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Eastern Kentucky Review

ISSUED QUARTERLY



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Vol. 1

Richmond, Ky., July, 1907

No. 4

... Calendar ...

1907-08



First Term opens Tuesday, September 3, 1907.

Second Term opens Tuesday, November 12, 1907.

Third Term opens Tuesday, January 21, 1908.

Fourth Term opens Tuesday, March 31, 1908.

Fifth Term, the Summer School, opens Tuesday,
June 9, 1908.

The school closes Friday, August 1, 1908.

Applications to County Superintendents for appointments to free tuition should be made at once. They will announce the dates of appointing.

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, Cold Spring, 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.

✓ ERNEST CLIFTON McDOUGLE, A. M.,
Business Director, Natural Sciences.

JOHN ALBERTUS SHARON, B. Ped.,
Director of State Certificate Course.

WREN JONES GRINSTEAD, B. A.,
Latin; French.

✓ ELIZABETH CASSIDY, B. A.,
American History; Sociology.

✓ JAMES RICHARD JOHNSON, B. M. E.,
Mathematics.

LENA GERTRUDE ROLING,
Primary Methods.

HENRIETTA RALSTON,
Drawing and Art.

✓ I. H. BOOTHE,
Penmanship and Lettering.

ETHEL REID,
Secretary to the President.

✓ ADA J. BARTER, B. A.,
Librarian.

✓ CLAUDE DE BAUN,
Stenographer.

MRS. AMANDA T. MILLION,
Matron.

Eastern Kentucky Review

VOL. I.

RICHMOND, KY., JULY, 1907.

No. 4.

COURSES OF STUDY

Five courses of study, each with its own distinctive aim and purposes, are open to the student in the Eastern Kentucky State Normal School. These courses, as laid down here, 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.

I. The Review Course

The purpose of the State Normal Schools is to reach and satisfy the needs of the public school teachers of Kentucky. From the first inception of the Normal School movement in the State it has been the avowed purpose to help the rural schools and their teachers in every possible way. There are hundreds of earnest, ambitious young men and young women who have been able to secure certificates to teach, but whose experience, after they began teaching, showed them that a *knowledge sufficient to pass an examination is not sufficient to enable them to teach with comfort and success.* They are, therefore, eager to acquire a firmer grasp upon the subject matter of the common branches, and along with that some knowledge of the pedagogy of these subjects. To these teachers the Eastern State Normal again pledges the fullest opportunities. The Review Course does not lead to any normal certificate directly, but does give teachers that firmer grasp upon the common branches which they so much desire, and also fits them for obtaining high-class county certificates by examination.

In this course all the common branches will be thoroughly reviewed, and in addition there will be much good work in Theory and Practice. The course will be sustained in the Fall, Mid-winter, and Summer Terms.

II. The State Certificate Course

This course is one year (forty-eight weeks) in length, and leads to a State Normal Certificate good for two years from date of issue. Those who cannot

spare the time to complete this course as here laid down may yet select from it such work as will enable them successfully to pass the regular examination for a State Certificate either at Frankfort or in their several counties.

FIRST TERM.

Studies: Arithmetic¹; Grammar; Geography¹; American History¹.

Drills: Drawing¹; Nature Study¹; Penmanship¹.

SECOND TERM.

Studies: Arithmetic²; Composition; Civics; American History²; Geography².

Drills: Vocal Music¹; Drawing²; Observation in Model School.

THIRD TERM.

Studies: Algebra¹; Rhetoric¹; Physiology¹; English Literature.

Drills: Library administration; Observation in the Model School; Practice Teaching.

FOURTH TERM.

Studies: Algebra²; Rhetoric²; English and American Literature; Physics¹.

Drills: Forensics; Penmanship; Practice Teaching.

FIFTH TERM.

Studies: Algebra³; American Literature; Botany¹; General History.

Drills: Lettering; Forensics; Nature Study²; Drawing Method.

*Arithmetic*¹ goes some way into Percentage in Ray's Practical. Groundwork is thoroughly done.

*Arithmetic*² completes the Practical and covers much sound work outside. In both these classes in Arithmetic the pedagogy of the subject is fully illustrated and discussed. When a student is passed out of these classes, he knows Arithmetic and knows *why* and *how* he knows it.

*Arithmetic*³ is for advanced students whose knowledge of the subject will enable them to complete Durell and Robbins' text in one term.

*Algebra*¹ covers the work in Milne's Advanced Algebra from the beginning to the subject of factoring. Much attention is given to signs of aggregation, literal exponents, special rules in multiplication and in division, etc. The solution of problems is made prominent. Matter from other texts is used and the work is made thorough.

