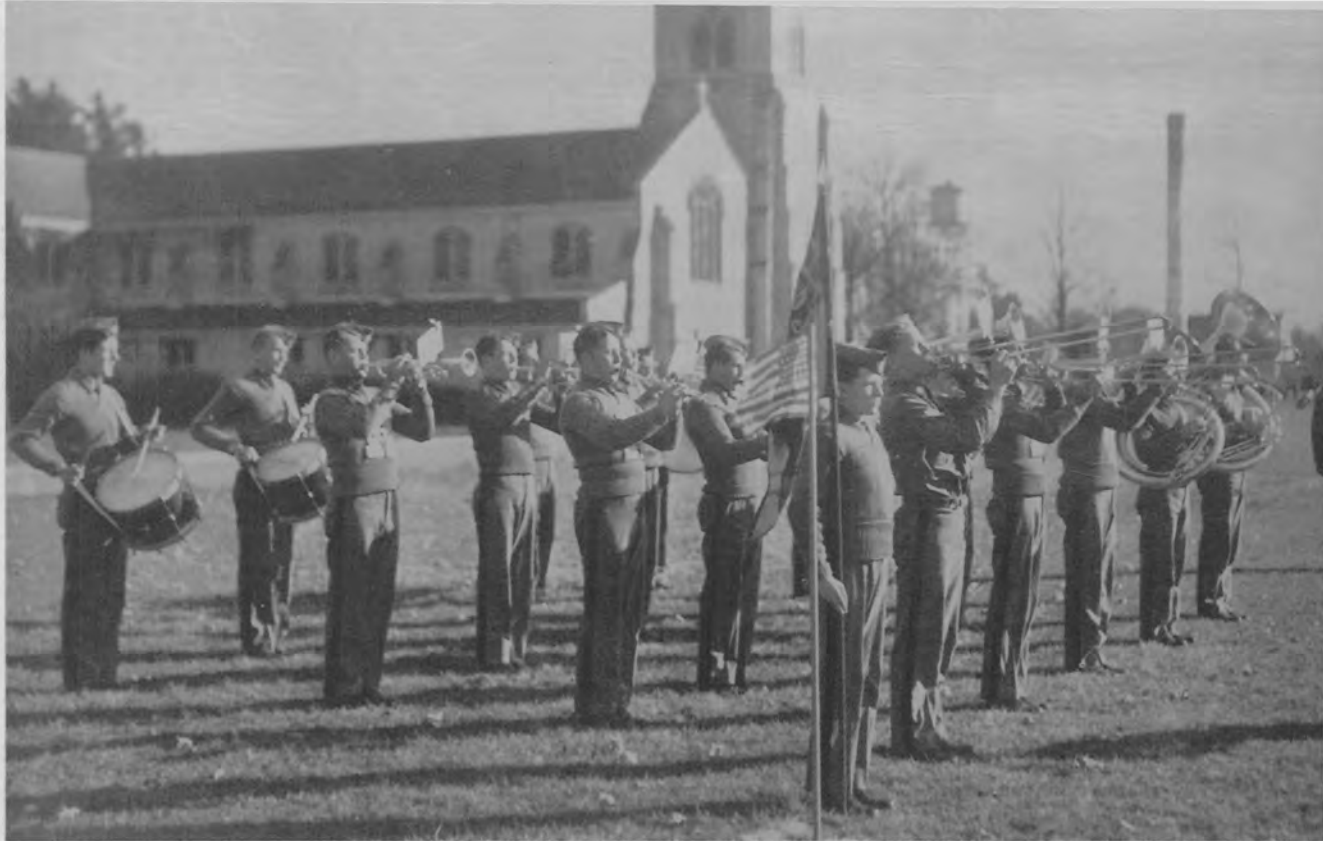
There may be no great apparent need for a change of schools—no emergency to be met. The boy may be doing well scholastically, with an interested participation in athletics and extra-curricular activities. The parents' interest in a preparatory education may be born of the simple desire to obtain for their boy the added advantages offered by a first-class boarding school. They know that the boy with a high scholastic rating in a public school may establish an even

higher record in the right boarding school. Competition is, as a rule, somewhat keener. The stimulation of an entirely new environment invariably makes for greater effort. Closer contact with the teacher adds something to the enjoyment of a favorite course. Supervised study periods assure concentration and provide a fuller understanding of the work covered. The necessity of having the boy make his own decisions strengthens his reasoning powers and quickens his judgment. Ambition is stimulated by twenty-four-hour contact with fellows from various sections of the country who are planning college courses or definite business or professional careers.

If the boy has already decided on a



*The Orchestra adds to an evening's entertainment.*



*What boy doesn't thrill to the music of a band?*

college or university course, it may seem wise to give him a year or two away from home under careful guidance as a transition period—a stepping stone—to the broader responsibilities of college life where problems must be faced, and decisions made, alone. More parents each year see the wisdom of such a plan and recognize the opportunity offered by a first-class military school to put the plan into effect. At such a school, a boy learns many valuable lessons in self-discipline. He discovers that privilege and opportunity demand responsibility. He learns to organize his time and effort. He acquires habits of orderliness and promptness in accomplishing the work at hand. He is taught to respect the rights of others and to live in harmony with his neighbor. While organization and teamwork may point the way to efficiency and achievement, they also develop in the boy qualities of individual leadership and initiative.

And so, Mother's anxiety and Dad's ambitions for that son finally merge into a search for a school—a school that will give the training and development they want him to have, a school that has kept abreast of the times and recognizes and provides for the tremendous changes which have occurred in the past decade. They are looking for a school with an intelligent understanding of today's problems, today's distractions, today's changed viewpoint. What provisions have been made in the progressive secondary schools to meet this need of their son with sympathy, intelligence, a kindly understanding, and a vigorous, satisfying program?

As a brochure on Howe School, this booklet presents an analysis of the *military* boarding school as it functions today. In answering the foregoing question, it is well to start with an examination of the daily program of a school of this type.

### *A Day at Howe School*

6:45 A.M.	First Call
6:55	Reveille
7:20	Breakfast
8:15	School Call
10:35	Recess
12:40 P.M.	Luncheon
1:30	School Call
3:10	Military Period
4:00	Recreation Period Starts
5:00	Special Study until 5:50
5:30	Recall from Recreation
6:00	Chapel. Evening Prayer Service
6:20	Dinner
7:20	Evening Study Hour
9:00	Middle School Taps
9:30	Quiet—Upper School
10:00	Upper School Taps.

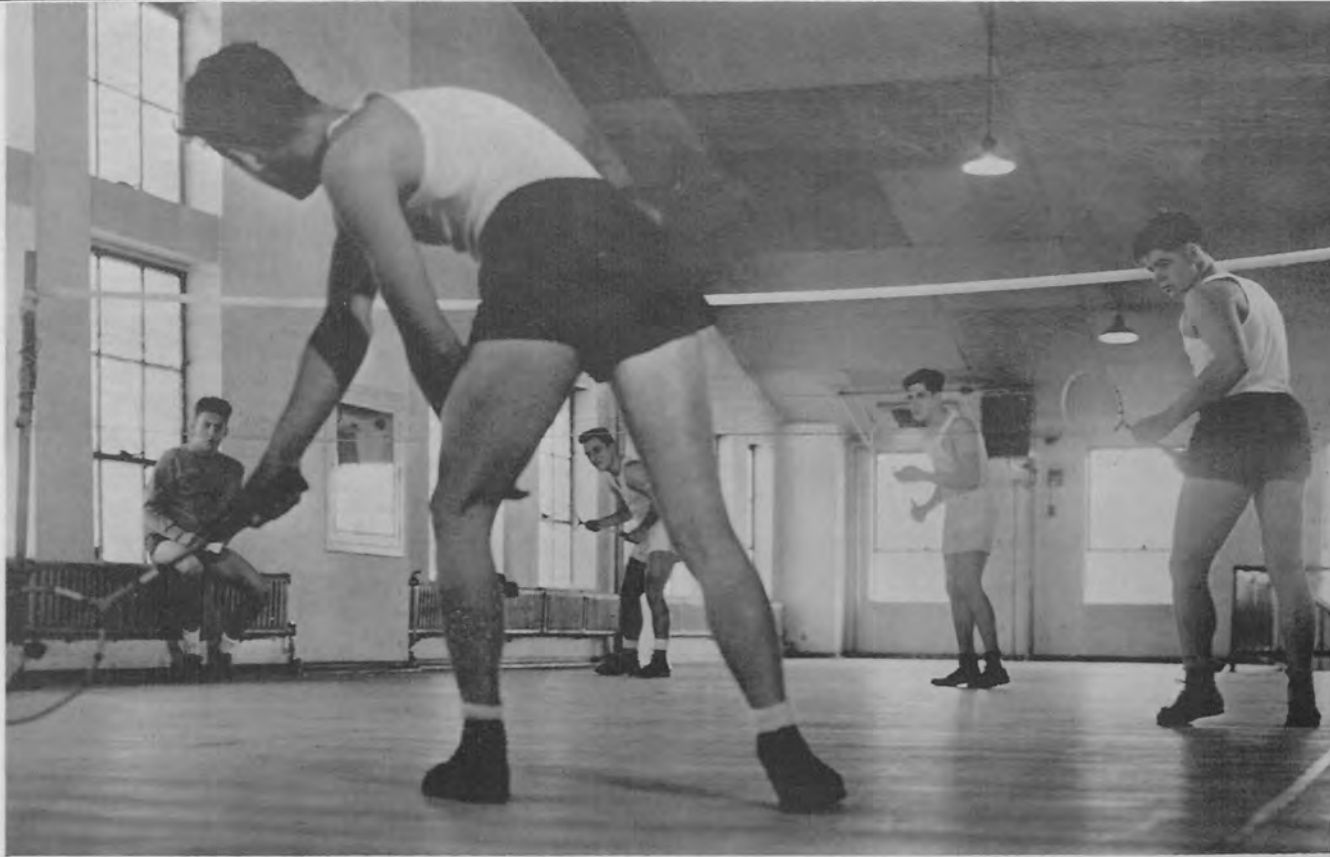
In the average home, rare is the boy who feels the urge to bounce out of bed at 6:45 in the morning to meet the day's routine. It is so much more comfortable to turn over and enjoy just a few minutes of drowsing and then (more often than not) to slip back into sleep and wait for the second call. What difference can it possibly make? He may have to hurry through breakfast, or he may have to skip it entirely, if he is to make the eight o'clock class. But he knows that he will get there somehow by hurrying here, and cutting a corner there.

