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Eastern Kentucky Review

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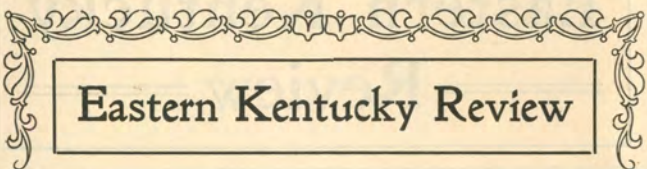
PUBLISHED BY THE

KENTUCKY STATE NORMAL SCHOOL
IN THE EASTERN DISTRICT



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Eastern Kentucky Review

VOL. I.

RICHMOND, KY., JANUARY, 1907.

No 2.

JANUARY FIFTEENTH, NINETEEN HUN-
DRED AND SEVEN

This date will, in the educational history of the commonwealth, probably stand next to that of March 21, 1906. On the latter date Governor Beckham signed the Bill creating the State Normal Schools, and that act marked a great step forward in Kentucky's new educational development.

On the fifteenth of this month a second noteworthy step was taken, and the Normal School in the Eastern District was formally opened for teachers.

It would not be easy for even the most optimistic prophet adequately to foretell the results to the State of the opening of the Normal Schools. But one may catch a vision of the coming years, in which an ever-increasing army of trained men and women will pass out through the doors of the State Teachers' Schools devoted to the single purpose of a *Greater Kentucky*—greater in knowledge, in culture, in material wealth, in civic righteousness. Kentucky has a great history.

She has a right to be proud of it, but has no right to be content with it. The eyes of Progress are in its forehead, and look to the front. To prevent retrogression there must be constant advance. Kentucky is awakening to a consciousness of her riches and her needs. In the work of the teachers of the State, more than in anything else, rest the future growth and glory of the commonwealth. The State Normal Schools stand for such training of those who teach as will make for their increased conservation and efficiency. The work has begun and the cry is "Forward!"

CALENDAR

Spring Term begins Tuesday, March 26th, 1907.
Summer Term begins Tuesday, June 4th, 1907.
Fall Term begins Tuesday, September 3d, 1907.



OFFICERS AND FACULTY OF THE EASTERN
KENTUCKY STATE NORMAL

BOARD OF REGENTS

HON. JAMES H. FUQUA, SR.,
State Superintendent of Public Instruction,
ex-officio Chairman.

JUDGE J. A. SULLIVAN, Richmond, Ky.
(To serve four years.)

MR. P. W. GRINSTEAD, Lexington, Ky.
(To serve four years.)

HON. FRED A. VAUGHN, Paintsville, Ky.
(To serve two years.)

SENATOR J. W. CAMMACK, Owenton, Ky.
(To serve two years.)

NORMAL EXECUTIVE COUNCIL

SUPERINTENDENT JAMES H. FUQUA,
Ex-officio President of the Council.

H. H. CHERRY,
President of the Western Normal, Vice-President of
the Council.

R. N. ROARK,
President of the Eastern Normal, Secretary of the
Council.

THE FACULTY

- RURIC NEVEL ROARK, *President*,
Psychology and Pedagogy.
- VIRGINIA EVILINE SPENCER, Ph.D., *Dean of Women*,
German; History.
- JOHN ALBERTUS SHARON, B.Ped.,
Mathematics; in charge of the Review Course
and of the One-Year Course.
- WREN JONES GRINSTEAD, A.B.,
Latin; French.
- EDGAR HESKETH CRAWFORD, A.M.,
English; Forensics.
- HENRIETTA RALSTON,
Drawing and Art.
- DAISY GREENWOOD,
Seventh and Eighth Grades, Model School.
- WESA MOORE,
Intermediate Department, Model School.
- LENA GERTRUDE ROLING,
Primary Methods, and Primary Department
Model School.
- ETHEL REID,
Secretary to the President.
- MRS. AMANDA T. MILLION,
Matron.

COURSES OF STUDY

Five courses of study, each with its own distinctive aim and purpose, will be open to the student in the Eastern Kentucky State Normal School. These courses are laid down here to cover the time in which a strong student can complete them by steady, earnest work. Some students will probably need a longer time than that here assigned, in order to cover the subjects properly. Each student should take as much time as needed, but will be encouraged to work as hard and rapidly as possible. An appointee is entitled to free tuition until he completes the course of study to which he was appointed. Such modification in the published curriculum as the organization of a new school may require will be made, in the discretion of the Normal Executive Council.