*Algebra*² is a continuation of Algebra¹, and covers the matter in Milne's Advanced text to simple equations. Much supplementary work is used, in order that factoring may be made stronger than it is found usually, even in the best schools. The greatest common divisor and the least common multiple are dwelt upon until the pupil can perform the work and state

tully the *whys*. The most complex fractions must be mastered. All examples for examination are chosen from books not used in the preparation of the term's work.

*Algebra*³ follows *Algebra*², and covers the subject matter to radicals in Milne's Advanced text. All problems are solved in simple equations. The subject of fractional exponents is treated thoroughly. The work includes much matter from other texts.

Literature in the State Certificate Course covers three terms of work. About two terms are given to a historical outline of English Literature in connection with which much reading of literature itself is done. The aim is not simply to study *about* literature, but to study literature itself. Students are encouraged to use the library freely and, indeed, the work is so planned that they must use the library constantly. The works of Geoffrey of Monmouth, Mappe, Malory, and Tennyson are considered in connection with English legend as thoroughly as time will permit. Macaulay's Essay on Milton is read in class. Burke's Conciliation, Gray's Elegy, Deserted Village, the Prisoner of Chillon, Address to a Mummy, Pollok's Description of Byron, and one of Dickens's books are carefully read and discussed.

*Literature*³ is American Literature, in which the subject is carefully outlined historically and much actual reading of literature is done. In all the literature classes some composition will be required, the ability to think well and express thought in good language being constantly cultivated.

Preliminary to the work in literature in the State Certificate Course, there is one term of English Grammar, and one term of Composition in connection with the first two years of literature; two terms of Rhetoric are pursued at the same time with the Literature. Throughout this work the writing of good English is taught as an art which requires constant and earnest practice.

In this course there is one full term of *Physics*, in which the student is made acquainted with the fundamental principles and laws governing the material world. No attempt is made to specialize in this subject in this term, but when the student has completed the work laid down, he will be in a position to explain to himself and to his classes the commoner phenomena by which he is surrounded.

The *Psychology* in this course is an introductory course covering a complete general view of the subject and its more important applications to the daily work of the teacher. It is fundamental and introductory to the work in the higher courses.

The *Pedagogy* is elementary and introductory and is adapted mainly to the needs of the rural school teacher, but much of it is applicable to the work of the graded school also.

The work in *Botany* is designed to give the student familiarity with botanical terms, with gross plant structure, and to enable him to identify the common flowering plants in his immediate locality.

The course in *General History* is a fundamental course intended to serve as a foundation for an introduction to the other courses in history following.

Drills in *Vocal Music*, *Penmanship*, and *Drawing* are designed in the State Certificate Course to fit the student for teaching these subjects successfully in the public schools.

Forensics is one of the most important subjects which the State Normal has to offer. This subject includes drills in parliamentary practice, in debating, in the conducting of business by organized assemblies, in declamation and in oratory.

In the State Certificate Course one term of *Practice Teaching* or its equivalent is required.

III. The State Diploma Course

This course is two years in length, and leads to the Normal Life Diploma. The first year is identical with the State Certificate Course. The following shows the work of the second year.

FIRST TERM.

Studies: Latin¹; Algebra⁴; American Literature; Botany²; Physics².

Drills: Forensics; School Law.

SECOND TERM.

Studies: Latin²; Algebra⁵; Advanced Rhetoric and Literary Criticism; Ancient History.

Drills: Observation and Practice Teaching.

THIRD TERM.

Studies: Latin³; Method¹; Algebra⁶; Sociology¹.

Drills: Practice Teaching; Drawing.

FOURTH TERM.

Studies: Latin⁴; Method²; Educational Economy¹; Plane Geometry¹; Chemistry¹.

Drills: Professional Reading; Forensics.

FIFTH TERM.

Studies: Latin⁵; Educational Economy²; Chemistry²; Plane Geometry²; Geology¹.

Drills: Thesis.

The work in the several subjects in the State Diploma Course is, with the exception of Latin, a continuation of the work in the State Certificate Course. Educational Economy and Method, general and specific, are exclusively professional subjects and are both based upon Psychology. Sociology, Plane Geometry, Geology, and Chemistry are taught in this course, and Advanced Algebra is completed. Although all the subjects will be taught with special reference to their value to the teacher, yet students who desire only an academic course will find that the work in these subjects meets their needs.

Latin runs throughout the whole year, by the end of which the pupil will have covered what is usually called "first year" Latin, and four books of Caesar in addition.

Following is a synopsis of the work in History in this and the other courses:

I. *General History.*—The aim in this term's work is to make a general survey of the History, from the beginning, to develop standards of historical values,

and to establish relative dates of nations and civilizations.

II. Ancient History.—In this term the early centuries of history will be studied somewhat in detail, and the classic nations, Greece and Rome, will be carefully and thoroughly handled.