Does the cadet at a military school have the same reaction when he is aroused by first call? Not quite. He knows that at the next call of the bugle he and



*A hobby makes time pass quickly on a winter day.*





*Badminton develops quickness and grace of movement.*

his fellows will fall-in, and answer roll call, wide-awake and ready for a new day. Between the first call and breakfast, thirty minutes are allowed in which to take a shower, finish dressing, open wide the windows, and turn the bedding down for an airing. The mess hall stands three hundred yards across the campus and the brisk march puts an edge on appetites.

After breakfast he makes his bed and prepares his room for inspection. At 8:15 school call sounds and the next four hours, five school periods, are spent in the Academic Building in study or recitation. The study periods are supervised and special help is given by the supervisor when requested. Thus there is no wasted time when, in the course of the assignment being studied, a cadet arrives at a point that must be clearly explained to him before he can proceed. The special privilege of studying in their rooms is given only to those cadets who maintain a weekly average of 80% in all subjects. Classes are kept small so

that the teacher may obtain two or three recitations from each pupil. This necessitates the preparation of every lesson every day.

At 10:35 comes an enjoyable relief, the recess period of fifteen minutes during which everyone goes out of doors for a few callisthenics. The remainder of the morning is then completed with a renewed vigor.

Luncheon is served at 12:40. If there is any truth in the old saying that a man's heart may be easily reached through a study of his gastronomy, we believe it applies in a larger measure to a boy. The preparing and serving of meals has always had careful consideration at Howe. This care has been taken not only as a dietary precaution and a desire to provide a well-balanced ration, but also because we realize that a boy's attitude of mind, his morale, are determined to a considerable degree by the kind of food he eats and the way in which it is served. We have never considered



*Evening vespers bring a peaceful calm after an active day.*

the "institutional" system for these reasons. The food at Howe is always of the highest quality, cooked as it is cooked in a well-equipped home kitchen; the process supervised by an experienced cook under the direction of a professional dietitian. The kitchen, refrigeration rooms, pantries and serving rooms are at all times open to inspection by patrons or visitors.

Meal-time is a period of relaxation, enjoyment, and good fellowship. Good manners and proper decorum are observed, of course, but there are no silly restrictions placed on conversation or laughter. Cadets are made to feel that they are young gentlemen dining together. The privileges of the hour are theirs to use as gentlemen should.

A routine in menus is deadly. To know in advance what the meal is to be destroys appetite. Thus no effort is spared to provide varied and attractive menus, well-balanced as to composition, with the growing boy's tastes and requirements well understood.

After luncheon, and the subsequent short period of free time, the afternoon school period follows. Two periods of forty-five minutes each are spent at the Academic Building in study or recitation.

At 3:10 the military period begins. The drills are held out of doors, weather permitting, and, during inclement weather they take place in the Gymnasium, the playing floor of 8,000 sq. ft. providing ample space.

At Howe a Junior Reserve Officers' Training Corps is maintained under the direct supervision of an officer detailed by the War Department at Washington. In addition to his office here as Professor of Military Science and Tactics, he is also employed by the School as Commandant of Cadets in charge of all military discipline. Membership in the R. O. T. C. is limited to cadets doing high

school work. After completing four years here and attending one R.O.T.C. summer camp, the cadet at graduation is recommended for an officer's commission in the Officers' Reserve Corps.

### *Sports for all*

Following the military session is the recreation period. Every day two hours are devoted to organized sport, in which sturdy bodies, clean minds, teamwork, courage and athletic prowess are developed. Each cadet must elect one of three sports in season. In the fall he has his choice of football, tennis or hiking in the country. In the winter the major sport is basketball, but he may elect to box or wrestle, play badminton, skate on the lake, or work on some pet hobby in the hobby room. During the spring months baseball, track and tennis are popular. To carry out the policy of "Sports for all," the intramural system is used at Howe and each cadet has the opportunity to make his company team in his favorite sport. Varsity teams represent the School in contests with other schools.

### *Each hour profitably spent*

The daily chapel exercise, which is a simple evening prayer service, is held at six o'clock. Dinner is at 6:20 and the evening study hour starts at 7:20. The length of the study hour may be increased for those cadets needing extra help, but it is usually over by nine o'clock. At 9:00 taps are sounded at the Middle School Barracks. At ten o'clock the same strain may be heard at the Upper School. The day is complete. An almost continuous activity has brought a natural, expected fatigue. Sleep comes easily.

This, briefly, is a sketch of the average day. On Wednesday no military drill is given and on Thursdays the military period is used as an extra study hour for those boys desiring to attend the movies in Blake Hall.



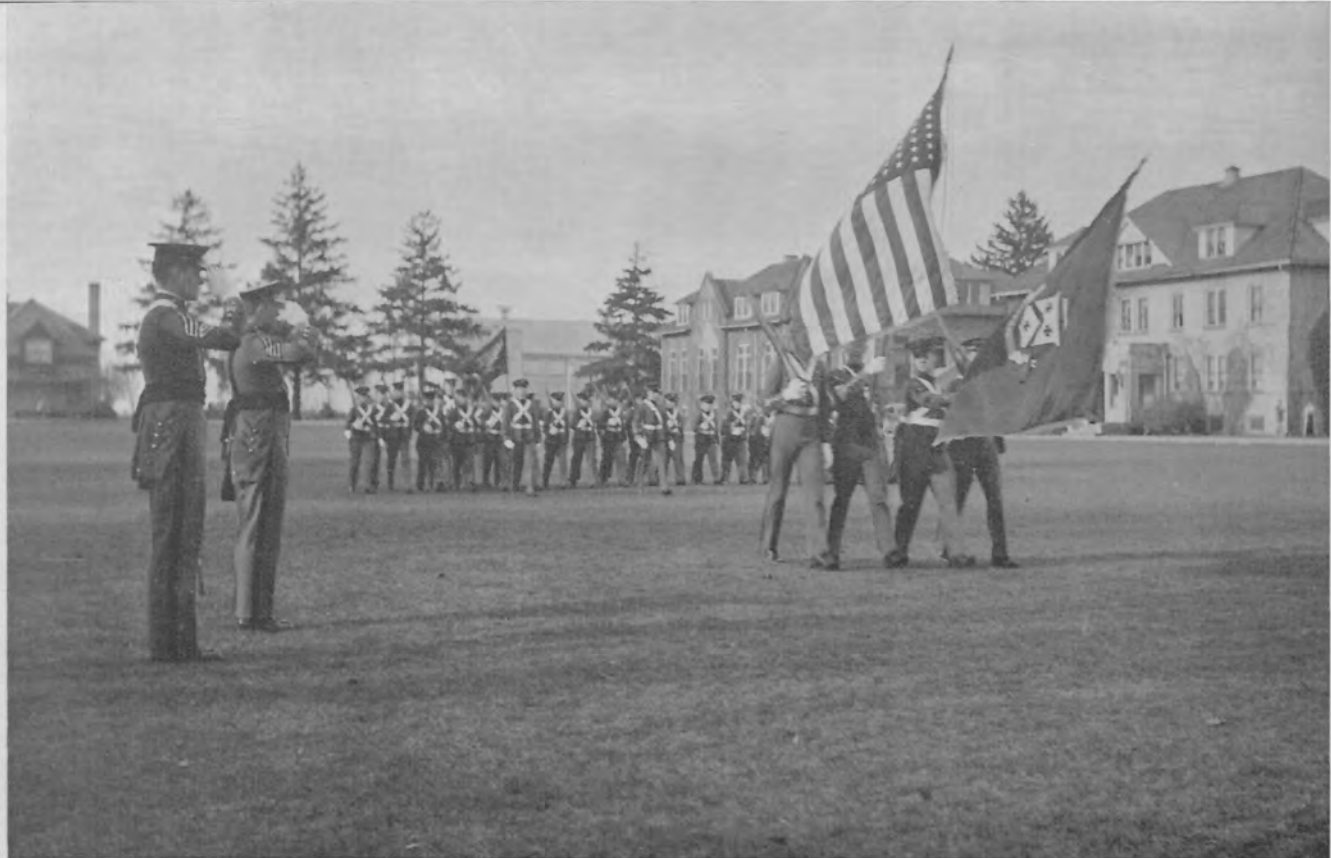
Saturday finds the daily routine completely changed. The Sacred Study courses, drills and inspections are held in the morning and the entire afternoon is given over to athletic contests with various teams. In the evening a musical entertainment or highly interesting lecture is given in Blake Hall. The Sunday program is comprised of a review and inspection in the morning followed by the impressive Chapel service. The entire afternoon is free for hikes and recreation and when the weather permits, a full dress parade is held at five. After the beautiful vesper services and supper the boys start preparation for Monday morning classes during the evening study hour.