NOTE.—Subjects printed in *italics* will have daily recitations; those in the lighter type may have daily recitations, or less frequent, as circumstances demand.

THE REVIEW COURSE

First Term.—*Arithmetic, Grammar, Geography, Pedagogy.*

Vocal Music, Drawing, Nature Study, Observation in the Model School.

Second Term.—*Arithmetic, Composition, Civics, United States History, Physiology.*

Vocal Music, Drawing, Observation in the Model School.

The Review Course is designed for students who can spend only a short time in school, and who wish to

use that time to the best advantage. The completion of this course does not entitle the student to a Normal Certificate; but those who do the work in it thoroughly will have no difficulty in passing any county examination. Classes in the Review Course will be organized in *September* and in *January* each year.

THE ONE-YEAR COURSE

The work of the first two terms of this course is identical with that of the Review Course.

Third Term.—*Arithmetic, Rhetoric, Physiology, Psychology.*

Drawing, Vocal Music, Forensics, Penmanship, Practice.

Fourth Term.—*Arithmetic, Algebra, Rhetoric, Literature, Physics.*

Drawing, Vocal Music, Forensics, Penmanship, Practice.

Fifth Term.—*Algebra, Literature, Pedagogy, Botany, General History.*

Lettering, Vocal Music, Forensics.

The satisfactory completion of the One-Year Course will entitle the student to a Normal Certificate, good for two years from the date it bears, and valid in any county in the State. See Acts of 1906, Chap. 102, Sec. 14.

THE TWO-YEARS COURSE

The work of the first year of this course is identical with that of the One-Year Course. The work of the second year follows:

First Term.—*Latin, Algebra, Literature, Botany, Physics.*

Observation in Model School, Forensics.

Second Term.—Latin, Algebra, Literature, Ancient History, Educational Economy.

Practice Teaching.

Third Term.—Latin, Method, Educational Economy, Algebra, Sociology.

Fourth Term.—Latin, Method, Plane Geometry, Chemistry.

Practice.

Fifth Term.—Latin, History of Education, Plane Geometry, Geology, Chemistry.

School Law and Professional Reading, Thesis.

Students successfully completing the Two-Years Course will be awarded a Normal Life Diploma, entitling them, under the law, to teach in Kentucky without further examination.

The articulation of the three preceding courses — the Review, the One-Year, and the Two-Years — will at once commend itself to all who are desirous of economizing time and effort. Having taken the Review Course, beginning in January of any year, the student can teach a term of public school, enter the Normal the following January, and, beginning where he left off, go on with the One-Year Course, and secure his two-year Normal Certificate by the end of July.

After teaching for two years, he may enter school again, and by one more full year of study, complete the Two-Years Course and receive the Normal Life Diploma.

THE FOUR-YEARS COURSE

The first two years of this course are the same as the Two-Years Course given above. Forensics, Prac-

tice, Observation and other drills will be continued as needed.

THIRD YEAR

First Term.—Geology, Latin, Solid Geometry, Literature, German.

Second Term.—Solid Geometry, Latin, History of Education, German, Mediæval History.

Third Term.—Sociology, Trigonometry, Latin, German, Modern History.

Fourth Term.—Latin, Modern History, Trigonometry, German.

Fifth Term.—Analytics, Latin, Sociology, German, Botany.

FOURTH YEAR

First Term.—City School Organization, Advanced Psychology, German, Analytics, French.

Second Term.—City School Administration, German, * Calculus, French, Metaphysics.

Third Term.—* Calculus, French, German, City School Methods, Ethics.

Fourth Term.—Zoölogy, German, French, Physics.

Fifth Term.—Literature, French, German, Chemistry, Zoölogy, Research Work and Thesis.

The close articulation which characterizes the other courses is found also in this. It simply super-adds two years of work to the preceding course. The different years may be taken consecutively, or the student may take a year or part of a year, when he can, receiving credit for the work done, until he completes all that is required.

* Another subject may be substituted for this.