III. Mediaeval History.—Mediaeval History dates from the fall of the Western Empire to the Renaissance. These centuries form a most interesting period, because they furnish the beginnings of all important movements of modern history.

IV. Modern History.—Modern History groups itself about three principal movements: the Renaissance, the Reformation, and the political Revolution.

V. History of Education.—The purpose of this work is to develop a definite historical setting for modern pedagogy and educational philosophy, and educational progress; hence most importance is placed upon the last centuries of the Mediaeval period, and upon the modern.

IV. Principals' and Superintendents' Course

This course is planned to give the earnest student both the academic and the professional equipment necessary for the work of a principal or a superintendent. The first half of the course is identical with the two years scheduled above. Following is the *third* year:

FIRST TERM.

Studies: Geology²; Latin⁶; Solid Geometry¹; German¹.

Drills: Elective.

SECOND TERM.

Studies: Solid Geometry²; Latin⁷; History of Education²; German²; Mediaeval History.

Drills: Elective.

THIRD TERM.

Studies: Sociology; Trigonometry¹; Latin⁸; German³; Modern History.

Drills: Elective.

FOURTH TERM.

Studies: Latin⁹; Modern History²; Trigonometry²; German⁴; Physiology².

Drills: Elective.

FIFTH TERM.

Studies: Analytics¹; Latin¹⁰; Psychology²; German⁵; Botany³.

Drills: Special Summer Term Lectures.

Following are the studies of the fourth year:

FIRST TERM.

Studies: City School Organization (Educational Economy³); German⁶; Analytics²; French¹; Psychology³.

Drills: Elective.

SECOND TERM.

Studies: City School Administration (Educational Economy⁴); German⁷; French²; Metaphysics.

Drills: Elective.

THIRD TERM.

Studies: French³; German⁸; City School Methods (Methods³); Ethics; School Laws (Educational Economy⁵).

Drills: Elective.

FOURTH TERM.

Studies: Zoology¹; German⁹; French⁴; Physics³; Chemistry³.

Drills: Forensics.

FIFTH TERM.

Studies: Zoology²; German¹⁰; French⁵; Chemistry⁴.

Drills: Professional Reading; Thesis.

To the two years provided for in the preceding course, two more have here been added in order to prepare advanced students successfully to fill the position of high school departmental teacher, high school principal, or superintendent. Those who complete the four years' work to the satisfaction of the faculty will be in position to be recommended for the higher places in the graded schools of Kentucky and other States. It is believed that many ambitious teachers now in the lower positions will recognize in this Four Years' Course their opportunity to go higher and will avail themselves of it. The Course is very strong upon both the academic and the professional side.

V. Course for County Superintendents

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 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 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-elect and actually in office, 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.

Those who desire to prepare for securing the certificate of eligibility required by law of those who are candidates for the county superintendency can easily do so by selecting work from the regular courses of the State Normal. Correspondence is cordially invited regarding the work for County Superintendents. It is especially urged that County Superintendents and those preparing to become so, shall take the course in Library Work. The efficiency and value of the district and county library will be greatly increased as a result.

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.

The law requires each appointee who matriculates to sign an agreement to teach three years in Kentucky.

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.

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 experiences 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.

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. 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 by sound academic work.

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; and the academic work offered here is already attracting students from other States.

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 about 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.

No deposit will be refunded until the Matron reports upon the condition of the room.

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.

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' co-operative 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 required military drill*, and no need, therefore, of a uniform.

Apportionment of Free Scholarships to the Counties of the Eastern District

Under the law, each legislative district in the eastern half of Kentucky is entitled to send annually ten appointees to free tuition in the Eastern Normal School.

Some legislative districts are composed of two or more counties. By order of the joint Board of Regents, the free scholarships have in such cases been apportioned by the State Superintendent upon the basis of the white school census. The apportionment for the year 1907-08 is as follows:

Anderson 10, Bath 6, Bell 2, Boone 10, Bourbon 10, Boyd 4, Boyle 10, Bracken 10, Breathitt 4, Campbell 10, Carroll 6, Carter 6, Clark 10, Clay 5, Clinton 3, Elliott 4, Estill 6, Fayette 10, Fleming 10, Floyd 4, Franklin 10, Gallatin 4, Garrard 10, Grant 10, Greenup 10, Harlan 4, Harrison 10, Henry 10, Jackson 3, Jessamine 10, Johnson 6, Kenton 10, Knott 3, Knox 4, Laurel 6, Lee 2, Leslie 2, Lawrence 6, Letcher 3, Lewis 10, Lincoln 10, Madison 10, Magoffin 4, Martin 4, Mason 10, Menifee 5, Mercer 10, Montgomery 5, Morgan 6, Nicholas 7, Oldham 4, Owen 10, Owsley 2, Pendleton 10, Perry 2, Pike 10, Powell 4, Pulaski 10, Robertson 3, Rockcastle 4, Rowan 4, Scott 10, Shelby 10, Trimble 6, Wayne 7, Whitley 6, Wolfe 4, Woodford 10.