The schedule outlined in the preceding

paragraphs is not an experiment. There is nothing experimental about it. It is based largely on the fact that a busy boy is a happy one. Energies properly directed, he is easily led over paths that lead to profitable accomplishment. All of his needs—physical, intellectual and moral—are satisfied. And, in addition, he learns the principles of self-discipline, vital factors in the formation of character. As a member of a large group he lives a life strongly in contrast to that of the average high-school boy at home. Instead of an aimless, haphazard program, subject to endless interruption, he finds himself swinging into an orderly life, every detail of which holds his interest and contributes something to his development and well-being.



*A Junior Schooler gets ready for a winter sport.*



*The little fellows are the "honor" company today.*

## INCORRUPTIBLE

### A Question and the Answer

#### *The Class of Thirty-six:*

*Wise Alma Mater, as from thy halls and  
walls we turn with hearts aflame,  
ambitions still unleashed,  
Tell us briefly, in a word, what we must,  
each one, be, as forth we fare  
To honor thee, our Mother, Howe?*

☞ ☞ ☞

#### *The Spirit of Howe School:*

*"Fides et Honor" this school's escutcheon bears, as marking my high  
hope for every son of Howe!  
But, if a single word you crave to hold  
you straight along life's upward  
climb, then I would bid you be  
Incorruptible!*

*For if a youth be incorruptible,  
Then, when lure of gold, or lust for  
office,  
Or passion's heady flames approach to  
tempt,  
And try his soul, their weakening and  
debasement powers would find oppos-  
ing them a soul so dauntless because  
he is*

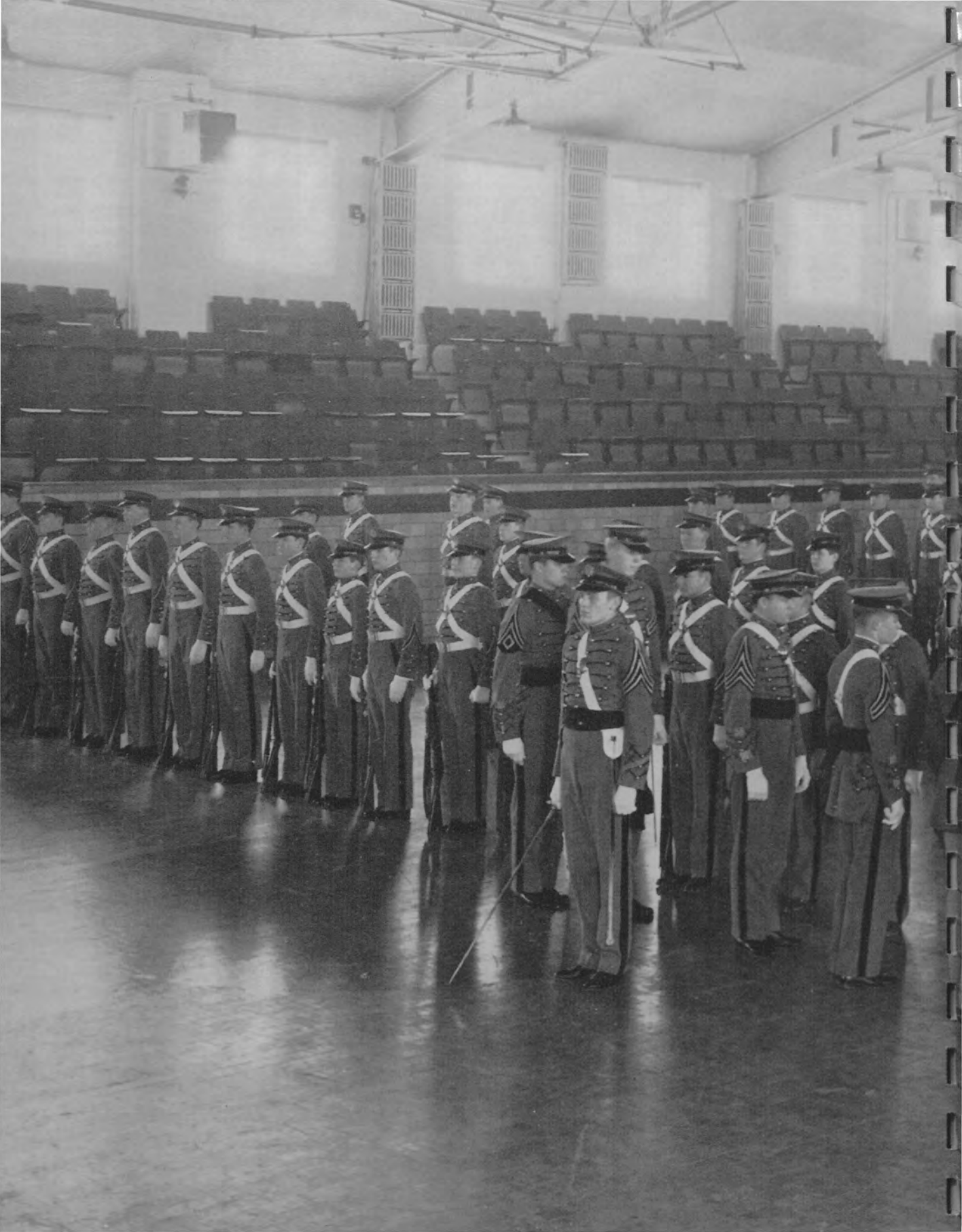
*Incorruptible!*

*Then, when my sons, perchance, in days  
to come*

*Shall reach heights challenging Fame to  
carve indelibly their names and  
deeds,*

*Or in the lowly places of the earth shall  
fill a niche of service to mankind,  
I can point out the various paths they  
trod and say, "At every turn in  
their stern, onward march my sons  
have proved that they were men,*

*Incorruptible!"*



*The large gymnasium floor provides ample space for the Sunday morning inspection.*





## CONDITIONS OF ENTRANCE

It is understood that a boy is entered for the entire school year, or the entire remainder following his arrival; and that no reduction or refund is made in case of absence, dismissal or withdrawal. And further, that any unpaid balance on account of tuition and fees for the school year shall become immediately due and payable to Howe School as liquidated damages in the event of withdrawal or dismissal. In case of a cadet's sickness causing his absence for a month or more, an allowance of one-half the tuition for the period of absence will be made and the account credited with this amount.

The School reserves the right to withhold the issuance of certificates for grades and credits earned and the diploma upon graduation, until after all accounts of the cadet concerned have been satisfied.

Each applicant must furnish satisfactory references and testimonials of moral character, and a certificate of honorable dismissal from the last school attended. He must give evidence, either by examination or by certificate from his former principal, that he is prepared for the class he purposes to enter. At the beginning of the school year, each new boy is given a scholastic aptitude test. This, with the credits he presents from an accredited school, will be used to determine his classification.

A leading principle of Howe School—complete preparatory training—can be successfully maintained only with a limited number of well-meaning boys. As personal direction is the first essential, and sincere acceptance of the Howe system the second, selection in the admission of new students must be carefully made.



*A close game attracts many spectators.*



*The evening study hour is a busy one.*

## ACADEMIC STANDARD

As a member of the North Central Association of Colleges and Secondary Schools, the Private Schools Association of the Central States, and the Association of Military Colleges and Schools of the United States, the academic standards of Howe School are unquestioned.

The academic work at Howe is designed to meet the rigid requirements of the best colleges and universities. That it

does effectively meet these requirements is evidenced by the consistent record of success which our graduates have made in college. The courses of study prepare cadets thoroughly to meet the College Entrance Examination Board's examinations. Graduates who are recommended by the School are admitted without examination to any college or university where certificates are accepted.

## GUIDANCE

Each cadet is assigned to a member of the faculty who becomes his confidant and adviser in personal conferences where educational, vocational and individual problems are considered. The patron is also urged to have conferences with the adviser for the better understanding and advancement of the boy.

A group guidance class in social, economic and educational problems provides opportunities as an elective course

for cadets to prepare for wiser educational and vocational choices. Training is provided in making social judgments in problems of every day life. Opportunity is provided for a study of self-cadet interests, capacities and aptitudes through common problems and self testing projects, all of which will favorably affect the present and future success of the boys in their social, recreational, health and vocational pursuits.