ACADEMIC WORK

The function of the Normal School is to equip teachers. An indispensable part of the equipment of the teacher is a sound and thorough knowledge of subject-matter. Therefore the Normal School should be strong on the academic side. To attempt to require high school graduation as an entrance condition is utterly futile until the number of high schools is greatly increased and the pay of the teacher is made large enough to tempt high school graduates into the profession. It is the fixed purpose of the Eastern Kentucky State Normal to do everything in its power to increase the number of good public high schools in its District, and to send out every year a goodly number of efficient high school principals and teachers.

Meanwhile it shall be the business of the State Normal to serve the needs of the teachers, and if the teachers need more knowledge of subject-matter, this need should be fully met.

The above courses of study embody much academic work of a high order. Such an arrangement of academic matter in the several courses offers unusual and very attractive opportunities, not only to teachers, but also to young men and young women who desire a sound and practical education, but who do not expect to teach. There are hosts of alert, vigorous, eager young people in the Eastern District who will rejoice at this opportunity to secure a thorough secondary education.

THE MODEL SCHOOL

A distinctive and essential part of every Normal School is a Model School, in which the most approved methods of teaching and of school administration are illustrated by the work of expert teachers and supervisors. Such a school has been organized in the Eastern State Normal, and has been in successful operation since September.

Students who enter the State Normal will have an opportunity, not offered to Normal pupils anywhere else in the eastern half of Kentucky, for observing illustrative work in all the grades from the primary through the high school, done by experienced and skillful teachers. This advantage alone should be enough to determine a teacher's selection of a Training School. In the Model School he can see for himself just how the best work is done.

THE COUNTY SUPERINTENDENTS' COURSE

A course designed for the especial benefit of County Superintendents is a unique and valuable feature of the State Normal Schools. The plan of such a course meets the hearty approval of the Superintendents throughout the State. It is placed at such a time in the year (between January and April) as will not interfere with either the office or field duties of the Superintendents.

This course, with the resources of the State back of it, will be certain to increase the efficiency of the most important educational office in the Commonwealth. The Superintendent who attends this course will return to his work strengthened and invigorated by his contact

with trained and experienced instructors. He will be inspired with lofty ideals of his work and opportunities, and will be enabled the more easily and economically to administer the details of his office.

In this course there will be the fullest and freest discussion of the problems that are fundamental to the educational growth of Kentucky. There will be lectures, round tables, and seminars upon all matters with which the work of the County Superintendent is concerned. The Regents were wise in offering these advantages to the Superintendents without charge; the Eastern District has a right to expect the Superintendents to avail themselves of the offer, and the schools will be greatly benefited.

The privileges of the State Normal are extended both to those who desire to make themselves eligible to the office of County Superintendent and to those who have been elected. For Superintendents-elect or already in office special work will be offered, planned to fit their personal and official needs.

THE SUMMER SCHOOL

At no time before has there been so evident a desire of teachers to use a part of their vacation for self-improvement and culture. Everywhere it is being recognized that to spend more than a month out of the year "resting" is a waste of time. No reason can be given why the teacher should take a longer vacation than the lawyer, the physician or the journalist. The idea that effective brain work can not be done in summer has been proved fallacious.

At the Eastern Kentucky State Normal School the

Summer Term is an integral part of the regular school year. Students already in school will take it as a part of their course. But there will be special classes and lectures for the benefit of those who can be present only during the Summer Session. This will be a fine opportunity for teachers in the Eastern District who teach for nine or ten months. They now have a strong Summer School practically at their doors, where they may review the subjects in which they feel they are getting rusty, and also take such advanced work as they need.

The opportunity for association with the best and most active teachers of the State, thus cultivating a fine professional spirit and acquaintanceship, should count for much with those who want the best advantages.

It should be remembered, too, that work completed during the Summer Term will stand to the credit of the student, and may be counted at any later time toward graduation.

Teachers and others who want the advantages of a Summer School should begin now to plan for a stay of eight weeks in the Eastern State Normal, and should write early to the President regarding the special line of work they desire.