Appointments to Free Tuition

The following details of making appointments to free tuition are based upon the Normal School Law, the action of the Regents and of the Normal Executive

Council. The close attention of County Superintendents and of prospective appointees is invited to them.

Applicants for appointment to free tuition must be of good moral character and not less than sixteen years of age. There is no maximum age limit.

Those who desire to enter school before January, 1908, should file their applications for appointment with their County Superintendent *on or before* August 10, 1907. The appointments will be made on August 17, 1907. Those desiring to enter in January or later should file an application with the County Superintendent between August 17 and December 7.

An appointment is valid at any time within the school year for which it is issued, and is good until the course it calls for is completed.

All eligible applicants for free instruction holding State Diplomas, State Certificates, County Certificates, Common School Diplomas or High School Diplomas may be appointed without examination, *provided* the number of applicants holding such evidence of fitness does not exceed the number of free scholarships for the county.

If the number of applicants exceeds the number of free scholarships apportioned to the county, and all hold either a State Diploma, State Certificate, County Certificate, Common School Diploma, or High School Diploma, the appointment should be made in the order named in this paragraph—*i. e.*, holders of State Diplomas will be named first, and so on through.

(NOTE.—The State Diplomas and State Certificates herein named must be those issued by the Kentucky State Board of Examiners or one of the Kentucky State Normal Schools).

If the number of applicants exceeds the number of free scholarships apportioned to the county, and none holds the certificate or diplomas mentioned above, or if some do and some do not, then the County Superintendent will hold a competitive examination, and will award the free scholarships to those making the highest average.

If the number of applicants is less than the number of free scholarships apportioned to the county, those who hold one of the kinds of certificates or diplomas enumerated above may be appointed without examination; while those who do not hold such evidences of qualification will be examined to determine whether they are ready to avail themselves of the courses of study offered by the State Normals.

Teachers must secure their appointments from the county in which they teach.

Those who do not secure appointments, and students outside of Kentucky, may attend upon the payment of tuition.

Supplementary Appointments

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.

Hence, between the time of the opening of the State Normal, September 3, 1907, and its close on August 1, 1908, a period of forty-eight weeks, each legislative district has to its credit four hundred and eighty weeks of free tuition. These four hundred and eighty weeks are like a deposit in a bank, and a County Superintendent may check against the amount as may be desired until all the weeks are used. If a county is entitled to four appointees and has only two in attendance for one ten-week term, it is entitled to six for the next ten weeks; if the county is entitled to ten appointments, it may keep ten pupils in school for the forty-eight weeks, or forty-eight for ten weeks, etc.

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.

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., JULY, 1907

The first session of the Eastern Kentucky State Normal has been, from every point of view, a marked success—successful in the number of students enrolled, successful in the good will and high opinion which it has won from these students and in their feeling of intense loyalty to the institution, successful in the cordial approval of the Board of Regents, successful in establishing itself firmly in the hearts of the people who desire to see Kentucky grow educationally.

With cordial assurances of an unflagging zeal in the service of the State, with a hearty "God-speed" to the students who have left us for a time to go to their own work, we turn with a most hearty welcome to the new student body that will assemble in the chapel in September.

An inspection of the courses of study of the E. K. S. N. S. will reveal a rich program of work and growth for those who number themselves among its students.

The careful intermingling of the professional subjects with the acquisitional, assimilational, and expressional, and the apportioning of these throughout the

courses, must appeal to anyone seeking an opportunity for intellectual, professional, and cultural growth.

Some features of the school are unique. Note them:

Students may buy text-books at a special discount, or may rent them at a low rate per term. These privileges are greatly appreciated by our pupils.

The School offers a course in Library Administration. This is for teachers and superintendents, and will ultimately mean that every district library and county library in the Eastern Normal District will have increased efficiency and a wider reach of influence.

The Eastern State Normal has a Model School (between which and a *practice* school it draws a rigid distinction) of all the grades, including the High School. It is as much the business of a Normal School to train teachers for the higher positions in the profession as for the lower.