*Small classes allow more individual attention.*



*Boys are keenly interested in scientific research.*



# CURRICULA

## *Third Form—The Freshmen*

English, 1	*	History, Ancient
Latin, 1		General Science *
French, 1	}	Commercial Arithmetic
German, 1		Commercial Law
Spanish, 1		Commercial Geography
Algebra, 1		

## *Fourth Form—The Sophomores*

English, 2	*	History, Modern or Ancient	}	**
Latin, 1 or 2		Biology		
French, 1 or 2	}	Economics		
German, 1 or 2		Commercial Arithmetic		
Spanish, 1 or 2	}	Commercial Law		
Algebra, 2		Commercial Geography		
Bookkeeping				

## *Fifth Form—The Juniors*

English, 3	*	History, Modern	}	**
Latin, 2 or 3		Chemistry		
French, 1, 2 or 3	}	Biology		
German, 1, 2 or 3		}	Economics	
Spanish, 1, 2 or 3		}	Bookkeeping	
Plane Geometry	}	Commercial Arithmetic		
Algebra, 2	}	Commercial Law		
Guidance	*	Commercial Geography		

## *Sixth Form—The Seniors*

English, 4	*	Guidance	*
Latin, 2, 3, or 4	}	History, U. S. or Modern	**
French, 2 or 3		}	Physics
German, 2 or 3	}	Chemistry	
Spanish, 2 or 3	}	Economics	
Solid Geometry	}	Bookkeeping	
Trigonometry		}	Commercial Law
Plane Geometry	}	Commercial Geography	
Algebra, 2	}	Commercial Arithmetic	
Math. Review, 2 or 3			

\* Indicates subjects recommended for cadets who are preparing to enter college.

\*\* Indicates one subject of group recommended.

To be ranked as a Sophomore, a cadet must have 4 units of credit; to be ranked as a Junior, 8; and as a Senior, 12 units. Only Juniors and Seniors may have residence in the Upper School.

Instruction in Public Speaking and in Dramatics is given as part of the course in English.

Seniors who show marked excellence in academic work, become eligible for election to the Howe Chapter of the Cum Laude Society, the national honor society equivalent to Phi Beta Kappa in the colleges.

# REQUIREMENTS FOR GRADUATION

Howe School very definitely prepares its graduates for higher education. In order to complete this preparation successfully, it is advisable to know as early as possible, the course that a cadet intends to follow in college.

Three courses are offered at Howe. *The Literary Course* for the boy preparing to follow a legal, journalistic, busi-

ness administration or cultural course in college. *The Scientific Course* is designed to meet the requirements of boys continuing in medical, dental, engineering and other courses in the sciences. For those boys who intend to go into the business world with a definite business preparation, the *General Course* is offered.

## *The Literary Course*

	Units
English .....	4
Foreign Language (In one language) .....	3
History .....	1
Algebra .....	1
Plane Geometry .....	1
General Science .....	1
Physics or Chemistry .....	1
*Electives .....	4 or 3
Total .....	16

## *The Scientific Course*

	Units
English .....	3
Foreign Language (In one language) .....	2
History .....	2
Algebra .....	2
Plane Geometry .....	1
Solid Geometry .....	½
Trigonometry .....	½
General Science .....	1
Physics .....	1
Chemistry .....	1
Electives .....	2
Total .....	16

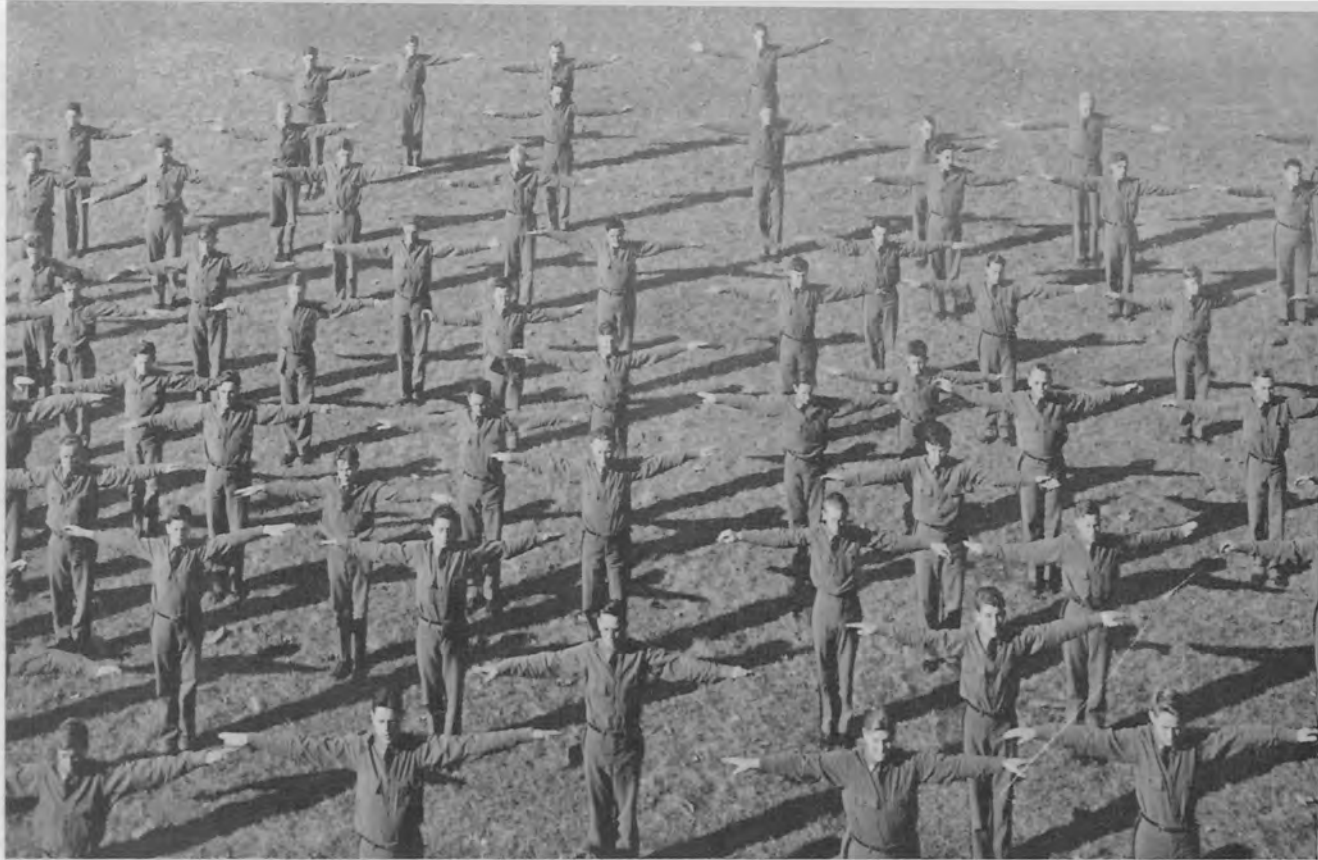
\* If two foreign languages are chosen then two units are required in each one instead of three in the same language.

## *The General Course*

	Units
English .....	3
Foreign Language (In one language) .....	2
Algebra .....	1
Plane Geometry .....	1
General Science .....	1
History .....	2
Physics or Chemistry .....	1
Electives .....	5
Total .....	16

In either of the three courses, electives may be chosen from English, Latin, French, German, Mathematics, History, General Science, Biology, Economics, Commercial Arithmetic, Commercial Law, Commercial Geography.

In addition to the subjects listed above, all Juniors and Seniors are expected to attend the course in Guidance, one hour each week, and all Seniors who do not elect Mathematics must attend the Mathematics Review course one hour each week.



*Renewed vigor comes from a few callisthenics in the morning.*

## GUIDES TO CONDUCT

In order that a daily schedule may be carried through in an orderly, efficient manner, it must be controlled by some stabilizing factor or influence. At Howe School the military system is used primarily for that purpose. Promptness and cheerfulness are required in the discharge of all duties. A penalty may be incurred through neglect, procrastination, or carelessness.

Military courtesy teaches respect for constituted authority and the rights of others. Living in close contact with his fellows twenty-four hours each day teaches a cadet certain rules of conduct, the foundations of society, which he acquires easily, almost unconsciously, but which, nevertheless, are destined to shape his personality and character.

“To live and to act as gentlemen” expresses the rules of acceptable conduct at Howe. He is expected to contribute a cordial co-operation with his

teachers and fellow cadets. Strict personal hygiene, clean and orderly quarters contribute toward keeping the boy morally, mentally and physically fit. Promptness at all formations and a close observance of the daily program are required.

There are a few unwritten regulations which are traditional at Howe School. Cheating, lying, and stealing find no room in the close relationship each cadet bears to every other one. These conditions rarely appear, and they are never tolerated.

Hazing, which was once the bugbear of the new cadet at some military schools, passed into the limbus at Howe many years ago. In its place there exists a sincere desire on the part of every cadet to help the new boy make his adjustments easily, comfortably, and quickly.



*The editors get another Howe Herald ready for the press.*



## EXTRA-CURRICULAR ACTIVITIES

The extra-curricular activities at Howe are the result of many years of experience. They give a boy full opportunity to participate and yet at no time may a boy devote too much time to these activities to the detriment of his academic progress which so often is the case in the public schools of today. A short description of the more prominent organizations follows:

### *Alpha Delta Tau Society*

Alpha Delta Tau is the honorary academic society. All Juniors and Seniors are eligible for membership provided that they maintain an 82 average with no subject below 80 and indicate a definite interest in their academic progress. An unswerving loyalty to fellow students, the faculty and the School is also a prime requisite.