SUPPLEMENTARY APPOINTMENTS

By the time this issue of the REVIEW is in the hands of its readers, the regular appointments to free tuition in the Normal Schools will have been made. But the Normal School Law wisely permits each County Superintendent to make supplementary appointments, if necessary, in order to keep the quota of appointees from his legislative district full. Therefore, if an appointee

for any reason drops out of school, another appointment may immediately be made to fill the vacancy thus caused. An appointment made to fill such a vacancy is good only for the time during which the vacancy continues. Thus, if B is appointed to fill a vacancy caused by A's temporary withdrawal from school, B will receive free tuition only until A re-enters school. Appointments made to fill vacancies should indicate whose place the new appointee is to take.

Further, if there are not enough appointees at the regular date of appointment to fill the quota for any legislative district, the law provides that enough pupils may be appointed at other times during the school year to keep up the average number to which that district is entitled.

If on December 15th last any county did not have its full quota of appointees, the County Superintendent of that county should acquaint his teachers with this generous provision of the law, and urge them to avail themselves of it.

The legislative district being the unit, supplementary appointments may be made from any county in a district which contains more than one county, even if that county be full already, *provided* there are no applicants for supplementary appointment from the other county or counties whose quota is not full.

It was plainly the purpose of the General Assembly to make the Normal Schools of service to the largest possible number of teachers.

WHICH SCHOOL TO ATTEND

Appointees must, in order to secure free tuition, attend the school in their own Normal District; that is, appointees from any county in the Western District will attend at Bowling Green; appointees from counties in the Eastern District will attend at Richmond. Those who pay tuition may attend either school. All appointments must be made from the *county in which the applicant teaches*.

ENTRANCE REQUIREMENTS

Persons of good moral character of any age not less than sixteen years will be admitted to the State Normal Schools on the following conditions:

Persons appointed by the County Superintendent for free tuition are entered without examination.

All persons who hold certificates of any grade authorizing them to teach in the public schools of Kentucky may enter without examination.

All students who hold a common school diploma in Kentucky will be admitted without examination.

Holders of State diplomas, State certificates, and graduates of high schools, colleges, and normal schools, may enter without examination, and be classified at such a point in the different courses of study as their qualifications will warrant.

All other persons desiring to enter the Normal should communicate with the President of the institution, giving full information concerning their qualifications, purposes, etc. The institution will act on each individual case when it is presented.

EXIT REQUIREMENTS

The proper place at which to safeguard an institution's standards of scholarship and efficiency is at the *exit* rather than at the entrance. Acting according to this proposition, the State Normals will place their courses of study within reach of any student who can profit by them, and in most cases the student will be permitted to show whether he can profit by them, *by being given an opportunity to do the work* rather than by being required to submit to an "entrance examination." Students will find it *easy to get in*.

But every student must prove himself or herself to the full before being allowed to go out with the certificate which the law empowers the State Normals to confer. There must be evidence at the *exit* that the student has attained to the high standards of scholarship and teaching skill which have been set by the Normal Executive Council.



EXPENSES

TUITION

Appointees will receive free instruction for the time necessary to complete the course in which they matriculate.

Non-appointees from Kentucky and other States will pay the following fees, in advance:

For any one term, except the Summer Term.....	\$10 00
For the Summer Term.....	8 00
For two ten-week terms.....	18 00
For three ten-week terms.....	25 00
For four ten-week terms.....	32 00
For four ten-week terms and the Summer Term.....	40 00

County Superintendents, elect or already in office, will be charged no tuition.

TEXT-BOOKS

Arrangements have been perfected by which students may buy text-books at ten per cent. below the list price; or may rent them at an average cost of about two cents for each book per week. Such an arrangement is greatly to the advantage of the students, and is an exclusive feature of the State Normal.

BOARD

Women, if appointees, will be accommodated in Memorial Hall (the Women's Dormitory) to the extent of its capacity. The rooms in this hall are newly furnished and papered. Each student expecting to occupy one of the rooms must furnish her own soap, towels, pillow cases, sheets and bed comforts.

A deposit of \$3.00 will be required of each occupant of a room in the Women's Dormitory, all of which will be returned when the depositor leaves, except charges for damage done to the room or furniture.

Board and room in the Women's Dormitory will cost \$2.50 to \$2.75 per week, according to the location of the room.

Students will be permitted to select their rooms in the order in which they apply, and take immediate possession. There will be no irritating delays for drawing lots for choice of rooms.

The Women's Dormitory is situated on the campus, within a few hundred feet of University Hall, where recitations are held. The Dormitory is in charge of a thoroughly competent Matron.