The School opened on January 15, 1907. Between that date and July 17, when this issue of the REVIEW went to press, the enrollment footed up the following remarkable totals—remarkable in view of the fact that the School had no existence except on paper prior to January 15:

In the Review Course _____	108
In the State Certificate Course _____	25
In the State Diploma Course _____	81
In the Four-year Course _____	70
Special Students _____	37
In the County Institute _____	70
The Model School opened in September, 1906, and by July 17th, 1907, had reached in all departments a total of _____	170

There is thus shown a grand total of _____ 561

Student Roster

Review Course

Anderson, Ida	_____	Pulaski.
Ashley, Nellie	_____	Pulaski.
Banta, Hazel	_____	Henry.
Barton, B. B.	_____	Pendleton.
Barton, Emma	_____	Whitley.
Baugh, Aura Opal	_____	Fleming.
Bays, J. M.	_____	Johnson.
Berry, Clarence	_____	Robertson.
Bledsoe, Beulah	_____	Franklin.
Bowman, Elizabeth	_____	Scott.
Campbell, J. B.	_____	Knox.
Carnes, C. A.	_____	Knox.
Carnes, Cora L.	_____	Pendleton.
Carter, Frank M.	_____	Nicholas.
Clifford, Belle	_____	Pendleton.
Cobb, Clarence	_____	Jessamine.
Connley, Ola	_____	Gallatin.
Cotton, Oakney	_____	Madison.
Cummins, Harry	_____	Pendleton.
Dawson, Irene	_____	Franklin.
Davidson, Malvia	_____	Lee.
Dilts, Sue May	_____	Pendleton.
Downard, Elizabeth	_____	Harrison.
Duncan, Amanda	_____	Madison.
Duvall, Bertha	_____	Franklin.
Duvall, Lula	_____	Franklin.

Early, Lena	_____	Whitley.
Elliston, Lena	_____	Gallatin.
Evans, Jennie B.	_____	Madison.
Evans, Mattie	_____	Fleming.
Farrow, Edith	_____	Mason.
Ford, Josephine	_____	Pike.
Francis, Dorcas	_____	Madison.
Furlong, Nannie	_____	Mason.
Gallagher, Mary	_____	Pendleton.
Galloway, Elisabeth	_____	Pendleton.
Goodwin, Della	_____	Mason.
Gosney, Lucy	_____	Campbell.
Gould, May	_____	Perth, West Australia.
Graham, Martha	_____	Franklin.
Hancock, Edith	_____	Madison.
Harris, Kit	_____	Madison.
Heaberlin, E. B.	_____	Carter.
Heaberlin, T. R.	_____	Carter.
Hisle, Kittie	_____	Madison.
House, Katherine	_____	Pendleton.
Hutchinson, Albert	_____	Pendleton.
Ireland, Lutie	_____	Owen.
Johnson, D. B.	_____	Laurel.
Kennan, Nancye	_____	Mason.
Lanter, Bessie	_____	Madison.
Lay, Elizabeth M.	_____	Lincoln.
Lay, Mrs. Emily V.	_____	Lincoln.
Ledford, Fan	_____	Madison.
Leslie, May	_____	Johnson.
Lewis, Farmer	_____	Morgan.
Lewis, Myrtle	_____	Leslie.
Lewis, Ophia	_____	Leslie.
Lindsay, Scottie	_____	Gallatin.

Lyons, Ada _____ Madison.
 May, Minnie _____ Pulaski.
 Million, Jackson Egbert _____ Madison.
 Montgomery, Mrs. T. H _____ Bell.
 Montz, Mary _____ Bell.
 Moore, Walter _____ Pendleton.
 Myers, Maud _____ Fleming.
 Myers, Omar _____ Bracken.
 McCracken, Grace _____ Pendleton.
 McQuary, D. E _____ Pulaski.
 Noland, Nathan B _____ Madison.
 Park, Walter _____ Madison.
 Peebles, Florenda _____ Pendleton.
 Pfeiffer, Wm _____ Franklin.
 Phillips, May _____ Pendleton.
 Pierce, Geneva _____ Mason.
 Pitman, Ollie _____ Boyle.
 Powell, Georgia _____ Madison.
 Powell, J. H _____ Madison.
 Price, Florence E _____ Madison.
 Rice, Alma T. _____ Bourbon.
 Roberts, Mamie _____ Madison.
 Robertson, Gabe _____ Muhlenberg.
 Ross, David S _____ Garrard.
 Saunders, Gertrude _____ Fleming.
 Sewell, Joan _____ Clark.
 Shelton, A. M _____ Scott.
 Shepherd, Sol _____ Breathitt.
 Smith, Alice _____ Harrison.
 Southerland, Nora _____ Gallatin.
 Spears, Grover _____ Johnson.
 Spencer, Anna Lee _____ Johnson.
 Stairs, Esta _____ Bracken.
 Stewart, G. L _____ Carter.
 Strong, South _____ Breathitt.