### *Kappa Delta Society*

Cadets who show a proficiency in Dramatics and Public Speaking are eligible for membership in Kappa Delta, the Howe Literary Society. In co-operation with the English Department, Kappa Delta conducts the Declamation, Oratorical and Debating contests of the School.

### *The Sword and Sheath Club*

All sword bearing cadet officers are members of the Sword and Sheath Club which has for its object the maintenance of a fine "esprit de corps" in the School. The Club also is the forum wherein problems concerning the good of the School are discussed with the Superintendent and Commandant.

### *The Rifle Team*

Under the skillful guidance of the Assistant to the Professor of Military Science and Tactics, the Rifle Team has enjoyed the experience of matches with other schools and in national competition. All members of the R.O.T.C. who show a proficiency with the rifle are eligible for membership. All shooting is under the careful supervision of the Director.

### *The Howe Herald*

Competition for membership on the Staff of the Herald is always keen. The Herald is the weekly newspaper of the Cadet Corps and all of the campus news of the week is written for it by the Staff.

The training offered by membership on the Herald Staff is of marked assistance to those who are interested in writing. During the past year the Herald won first place in competition with the papers of all other military schools of the country in the Columbia University Scholastic Press Contest.

### *The Band*

Howe School has always been very proud of its bands. Membership in the Band is limited. The Bandmaster enjoys a reputation for developing many fine musicians and the Band offers much valuable experience for its members.

### *The Orchestra*

All cadets who show an ability with orchestral instruments, are urged to try out for membership in the Orchestra. This organization, like the Band, offers a boy much practical experience through the medium of several concerts during the year and the personal instruction of the Director.

### *The Varsity "H" Club*

Any cadet who earns a varsity letter may be elected to membership in the Varsity "H" Club. This organization has for its objects the furtherance of good sportsmanship and the athletic programs of Howe School.



*About ready for a swift passage across the lake.*



*A partial view of the buildings and the forty acre campus*

## BUILDINGS, GROUNDS AND EQUIPMENT

Howe School owes its inception to John Badlam Howe whose liberal bequest to the Episcopal Church for the purpose of Christian education was utilized by Bishop Knickerbacker in 1884 in the establishment of a school for boys. Its needs were largely met, as the school developed, by the generosity of Frances Marie Glidden Howe (the wife of the founder) and of James Blake Howe, his brother.

Through the liberality of later benefactors and under the skillful direction and guidance of outstanding men, the school has established an enviable reputation for itself in the field of secondary education.

### ***St. James Chapel***

Standing in the middle of the campus is St. James Chapel which bears suggestive testimony to the vital part that religion holds in the daily life of the cadet

corps. It is widely known as one of the most beautiful school chapels in America, and is modeled after the famous college chapels of Oxford, England. Incorporated as part of the building itself, as well as in many of its appointments and furnishings, are a number of unusual and treasured memorials.

### ***The Upper School, Gray Hall***

This building is admirably adapted to the needs of the Seniors and Juniors. With a large living-room on the first floor, equipped with a brick fireplace and ingle seats, it makes an ideal hall for cadets when off duty. Pool and Billiard tables give additional pleasure to the hours of recreation. Three masters are in residence in this building. The building is named in honor of the Right Reverend Campbell Gray, Bishop of Northern Indiana, and President of the Board of Trustees of Howe School.



*Off to the barracks after the inspection.*





*The Gymnasium is the scene of many triumphs.*

### **The Middle School, Howe Hall**

The Middle School is a spacious brick building of three stories with basement. On the first floor is a reception hall, a rest room for the parents of cadets, and the barber shop. The second and third floors have rooms for cadets, the majority being large, for two occupants, and a number being single, for one occupant. Some of the masters have quarters in this building. In the basement are the lavatories and shower baths.

### **The Gymnasium**

The newest structure on the campus, the Gymnasium, dedicated Founders' Day, 1930, is a large, modern building completely equipped to meet the needs of the cadet corps, and to develop the "Sound Body" phase of the Howe School slogan.

In addition to an unusually large floor for basketball, two courts for badminton, rings for boxing and wrestling, the

building contains the offices of the Physical Director, team lecture rooms, shower and locker rooms for both the faculty and cadets, and a large field room with dirt floor for practicing the outdoor sports during the early weeks of spring.

Another feature of the Gymnasium is found in the two rifle ranges, one of fifty feet with ten targets, and another of seventy-five feet with six targets. The ranges provides ample opportunity for every cadet to enjoy this attractive and enjoyable sport.

### **McKenzie Hall**

McKenzie Hall is the refectory for the entire School and suggests the dining-halls of English colleges. The interior woodwork is stained a weathered oak, showing heavy ceiling beams. The kitchen is fully equipped with modern appliances, electric refrigeration and ample storage rooms.

### *The Academic Building*

The Academic Building is dedicated to the memory of Mrs. Amanda Ellen McKenzie and her daughter, Ida Lurena Hammond. On the main floor is a large study hall scientifically lighted and well ventilated. Adjoining this are the Headmaster's Office and the Registrar's Office. The Reference Library opens directly into the study hall. The walls are adorned with large busts of leaders in literature, music and art. Ten classrooms afford ample space for recitation. The laboratories for Chemistry, Physics and Biology have recently been reconstructed. They are equipped with every modern appliance and apparatus for doing thorough scientific work.

### *The Administration Building*

The Administration Building conforms in architectural style and finish to the other buildings of the school group. Here are the business and administrative offices of the School, conveniently placed at the center of the estate facing the public highway, Indiana No. 9.

### *The Rectory*

The Rectory is a large and imposing house in the center of the campus, formerly the home of the Hon. and Mrs. John B. Howe. This is the residence of the Superintendent and is the scene of frequent social affairs that help to promote the home atmosphere of the school life.



*Competent coaching and much practice count.*



*Comfortable, well ventilated quarters are provided for study and relaxation.*



*An interesting story before the fireplace, White Hall, Junior School.*



## THE JUNIOR SCHOOL

The Junior School is designed especially for boys under fourteen years of age. This department, started in 1900 with an enrollment of ten, has had a continuous and vigorous growth until today it occupies a building of its own adequately equipped to take care of eighty cadets. Membership in the Junior School is limited to that figure to assure adequate and sympathetic individual attention.

Boys of Junior School age are more readily influenced by association and environment than older boys. We feel, therefore, that it is far better for them to enter this department than to wait until they are older and then enter one of the middle or upper classes. Many years of experience have shown us that boys who first enter Howe through the Junior School not only show the most satisfactory all-round development but they also make the finest records academically.

The Junior School is under expert, conscientious direction, and no better training for the small boy, morally, mentally, and physically, can be secured. The present staff of principal, athletic director, tactical officer, matron, and teachers has been in continuous service at Howe School for many years and the efficiency of its various members is affirmed by a host of grateful parents.

While this department is free from contact with the older cadets, it enjoys all the privileges, recreation, and entertainment provided for the school at large. The same major sports are played at the Junior School as are scheduled for the Middle and Upper Schools, and the Junior School boys participate in the various games as enthusiastically as do the older cadets.

The daily schedule of the Junior school is essentially the same as that of the Middle and Upper with the exception that more time is given over to recrea-

tion and rest periods. Beginning at 7:30 in the evening the little fellows in the fourth grade and under, are started off to bed and by 8:30, White Hall is quiet, the lights are out, and a sound and healthy sleep follows.

*White Hall* was dedicated in January, 1926. It is a memorial to the late Right Reverend John Hazen White, formerly Bishop of Northern Indiana, and for many years President of the Board of Trustees of Howe School.

This two-story building is of brick and concrete construction. It contains offices of the principal and tactical officer, a club room, library, dining-room and kitchen, as well as a dormitory section on the first floor. On the second floor are the living quarters of the matron, the study and recitation rooms and additional dormitories. The latter are of the alcove type, steel partitioned, and are about seven by twelve feet in area. This type of dormitory gives more privacy and comfort than does the usual dormitory. Each alcove has its own window and radiator.

White Hall also has its own gymnasium fully equipped for gymnastics, tumbling, basketball, centerball, and indoor baseball. In the basement are tiled showers, washrooms, locker rooms, bicycle and sled rooms, as well as space for trunks and storage.

The supervision of the building is careful and constant. While the daily routine is planned so as to keep each cadet fully and happily occupied during every minute of the day, frequent observations are made so that his location and occupation are constantly known.

### *Physical Training*

There is a short daily military drill during the autumn and spring. Ample provision is made for outdoor exercise

and recreation. Football, baseball, basketball, tumbling, track and field sports are taught under expert coaching—each game being supervised and refereed according to the rule book. In season, outings, skating, tobogganing, swimming are enjoyed with proper supervision that the boys may be safeguarded against accidents or excessive exertion. Junior cadets should bring with them their skates, sleds, bicycles, and other similar sports-equipment.

The conditions for admission and membership, in general, are those already prescribed in the preceding pages. No formal examination is required for admission, but a certificate from the last teacher must be presented, stating the amount of work covered during the year previous to entrance. A cadet may enter at any time during the year, for the remainder of that school year, but for no shorter period.

Each cadet should bring with him a rug about 30x60 inches. Window boxes or chests, when used, should not exceed 14x14x36 inches in size. Eighth-grade cadets, living in White Hall, should be provided with a pair of cretonne drapes to fit a 2¼x4¼ window. For those below the eighth grade, curtains of uniform color and design are furnished by the School.