Men students will take rooms, or rooms and board, in the town. Those who desire to do so, can secure table board at Memorial Hall at \$2.00 per week.

Board and lodging for men students may be had in private families for \$3.00 per week and up. Lower prices may be secured by students' coöperative boarding clubs.

It should be borne in mind that there are no charges for rental of furniture, and no requirement to purchase a uniform. *There is no military drill*, and no need, therefore, of a uniform.

EASTERN KENTUCKY REVIEW

PUBLISHED BY

THE KENTUCKY STATE NORMAL SCHOOL IN THE
EASTERN DISTRICT.

ISSUED QUARTERLY.

Entered at the post-office at Richmond, Ky., November 20, 1906,
as second-class mail matter, under Act of Congress of July, 1894.

RICHMOND, KY., JANUARY, 1907.

A PLATFORM

A platform solid enough for all friends of education in Kentucky to stand upon firmly, and upon which the REVIEW invites every Kentuckian to stand with it, may be made of two "planks":

The children of Kentucky are the State's richest resources.

Every child between the ages of seven and fourteen should be in the hands of trained teachers for at least nine months of the year.

PROFESSIONALIZING OUR WORK

We who teach should take much comfort in the professionalizing of our work, so evident in recent years. The latest forward steps in this direction were taken by the General Assembly last winter, when that body

created two professional schools for teachers, and put the stamp of the State's recognition upon their work by providing for the issuing of Normal Certificates, good in any county in the State.

This privilege of certification relieves the State Normal Schools of the task of "stuffing" their pupils for examinations, and enables them to send out teachers sound in scholarship, rich in culture, and trained to skillful work. Each subject is taught with a view of getting the best out of it for the teacher and for his pupils, rather than with a view to preparing the teacher to answer ten questions upon that subject. The results can not fail to be beneficial to the teaching force and to the schools of the State. The unified movement of the teachers by which the Normal Schools were made possible was itself a striking evidence of the professionalizing of our work. The creation and growth of an *esprit-de corps* is a distinctive characteristic of a profession, and has for years marked the calling of the lawyer, the physician, and the journalist.

Physicians, lawyers, and newspaper men, by the adoption of a code of professional ethics, by standing solidly together within that code, by maintaining active organizations that not only discuss matters of vital concern within the profession, but also define clearly the relation of the profession to the public, have been able to secure protective and helpful legislation and to create a public opinion and sentiment for its enforcement.

Every teacher in Kentucky should be proud, is proud, of belonging to an organization of teachers which, by keeping wholesomely aloof from politics and attending strictly to its own business, secured legislation last winter establishing Teachers' Training Schools, and

placing again on the statute book the law requiring teachers to be paid during the week of the Institute.

The teachers are learning that the Legislature is always ready to listen to any request which they will unite in making. It is to the professional credit as well as to the selfish interest of every teacher in Kentucky to sustain an active membership in the E. I. C.

THE FIRST MATRICULATE

There has been much rivalry in the Eastern Normal District as to who should be the first to matriculate for a course in the State Normal School. It has been generally recognized that it will be worth much in future years for a teacher to be able to say, "My name was the first to be placed on the register of one of Kentucky's first State Normals."

The first name to appear upon the newly-opened books of the Eastern State Normal is that of Miss Lily Ross, who matriculated at 9 a. m. on Monday, January 14, 1907. Miss Ross entered the school as an appointee from Bracken County, appointed on December 15 by County Superintendent Huffman. She is a student in the Review Course.

A complete roster will, of course, be kept of all students who enter during this first half-year of the Eastern State Normal, and will constitute one of the most valuable documents in the archives of the Institution.

DISAGREEABLE FACTS

If a man who has an ulcer on his body should insist on keeping it carefully concealed from the physician

who is trying to cure his malady, and at the same time should call attention to the soundness and healthiness of skin and tissue everywhere else, he would be rightly accounted foolish.

So it is childish for Kentucky to show sensitive resentment when the probe of the plain-speaking publicist touches her ulcer of illiteracy and educational defects. We all know Kentucky's splendid work in the making of American history, but pride in that should not blind us to present conditions or narcotize the nerve of strenuous effort to change these conditions. Let us make some more history, which those who come after us may read and exult in, even as we read and exult in the history which the men and women of the Commonwealth have made in years gone by.