Thornton, Eva _____ Pendleton.
 Tierney, Katherine _____ Mason.
 Turner, Mary E _____ Bracken.
 Turpin, Mary J _____ Madison.
 Wagers, Etta _____ Madison.
 Wagers, Nettie _____ Estill.
 Wash, Lutie B _____ Scott.
 Wharton, Nannie _____ Madison.
 Wigginton, Mary _____ Scott.
 Wilcox, Walter _____ Carter.
 Wood, Myrtle _____ Jessamine.
 Woodside, Florence _____ Franklin.
 Yelton, Hattie J _____ Pendleton.
 Zimmerman, May _____ Fleming.

State Certificate Course

Bevins, Nellie _____ Pike.
 Brooks, David _____ Johnson.
 Brown, Maggie _____ Shelby.
 Cann, C. B _____ Lee.
 Gifford, C. H _____ Fleming.
 Hamm, Wm. H _____ Pulaski.
 Hartley, Mrs. Effie W _____ Greenup.
 Hile, Zelma _____ Scott.
 Johnson, Hettye _____ Woodford.
 Johnson, Yeba _____ Woodford.
 Land, Sherman _____ Garrard.
 Lindsay, Leila _____ Carroll.
 McDanell, Charles M _____ Gallatin.
 Rayborn, Mary M _____ Pulaski.
 Rice, Alma _____ Madison.
 Robertson, Lillian _____ Carroll.
 Sanders, Mary E _____ Carroll.
 Schirmer, Margaret _____ Carroll.
 Skinner, Mary _____ Garrard.

Spaulding, Nellie _____ Shelby.
 Thatcher, Lou _____ Campbell.
 Tipton, Lizzie _____ Magoffin.
 Treadway, L. B. _____ Lee.
 Weber, Joseph _____ Campbell.
 Weber, Louise _____ Campbell.

State Diploma Course

Alford, Warren _____ Campbell.
 Anderson, Clemmie _____ Powell.
 Boothe, I. H. _____ Carter.
 Bowling, Dora V _____ Clay.
 Brandenburg, Bertie _____ Lee.
 Brown, Avaleen _____ Montgomery.
 Brown, Bea _____ Anderson.
 Bryant, Lula _____ Whitley.
 Burch, W. N. _____ Clay.
 Burke, C. H. _____ Johnson.
 Case, Bessie _____ Robertson.
 Campbell, John D. _____ Pike.
 Campbell, M. F. _____ Pike.
 Clark, Julia Ruth _____ Bourbon.
 Clark, R. M. _____ Clark.
 Crisp, Jessie _____ Bourbon.
 Crooke, Margaret _____ Madison.
 Cundiff, Edd _____ Pulaski.
 Daniel, Willie _____ Johnson.
 Davis, A. C. _____ Boyd.
 Davis, H. L. _____ Boyd.
 Duvall, Ella B. _____ Scott.
 Elliot, Drusie _____ Bourbon.
 Fabra, Nonie _____ Pendleton.
 Ferguson, Roscoe C. _____ Elliott.
 Fry, B. O. _____ Pulaski.
 Gabbard, Letcher _____ Owsley.

Garner, T. M. _____ Pulaski
 Garrett, Eugene C. _____ Owsley.
 Gilkerson, Addie _____ Lawrence.
 Gragg, Everett _____ Pulaski.
 Hammock, Nellie _____ Laurel.
 Hancock, S. E. _____ Clark.
 Heinrich, Lyllian R. _____ Montgomery.
 Holbrook, C. S. _____ Johnson.
 Holtzclaw, Annie I. _____ Garrard.
 Houchel, Francis M. _____ Clay.
 Hughes, Bessie _____ Clark.
 Irvine, J. S. _____ Pulaski.
 Jeffers, Jennie _____ Muhlenberg.
 Kirkpatrick, Carrie _____ Powell.
 Kilgore, Birdie _____ Boyd.
 Lewis, Elizabeth _____ Madison.
 Linville, Hyland _____ Robertson.
 Lipscomb, R. E. _____ Kenton.
 Mardis, Frank E. _____ . . Kenton.
 Mason, Mabel _____ Madison.
 Moore, Cleveland _____ Robertson.
 Moore, Etta _____ Rockcastle.
 Morgan, Libbie _____ Rowan.
 Morris, Emma _____ Knox.
 Moxley, Kate _____ Montgomery.
 Ogden, Nannie _____ Campbell.
 Payne, Lena M. _____ Scott.
 Perkins, W. I. _____ Morgan.
 Pettus, Elizabeth _____ Garrard.
 Plummer, Briney _____ Scott.
 Profitt, Ira G. _____ Estill.
 Qualls, Daniel Webster _____ Carter.
 Rice, Maud _____ Johnson.
 Richardson, Edgar _____ Pulaski.
 Roberson, James H. _____ Morgan.