*Healthy boys are happy boys.*

## Academic Training

In the Junior School, the courses of study correspond to the fourth, fifth, sixth, seventh and eighth grades of the public schools. Such grading, however, is not always accurate, and cadets are assigned only to those studies which they are qualified to pursue.

It is usual, though not imperative, for a cadet's studies to be all in one grade. A lower class is provided for all cadets who are not qualified for the fourth grade and due to the flexibility of small classes with the individual attention on the part of the instructors, a boy may adjust himself so that all of his work is in one grade by the end of a school year.

Credits and promotions are accepted from any accredited public or private school.

The courses pursued in the Junior School grades are as follows:

### Fourth Grade

English	Science, Elementary
Arithmetic	Writing and Spelling
Geography and History	Bible Study
	Art

### Fifth Grade

English	History and Geography
Arithmetic	Writing and Spelling
Elementary Science	Hygiene
	Sacred Study

### Sixth Grade

English	Spelling and Penmanship
Arithmetic	Elementary Science
Geography	Hygiene
English History	Sacred Study

### First Form—7th Grade

English	Writing, Spelling
Geography	Elementary Science
U. S. History	Hygiene
Arithmetic	Sacred Study

### Second Form—8th Grade

English	Introductory French
Algebraic Arithmetic	Civics
Elementary Latin	Elementary Science
	Sacred Study

In order to have the cadets of the Second Form or Eighth Grade become accustomed to the routine of the high school courses, they go to the Academic Building for their classes and study periods during the day.



*Semi-private alcoves gives the Junior Schooler his own domain.*



*Best of pals, a small boy and a dog.*



*Some of the little fellows are guests at the Superintendent's table.*



## OUTFIT

A list of the various articles that are to be brought from home will be sent to the patron upon acceptance of the application. For guidance, this list includes bedding (for a single bed); and, personal items such as comb and brush, handkerchiefs, toothbrushes, towels, socks, and underwear, etc.

*The boy's name in full must be marked on every article, as well as on his trunk, suitcase, and traveling bag.*

Printed name tapes may be obtained from the Metropolitan Label Co., 42 W. Broadway, New York City, at \$1.10 per gross; or full woven names may be had from J. & J. Cash, Inc., South Norwalk, Conn., at \$3.00 per gross.

Each boy must have two laundry bags with his name lettered on them and as they are of uniform size and design, they should be ordered from W. H. Brine Co., 93 Franklin St., Boston. The price is \$1.35 each.

## UNIFORMS

All boys wear the school uniform of cadet gray modeled after that worn at the United States Military Academy. This should not be considered as an extra expense for it makes unnecessary the purchase of any civilian clothing during the school year. A major portion of the uniform may be worn during the second year thus reducing the cost considerably. Each cadet, upon his entrance into the School, is provided with his uniforms and equipment. This includes all articles

of outer clothing, shoes, raincoat, rubbers, shirts, overcoat, one blanket, etc.

To insure uniformity these articles are made by manufacturers expressly for the School. No citizen's clothing should be brought to the School except the suit which the boy is wearing and this will be sent home as soon as the uniform is issued. During the academic year, and in traveling from and to the School on vacations, only the prescribed military dress is worn.

## INCIDENTALS

Included under the listing of "incidentals" is the weekly spending money. In the Junior School, each boy is allowed 50c; those in the Middle may have \$1.00 and the Upper Schoolers, \$1.00 or \$1.50. From this money, each boy pays for the movies that he attends, buys his ice-cream, postage, and other small personal items.

There are other articles such as dry

cleaning; hair cuts; repairs to clothing and shoes; text books; telephone and telegrams; school supplies; stationery; taxi and drayage; special nursing and X-rays; extra fruit; the care of a dentist or doctor; officer's equipment; dances; and, excess laundry which depend largely on the individual cadet. A monthly statement is issued covering these charges.



*There are several informal dances during the year.*

## CHARGES

The tuition for the school year in the Junior School is \$750.00, which includes room, board and laundry not to exceed 12 pieces per week. To this amount must be added the entrance fee (for new boys only); the infirmary fee; and, the athletic fee which total \$35.00. The uniforms and equipment will cost approximately \$175.00, and the personal incidentals which will total about \$100.00 are the only additional charges with the exception of transportation and emergency costs such as medical and dental attention.

The tuition for a school year in the Middle or Upper Schools is \$850.00. The fees for these schools and the incidental charges are the same as listed above. The charge for the uniforms and equipment, however, will approximate \$225.00.

In the second year, these costs will be reduced some \$75.00 to \$100.00, depending upon the growth of the cadet which lessens the uniform needs. On the preceding page will be found an outline of the uniforms and equipment which are supplied to the cadet upon entrance. Also outlined are the "incidentals", personal in nature, which the cadet purchases himself of the school Quartermaster. Close check is kept by the Business Office on all expenditures in order to teach the elements of thrift and economy.

All of the charges are due and payable upon entrance. It is possible, however, to take care of them on a deferred basis and a schedule of payments may be arranged with the Business Manager. Enrollments may be made at any time during the school term and charges are pro-rated accordingly.

## SPECIAL ITEMS

Music .....	\$50.00
Use of Organ .....	\$25.00
Physics, chemistry and biology laboratory fees, per year .....	\$10.00
Dancing Lessons .....	\$10.00



*Archery has its devotees.*

## REFERENCES

### CHICAGO, ILL.

Mr. R. Chatain.....6810 Cregier Ave.  
Mr. C. Gleason....4500 Greenwood Ave.  
Mr. M. A. Henderson..Merchandise Mart  
Dr. W. G. Reeder....25 E. Washington  
Mr. C. Scott.....120 S. LaSalle St.  
Dr. C. Searle....4737 Ravenswood Ave.  
Mr. A. G. Strattan...1 N. LaSalle St.  
Mrs. G. Vollan..2537 North Shore Ave.

### CHICAGO SUBURBS

Mr. H. G. Lozier..605 Hill—Glen Ellyn  
Mrs. M. L. Archambault  
300 Sheridan—Kenilworth  
Dr. W. G. Reeder  
409 E. Franklin—Wheaton  
Mr. J. W. Sykes  
722 N. Wheaton—Wheaton  
Mrs. C. A. Ziebarth  
1140 Ramona—Wilmette  
Mr. N. C. Palmer..1219 Scott—Winnetka  
Mr. Orval Simpson  
865 Auburn—Winnetka

### KANSAS CITY, MO.

Mr. J. C. Nourse.....3518 Terrace

### NEW YORK CITY

Miss E. Glendinning....485 Park Ave.  
Mr. R. B. White.....60 Hudson St.

### PITTSBURGH, PENNA.

Miss S. A. Cassell..Montefiore Hospital  
Mr. C. C. Clymer....510 Duquesne Dr.

### WATERLOO, IOWA

Rev. E. B. Mounsey..610 E. Fourth St.  
Mr. J. T. Riordan...316 Prospect Blvd.  
Rev. C. H. Young..1627 West Third St.

### DETROIT, MICH.

Dr. C. W. Behm...David Whitney Bldg.  
Mr. A. D. Covert....6475 Georgia Ave.  
Mr. C. W. Duke.....1963 Monterey  
Mrs. L. Duffy.....2103 Fisher Bldg.  
Mr. F. M. Edgar....3255 Glendale Ave.  
Mr. E. W. Jamieson  
3455 W. Chicago Blvd.  
Dr. E. D. Jones....591 W. Hildale Ave.  
Mr. R. K. Lee.....65 Colorado Ave.  
Mr. James V. McGoodwin  
Professional Bldg.  
Bishop H. Page.....63 East Hancock  
Mrs. J. B. Palmerlee....1648 Belvidere  
Mr. A. N. Rosati..5543 Nottingham St.  
Mr. J. B. Swan.....1418 Ford Bldg.  
Mr. C. Wagner..2081 West Grand Blvd.

### DETROIT SUBURBS

Mr. G. C. Goode  
952 Wimbleton—Birmingham  
Mr. C. H. Keller  
Riverside Dr.—Birmingham  
Mr. J. E. Martin  
815 Oakland—Birmingham  
Mr. T. Boaks..1076 Garfield—Dearborn  
Mr. P. J. McMullen  
234 Woodland—Ferndale  
Dr. A. J. Font  
442 Lincoln—Grosse Pointe  
Dr. C. J. Marinus  
144 Lewiston—Grosse Pointe

### FLINT, MICH.

Mr. W. A. Fader..1009 Woodside Drive  
Mr. A. G. Redmond  
1211 Woodlawn Park Dr.

### PONTIAC, MICH.

Mr. R. V. Todd.....20 W. Huron St.



## REFERENCES

### GRAND RAPIDS, MICH.

- Mr. G. A. Bowne . . . 101 Weston, S. E.  
Mrs. J. Duffy . . 319 Auburn Ave., S. E.  
Mr. C. E. Elerick  
    Ass'n. of Commerce Bldg.  
Mr. G. C. Good . . . . .Globe Knitting Co.  
Mr. J. R. Hooper  
    Grand Rapids Trust Co.  
Dr. A. R. Hufford . . . . .26 Sheldon St.  
Bishop J. N. McCormick  
    Grand Rapids Trust Bldg.  
Mrs. C. A. Sullivan . . . 1922 S. Division  
Mr. H. H. Tibbs . . . . .1550 Lake Drive

### JACKSON, MICH.

- Mr. H. L. Gentry . . 1108 W. Franklin St.  
Mr. E. T. H. Hutchinson  
    733 Oakridge Drive  
Dr. Clyde Leonard . . 717 Oakridge Drive

### KALAMAZOO, MICH.

- Mr. M. R. Tannehill . . . 614 Inkster Ave.  
Mr. S. H. Wattles  
    American Nat'l. Bank Bldg.