On this page and under the title shown above the REVIEW will, in every issue, set down without comment some facts taken from the most trustworthy sources. They will be disagreeable facts, and it is hoped they will have the same effect that physical pain does. If an arm is dislocated it hurts, and the hurt makes the sufferer hasten to seek relief by having the limb properly set. If these facts hurt, the proper thing to do is, not to malign the United States Census or other statistical sources from which the facts are drawn, but *to go earnestly to work to change the conditions* — to set the arm. Let us whose business is teaching adopt as our motto —

Keep the facts before the people till the people alter the facts.

Kentucky has 166,822 *native white* illiterates of native parentage, ten years of age and over.

Ten of the best Bluegrass counties, noted for their

wealth, good roads, and historic families, have a total of 6,788 *native white illiterates*—only ninety-two fewer than in the *whole* State of Maine, nearly *twice as many* as in the whole of Massachusetts, and *over twice* as many as in Nebraska.

There are two hundred and thirty-one counties in the United States in which the percentage of the *illiterate white voters* is twenty or over. Of these counties, thirty-eight are in Kentucky, and in eight of these the percentage is thirty or over, and in three it is over thirty-five.

Only twenty States are inoculated with such a high potential of the virus of illiteracy. Kentucky is one of the twenty.



GOOD NEWS

There is some good news to show that Kentucky is trying earnestly to get out from under her burden and into a clearer educational atmosphere. This good news will be reported in the REVIEW every quarter. News items are solicited from every part of this Normal District.

* * *

Garrard County is using the money recovered from a judgment against one of the book companies in improving school houses.

* * *

Two new rooms have been added to the graded school at Corbin. Six teachers are now employed.

* * *

At Kensee, the mine employees pay well to support a school for their children, and the amount thus raised is doubled by the company. A night school is sustained also. The school at Proctor is supported in the same way.

* * *

There is much activity everywhere in repairing houses and building new ones. At Morehead, the Haldeman Public School building is nearing completion, and a new house has been erected at Farmers.

* * *

Wayne County reports six new school houses built within the past year.

Clay County also built several new houses and repaired others. Harlan County makes the same report.

The Episcopalians will rebuild their school at Beattyville. The building will be ready for occupancy by July.

A model school building was built in the Gales District, Bourbon County, in October.

Cynthiana is completing a \$40,000 school building.

Maysville has voted \$60,000 for two new buildings.

* * *

Many communities are availing themselves of the law for establishing graded schools. Recently such schools have been voted in Boone County; at Salt Lick, in Bath County; at Booneville, in Owsley County; and in Bracken County.

* * *

In Boone County nearly all the schools are supported by a liberal subscription. The same is true in several other counties. This is good, but it is much better to support public schools by generous public taxation; then give the rich man an opportunity to show his patriotism.



STATE NORMAL PERSONALS.

Regent J. A. Sullivan, of Richmond, represented the Normal before the Eighth District Association at Lancaster in October. There was much interest in his presentation of Kentucky's needs and the future work of the new school.

* * *

Colonel Edgar H. Crawford, of Bardstown, has accepted a place in the Faculty of the Eastern State Normal. He is Director of the Model School and in charge of Forensics.

* * *

Dr. Virginia E. Spencer, Professor of German and History, has been invited to address the Women's Club of Plymouth, N. H. She spoke most acceptably before the Women's Club of Lexington, Ky., in December.

* * *

Prof. J. A. Sharon addressed a large audience at Butler, Ky., on the evening of December 14, upon "Taxation for Schools." The interest and enthusiasm were marked.

* * *

Miss Roling, in charge of Primary Methods in the State Normal, has been delighting Teachers' Associations in the near-by towns with her demonstrations of the best modern practice in her field. She takes a class of first-year pupils and shows by doing how primary teaching should be done. Her work receives the highest praise from all who have seen it.

President R. N. Roark has spoken recently before the Fifth State Development Convention at Winchester and the Louisville Women's Club on "Kentucky's Educational Opportunity." At the "Seven Cities" Association at Newport, November 23, he also presented a paper upon "The Socialization of the Curriculum."

* * *

Miss Wesa Moore's Division of the Model School gave a successful school entertainment in December. The proceeds were devoted to the purchase of pictures for the decoration of the room.