Rogers, Lula	Harrison.
Ross, Etta E	Madison.
Sammons, McClellan	Lawrence.
See, Fred	Lawrence.
Shelton, Grover	Clinton.
Spires, Bonnie	Boyle.
Stewart, G. L.	Carter.
Strother, John P	Boyd.
Sullivan, Flora J	Whitley.
Sullivan, Hattie	Whitley.
Turman, A. H	Boyd.
Upchurch, Leban	Clinton.
Upchurch, J. B	Clinton.
Westover, Nancye Mae	Grant.
Wilcox, Walter	Carter.
Wilson, Flora	Rowan.
Womack, Alma	Greenup.
Yates, Margaret	Madison.
Yates, Sallie Proctor.	Madison.

Four-Year Course

Abner, James R	Knox.
Anderson, Leslie	Lincoln.
Back, Selden	Breathitt.
Bailey, Eva	Mercer.
Bates, E. W	Trimble.
Best, Fannie	Boyle.
Bowman, Calla	Breathitt.
Branscum, W. T	Wayne.
Bressler, Alantha	Madison.
Britton, T. L	Clay.
Bush, Gussie	Madison.
Callahan, John	Breathitt.
Chatham, Ora	Pendleton.

Cochran, Mrs. M. J	Lincoln.
Condit, John	Campbell.
Cotton, Carrie	Madison.
Creekmore, Ledford	Madison.
Culton, Permelia	Madison.
Dale, C. S	Lewis.
Davis, Grace	Breathitt.
Dean, Hannah	Mercer.
Gullett, W. P	Morgan.
Hale, G. M	Floyd.
Hall, Mary B	Boyle.
Hamilton, George	Bracken.
Holland, Alice	Nicholas.
Hutcherson, Marion	Grant.
Jones, John C., Jr	Knox.
Jones, Martha	Jackson.
Kauffman, Clay	Garrard.
Kinney, Grace	Campbell.
Kunkle, Mabel	Madison.
Lee, Tiny	Bracken.
Lewis, O. L	Morgan.
Limerick, Mae Belle	Grant.
Limerick, Grace	Grant.
Merryman, Eva	Garrard.
Minor, Lucy	Boyle.
Minor, Nannie	Boyle.
Moore, R. W	Lewis.
Moore, Terah	Boyle.
Mullikan, Otis L	Bracken.
McNutt, Manly	Bracken.
Nordwick, Clarence	Campbell.
Ogden, Myrtle	Nicholas.
Parsons, M. A	Harlan.
Parsons, Roxie	Nicholas.
Pettus, Ila	Garrard.

Powell, B. R	Madison.
Powell, Flora	Wayne.
Quicksall, Carl B	Morgan.
Robertson, Hope	Boyle.
Ross, Lily	Bracken.
Ruggles, Jas. G	Lewis.
Scrivner, Sam	Estill.
Sellers, Lizzie	Nicholas.
Shearer, Ollie	Wayne.
Simpson, Ollie Mae	Grant.
Smith, Eliza E	Garrard.
Snider, Martha	Shelby.
Stone, Albert	Floyd.
Stone, Malcom	Floyd.
Stone, Nannie	Grant.
Stucker, Nettie	Shelby.
Turner, Emma	Breathitt.
Turner, Nellie	Breathitt.
Tye, J. J	Knox.
Underwood, Peachie Adams	Lincoln.
Ward, W. B	Johnson.
Webb, Arnold	Morgan.
Wilson, Rose	Madison.

Special Students in Methods

Anderson, Amanda	Garrard.
Brashear, Sudie	Harrison.
Bruner, C. A	Pendleton.
Clay, Susie	Bourbon.
Clayton, Judith	Pendleton.
Dudley, Bessie M	Madison.
Eckert, Alphoretta	Campbell.
Fallis, Oscar B	Boyle.
Fulner, Bernice	Campbell.