### LANSING, MICH.

- Mr. D. Bates . . . . .Reo Motor Co.  
Mr. C. C. Carlton . . .Motor Wheel Corp.  
Mr. M. J. Stahl . . . . .Stahl Hardware Co.

### INDIANAPOLIS, IND.

- Rev. W. Burrows . . 402 N. Meridian St.  
Mr. E. L. Carter  
    Continental Bank Bldg.  
Bishop J. M. Francis . 1535 Central Ave.  
Mr. C. Mote . . . . .960 N. Pennsylvania  
Mr. H. Ostrom . . . . .Peoples' Bank Bldg.  
Dr. J. W. Ricketts  
    806 Hume Mansur Bldg.  
Hon. H. G. Leslie . . 2036 N. Meridian St.

### ELKHART, IND.

- Mr. W. H. Chester . . 1601 E. Jackson St.

### FORT WAYNE, IND.

- Dr. D. F. Cameron . . 2724 N. Clinton St.  
Mr. J. H. Haberly . . . 719 Court Street  
Mr. J. F. Keenan  
    2110 Forest Park Blvd.

### SOUTH BEND-MISHAWAKA, IND.

- Judge J. F. Bingham  
    911 Lincoln Way West  
Mr. C. A. Carlisle . . . . .Carlisle Manor  
Bishop C. Gray . . 710 Lincoln Way, East

### TERRE HAUTE, IND.

- Miss M. B. Helmer . . 520 N. Seventh St.

### CLEVELAND, OHIO

- Rev. A. S. Gill . . . . 87th and Euclid Ave.  
Mrs. K. McKay . . . . 13415 Shaker Blvd.  
Mrs. C. Rigler . . . . .10741 Hull Ave.  
Mrs. A. J. Weidenkopf  
    13901 Shaker Blvd.  
Dr. J. H. Wells . . . . .8314 Euclid Ave.

### CINCINNATI, OHIO

- Mr. J. W. Cassin . . 3663 Grovedale Place  
Mr. G. H. Clark  
    1738 Laurel Wood Circle  
Mrs. M. Miller . . Berkshire Lane, Clifton

### TOLEDO, OHIO

- Mrs. F. Alter . . . . .3412 River Road  
Mr. F. J. Solon . . . . 1906 Potomac Drive  
Dr. W. W. Stone . . . . 421 Michigan Ave.

### AKRON, OHIO

- Mr. H. W. Delzell . . . 155 Mayfield Ave.  
Mr. D. Sweeney . . . . 466 E. Market St.



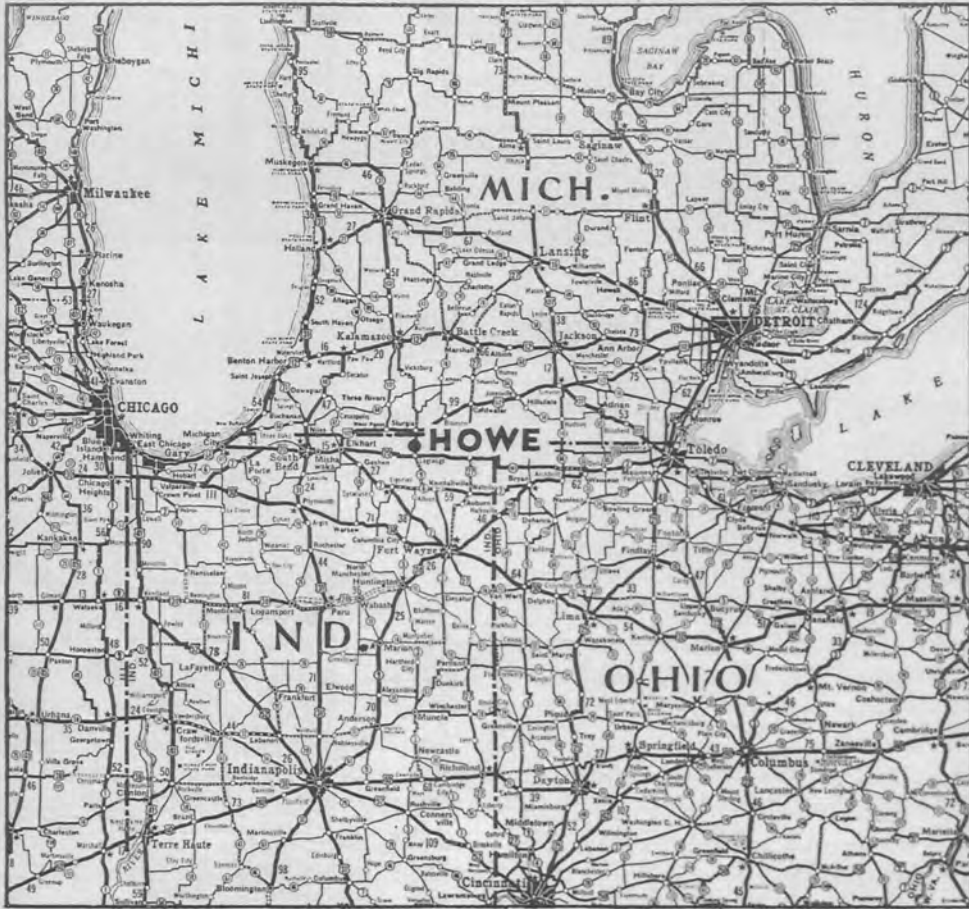
## ROSTER OF CADETS

Henry William Abts.....	Syracuse, Ind.	Grant Edson ..	Hudsonville, Mich.
Royce R. Ainsworth....	Detroit, Mich.	William Stewart Elerick.....	Rockford, Mich.
John Ives Anderson.....	Clayton, Mich.	Elliott Nathaniel Elkin.....	Mt. Clemens, Mich.
Jack August Archambault.....	Kenilworth, Ill.	Jack Epps.....	Detroit, Mich.
Frank Baackes III.....	Highland Park, Ill.	David Hopkins Esler.....	Grand Rapids, Mich.
Arthur William Bartholomae.....	Chicago, Ill.	George Samuel Everhart, II... ..	Lebanon, Tenn.
Robert James Basye.....	Anderson, Ind.	Rodney Penna Everhart.....	Lebanon, Tenn.
Robert Mitchell Beam.....	Lawton, Mich.	John P. Ewald, Jr.....	Chicago, Ill.
Preston Ellsworth Beck.....	Eloise, Mich.	David Gallagher Feagans.....	Winnetka, Ill.
Claud William Behn, Jr.....	Detroit, Mich.	Spencer George Fenton.....	Mt. Clemens, Mich.
Raymond John Boaks.....	Dearborn, Mich.	Pierre Font.....	Grosse Pointe, Mich.
Robert Thomas Boaks... ..	Dearborn, Mich.	John Donald Gabriel.....	Chicago, Ill.
John Allen Bowne.....	Grand Rapids, Mich.	Edward John Gammell.....	Chicago, Ill.
Robert Osborne Brines.....	Detroit, Mich.	Howard Lawrence Gentry, Jr.....	Jackson, Mich.
Donald Franklin Cameron.....	Fort Wayne, Ind.	Andrew S. Gill, Jr.....	Cleveland, Ohio
Edward Farrington Carpenter.....	Hayden, Colo.	John Andrew Glendinning.....	New York City
Earl L. Carter, Jr.....	Indianapolis, Ind.	Horace H. Godwin.....	Detroit, Mich.
William Kenwell Cassell.....	Pittsburgh, Pa.	Robert Lynton Goode.....	Birmingham, Mich.
Jack Cassin.....	Cincinnati, Ohio	John Reid Goss.....	Detroit, Mich.
Jack MacDonald Chalmers.....	Grand Rapids, Mich.	Ralph E. Gregory, Jr.....	Painesville, Ohio
Jacques Alfred Chatain.....	Chicago, Ill.	Philip Raymond Grennan.....	Detroit, Mich.
Robert Norman Chatain.....	Chicago, Ill.	William Henry Hallowell.....	Evanston, Ill.
Edward Mark Chester.....	Elkhart, Ind.	Gordon Mervyn Hedgecock.....	Detroit, Mich.
David Raymond Clark.....	Detroit, Mich.	Milton Arnold Henderson, Jr.....	Chicago, Ill.
Edward Miller Clark ..	College Hill, Cincinnati, Ohio	John Stanley Hokanson.....	Detroit, Mich.
John A. Corrick.....	Detroit, Mich.	Alvin Ray Hufford.....	Grand Rapids, Mich.
Richard Warren Covert.....	Detroit, Mich.	Harry Wisotzkey Hummel.....	York, Pa.
Charles Shreve Dautel.....	Cleveland, Ohio	Edwin Joseph Hutchinson.....	Jackson, Mich.
Harold Webster Delzell, Jr.....	Akron, Ohio	Andrew Douglas Jamieson, Jr.....	Trenton, N. J.
Coral DeNoyelles.....	Detroit, Mich.	Ellery William Jamieson.....	Detroit, Mich.
Barry Webster Dietz.....	Chicago, Ill.	Ward Verne Jensen.....	Pentwater, Mich.
Jack Louis Dietzen.....	Anderson, Ind.	John Bernard Johnson... ..	Antwerp, Ohio
Jack Markle Duenweg... ..	Terre Haute, Ind.	William Westbrook Jones .....	Detroit, Mich.
James Duffy, Jr.....	Grand Rapids, Mich.	David Charles Jordan.....	Albany, N. Y.
George Murray Duffy.....	Detroit, Mich.	Martin Louis Kay.....	Detroit, Mich.
Jack Washington Duncan.....	Toledo, Ohio	James F. Keenan, Jr.....	Fort Wayne, Ind.
Frank Meade Edgar.....	Detroit, Mich.	Richard Karl Keller... ..	Birmingham, Mich.