* * *

Prof. W. J. Grinstead, of the Department of Languages, has been active in addressing Teachers' Associations. Professor Grinstead is always gladly heard by teachers, for he has something to tell which they want to know.

* * *

Miss Ralston, of the Fine Arts Department, interests Teachers' Associations very much with her talks on drawing, illustrated by the work she has been having her classes do. The schools of this half of Kentucky will soon begin to feel the benefits of Miss Ralston's work in the Eastern State Normal.

* * *

The Women's Club of Richmond has undertaken the furnishing of the parlors in Memorial Hall, for the use of the women students.

THE NORMAL CERTIFICATES

It is the desire and fixed purpose of the State Normals to make the certificates which they grant stand above par with Superintendents, School Boards and Trustees. To do this it will be necessary to exercise the utmost care and discretion in issuing them. The three essentials necessary to secure one of these certificates are: (1) *character*, (2) *scholarship*, (3) *teaching skill*. If either is lacking, no certificate will be awarded.

The Normal Schools are in a position to safeguard the interests of the Common Schools even better than the County Examining Boards can under the present School Law. This is true for the simple reason that the School Law *makes no requirement regarding teaching skill*.

To secure a county certificate only a theoretical knowledge of pedagogy is required; no actual experience is needed. Therefore the examiners must grant a certificate to any person, eighteen years old, of good character, and able to answer the questions. Ability to answer ten questions in each of the common branches gives no guarantee of corresponding ability *to teach* those branches.

In order to secure a State Certificate or State Diploma, it is true, the law demands that the applicant must have had a certain amount of experience in teaching. But every one knows that experience does not necessarily give skill, yet the methods of certification

provided in the School Law have been about as good as could be devised, in the absence of Teachers' Training Schools, and have been administered, on the whole, by a painstaking and conscientious body of County Superintendents and Examiners. The establishment of State Normals by the last General Assembly was a great stride forward; but conferring upon them the right to certificate teachers was a greater, and put Kentucky in advance of some States where normal schools have existed for a long time.

The most marked advantage which the new State Normal School can offer the teacher is *to train* him, rather than "stuff" him for the examination grind. The most efficient service which the schools can render to the State is to send out teachers who have been trained, and in addition to skill have culture and scholarship.



FIRSTS

The first County Superintendent to send in an appointment card was that young veteran of Woodford, Superintendent M. B. Hifner.

* * *

The first appointments received were those of Misses Hettye and Zeba Johnson, of Woodford. They were both appointed to the Review Course.

* * *

The first county to send in its full quota was Knox—four appointees. Superintendent Parker is wide awake all day and a part of the night.

* * *

The first Superintendent to send in the maximum quota of ten was Superintendent L. N. Taylor, of Pulaski. We wish Pulaski were entitled to a hundred appointees.

NOTES.

This office is in receipt of the November number of *The State Normal Bulletin*, the first issue of the official organ of the Western State Normal at Bowling Green. It contains a wealth of information about the Western School, and well reflects the intense and active spirit of President Cherry.

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The papers of Richmond deserve especial commendation and the hearty thanks of teachers for the generous courtesy and cordial help they have so freely extended to the State Normal. *The Climax*, *The Register*, and *The Pantagraph* have at all times shown the warmest interest in the school, and have freely extended to it the privileges of their columns.

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The Southern School Journal is the staunch friend of the Normal Schools, and of all agencies of popular education. The December issue was especially thoughtful of the Normal School movement. Its subscription list is growing rapidly, and deserves to grow.

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Carefully preserve your copies of the REVIEW. We too often forget that what is current to-day will be history later. The matter appearing quarterly in the REVIEW will constitute an integral part of the educational history of Kentucky.

If you want a larger salary as a teacher, the first thing to do is *to deserve it*, and the second is to work in coöperation with other teachers to secure favorable legislation.

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County Superintendents are commending the simplicity and convenience of the cards upon which appointments are made to the E. K. S. N. S.

The cards, when filled out, should be sent direct to the State Normal office at Richmond.

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The next term opens March 26.

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The Summer School opens June 4.

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Some doors bear a sign, "Enter without knocking." There are some people, though, that "Knock"—with a big hammer—without entering!

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Keep your mind on Richmond.

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