## 1935 - 1936

Carl Orville Kreis.....	Detroit, Mich.	William G. Reeder, Jr.....	Wheaton, Ill.
John F. LaForge.....	Flint, Mich.	Charles Thompson Reid.....	Trenton, Mich.
Donald Lee.....	Detroit, Mich.	Joseph Warren Ricketts, Jr.....	Indianapolis, Ind.
Richard Lieber.....	Indianapolis, Ind.	George Rinier.....	Indianapolis, Ind.
Ludlow John Lozier.....	Glen Ellyn, Ill.	Donald D. Rosati.....	Detroit, Mich.
Robert Mangum.....	Chicago, Ill.	Robert William Rose.....	Detroit, Mich.
James Clark Marinus.....	Grosse Pointe, Mich.	Robert Spellman Russell.....	Chicago, Ill.
John Kirkwood Martin.....	Birmingham, Mich.	Thomas Leo Scott.....	Manistee, Mich.
Robert Lyle Martin.....	Birmingham, Mich.	George D. Scudder II.....	Buena Vista, Ohio
Charles William Meyer.....	Michigan City, Ind.	Edwin Shelby.....	Ludington, Mich.
Omer Miller, II.....	Bangor, Mich.	Leland Blodgett Simpson.....	Winnetka, Ill.
Carl H. Mote, Jr.....	Indianapolis, Ind.	James Frederick Smith.....	Flint, Mich.
David Mote.....	Indianapolis, Ind.	H. Eugene Snyder.....	Defiance, Ohio
William Bird Mounsey.....	Waterloo, Iowa	William Dorsey Solon.....	Toledo, Ohio
John William Murphy.....	Gaines, Mich.	Douglas Marshall Sorrick.....	Springport, Mich.
Robert D. Murphy.....	Howe, Ind.	Jack M. Spencer.....	Troy, Ohio
William Francis McCoy.....	Lexington, Ky.	John N. Spillson.....	Fort Wayne, Ind.
James V. McGoodwin, Jr.....	Detroit, Mich.	Benjamin Stabile.....	Detroit, Mich.
Charles Glidden McGreevy.....	Brattleboro, Vt.	Hunter B. Stall.....	Chicago, Ill.
George Ian Robertson McMahan.....	Wausau, Wis.	Howard Edward Stein.....	Bloomfield, Ind.
James Robinson Lee McMahan.....	Wausau, Wis.	William Rae Steinberg.....	Chicago, Ill.
Barclay John McMullen.....	Ferndale, Mich.	Wade Hulee Stone.....	Toledo, Ohio
John David Nafe.....	Detroit, Mich.	Donald C. Sullivan.....	Grand Rapids, Mich.
Frederick Dudley Norfleet.....	St. Johns, Mich.	John Loyal Swan.....	Detroit, Mich.
John Cuming Nourse, Jr.....	Kansas City, Mo.	James Robert Tannehill.....	Kalamazoo, Mich.
Joseph Nourse.....	Kansas City, Mo.	Martin Tausz, Jr.....	Chicago, Ill.
Robert Frederick Olson.....	Charlotte, Mich.	Lyle Taylor.....	Hamilton, Ind.
Scribner Palmer.....	Hubbard Woods, Ill.	James Willard Temple.....	Battle Creek, Mich.
John Dexter Palmerlee.....	Detroit, Mich.	Robert Mark Todd.....	Pontiac, Mich.
Tommy Lee Parker.....	Ft. Worth, Texas	Douglas Dee Vollan.....	Chicago, Ill.
Arthur Pollack.....	Detroit, Mich.	Robert Otto Wagner.....	Detroit, Mich.
Theodore Ptak.....	Clinton, Iowa	Lynn Jacob Warner.....	Howe, Ind.
Edward Lee Rathbun.....	Chicago, Ill.	Nathaniel Scott Wattles.....	Kalamazoo, Mich.
John Ross Rathbun.....	Chicago, Ill.	David Wright Weidenkopf.....	Cleveland, Ohio
Robert Rex Rathbun.....	Chicago, Ill.	Weir Peck Williams.....	Barrington, R. I.
James Merrell Redmond.....	Flint, Mich.	Wm. H. I. Xanders.....	Syracuse, Ind.
John Richard Reeder.....	Wheaton, Ill.	Howard Youmans.....	Delhi, N. Y.
		Jack Patrick Ziebarth.....	Wilmette, Ill.



## LOCATION

From the map shown above, one may readily see the central location of Howe School. The School is located at the edge of the pleasant village of Howe in LaGrange County Indiana midway between LaGrange, Indiana, and Sturgis, Michigan, on Indiana Highway No. 9 which passes directly in front of the School.

From Chicago, it is but a little over three hours' drive via U. S. Highway No. 20 to LaGrange and then five miles north.

Detroit, likewise, is approximately a three hours' drive from Howe via U. S. Highway No. 112 and Sturgis.

Fort Wayne and Kalamazoo are each

but fifty miles away; while Toledo, Cleveland, Columbus and Cincinnati are not at a great distance.

The Grand Rapids-Richmond Branch of the Pennsylvania Railroad offers train service to the north and south; and the New York Central System passes through Sturgis and Kendallville. The School has a car available to meet prospective patrons at either city upon being notified.

Members of the Staff are always available to show anyone interested, the complete equipment available for a boy and to discuss the distinct advantages that he would have at Howe School. We urge a visit.



### *The EXECUTIVE and ADMINISTRATIVE STAFF*

- MR. BURRETT B. BOUTON, M.A., Harvard, *Superintendent*  
MR. EDMUND SCUDDER JAMIESON, A.B., Princeton, *Headmaster*  
*Latin and Mathematics*  
THE REVEREND ROBERT JAMES MURPHY, B.D., Seabury, *Chaplain*  
*Sacred Studies*  
THE REVEREND EARL THOMAS JENNINGS, A.B., Syracuse,  
*Principal, Junior School—English and Sacred Studies*  
CAPTAIN FREDERICK PEARSON, U.S.A., West Point, *Commandant*  
*Military Science and Tactics*  
CAPTAIN JAMES S. MERRITT, Inf. Res., U.S.A., *Ass't. Commandant*  
*Tactical Officer Howe Hall*  
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APPLICATION BLANK

The entrance fee of ten dollars must accompany this application.

To the Superintendent of Howe School, Howe, Indiana: Date 19\_\_

I hereby make application for the admission of my son (ward)

(Name in full)

born \_\_\_\_, 19\_\_, to Howe School for the year beginning September \_\_\_\_, 19\_\_, subject to the conditions of your printed catalog and the rules and regulations of Howe School which are made a part of this application. If this application is accepted, I hereby agree to pay to Howe School \$750.00 (Junior School); \$850.00 (Upper Four Forms) as fee for tuition for the school year 19\_\_ 19\_\_, and whatever charges accrue for uniforms, books, weekly allowance and incidentals for my son (ward). My son (ward) is a boy of good moral character and has not been dismissed from any school. I agree to furnish him with no money while at Howe School, except through the School.

As a precaution against the admission of undesirable boys, it is distinctly understood that the parent or guardian in this application certifies that his son is amenable to discipline, and is free from vicious or immoral habits. Cadets are admitted only upon the express condition that they shall remain at the School until the end of the session, unless suspended or dismissed for misconduct or breach of school discipline, and the parent or guardian agrees that in event of such suspension or dismissal or in case of voluntary withdrawal, no part of the fee for tuition for the school year shall be refunded or remitted and any unpaid balance on account of such fees for the school year shall become immediately due and payable to Howe School as liquidated damages.

REFERENCES

Name Address (On son's character)

Bank Address

Father's Business

School last attended

What grade in that school? When will this grade be fully completed?

NOTE: A statement of all academic work to date should follow as soon as possible.

If he is to take music lessons, state instrument.

To prepare for college or business Church affiliation

Height Weight Does he use tobacco?

Has the applicant been successfully vaccinated within the past six years?

Has he any physical weakness, eyes, ears, stomach, heart, lungs or kidneys?

Has he had any of the following diseases? If so, in what year?

Diphtheria Measles Scarlet Fever

Brief health history (Enumerate any condition that might be of diagnostic value in case of illness.)

Signature

Bus. Address Phone

Res. Address Phone

City State

To which address is mail to be sent? Business Residence

Use other side for additional information.