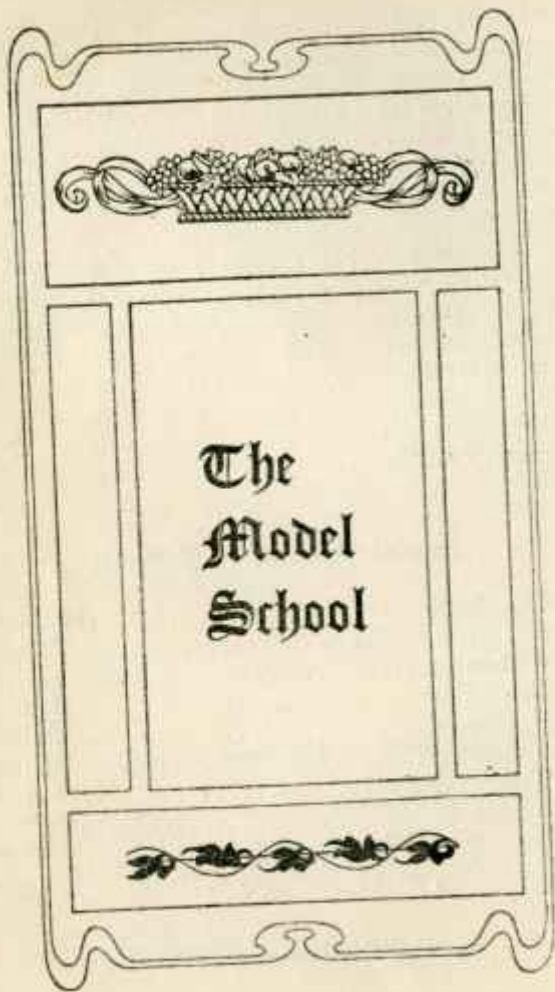
Frost, Mrs. S. J	Fayette.
Gosney, John M	Pendleton.
Hughes, Nannie	Clark.
Lander, Alice	Christian.
Lenihan, Lizzie	Bourbon.
McCauley, Nancy	Harrison.
McKinney, Curtis	Madison.
Reed, Ida	Kenton.
Rice, Margaret	Madison.
Robinson, S. S	Owen.
Scrivner, Alma E.	Madison.
Scrivner, Sue	Madison.
Sharp, Mary D	Fayette.
Shaw, Agnes	Kenton.
Taylor, Sadie	Boyle.
Thatcher, Blanche	Madison.

Special Students in German

Burnam, Esther	Madison.
Burnam, Mrs. E. T	Madison.
Deiss, Elmer	Roswell, N. M.
Greenleaf, Van	Madison.
Roark, Creegan	Madison.
Roark, Eugene	Madison.
Roark, Raymond	Madison.
Roark, Mrs. R. N	Madison.
Scanlon, Mrs. Andre	Madison.
Smith, Mrs. T. J	Madison.

Special Students in Drawing

Burnam, Sarah	Madison.
Million, Issie D	Madison.



The Model School

Before the Eastern State Normal was established a private preparatory school for boys had been sustained for some years in the present State Normal buildings at Richmond. When the authorities of the State Normal took possession it was found expedient, from every point of view, to assure the local community of a continuance of this school. The State Normal incorporated the preparatory school into its courses as a model school, and uses it as an indispensable adjunct to its work. The course was extended downward and upward, the lower grades were added, and the upper grades were lengthened into a regular high school. The Model School won instant popularity, and closed in June with a total enrollment of one hundred and seventy.

The purpose of the Model School is to illustrate the best graded school organization, administration and method. None but experienced teachers are employed for this work, and no practice is permitted in it. The parents of Richmond and Madison County find at their doors opportunities for the thorough modern instruction of the child, and have the privilege of a school whose complete course prepares for entrance into the best colleges and universities.

Upon the following pages will be found the course of study. For want of space we can give the public only a brief synopsis of the character and amount of work to be accomplished in the model school grades. Any one wishing further information will call on the director at his office, and there find the course in detail for the twelve grades.

With an efficient corps of twelve teachers we will be able to satisfy both public and university requirements. The director will watch with zealous care such essentials as audible reading, writing, spoken and written English. Written work of all the grades will be daily filed in the office, subject to inspection by the public. A daily record will be kept of the pupils' attendance, deportment and scholarship. The pupils will be properly graded and their education rounded up.

Physical culture and military training will play a conspicuous part in the discipline of those coming under our charge.

Faculty

R. N. ROARK, President.

COL. E. H. CRAWFORD, Director.

LENA G. ROLING,
Primary Supervisor, First and Second Grades.

ALICE LANDER,
Third and Fourth Grades.

WESA MOORE,
Fifth and Sixth Grades.

(*Will be supplied.*)

Seventh and Eighth Grades.

(*Will be supplied.*)

Assistant in the High School.

NOTE.—Members of the regular Faculty of the Normal School will also teach in the High School on the departmental plan. In this way Drawing, German, French, Latin, Science, Vocal Music and Penmanship will be taught.

Tuition Fees

In the first, second, third, fourth,

fifth and sixth grades ——— \$30 per school year.

In the seventh and eighth grades. \$40 per school year.

In the High School ——— \$50 per school year.

All fees are payable by the half year, *in advance*.

No tuition will be refunded except in case of not less than three weeks' loss of time on account of illness.

There will be occasions when the pupils may desire to contribute to various funds, but such expenditures will be optional and not required.

It will be noted that a slight advance has been made in the fees for the Primary Department and for the High School Department. This advance was made necessary by the increased expense of maintenance.

COURSE OF STUDY

PRIMARY DEPARTMENT.

Reading

FIRST GRADE.

Beginning with action sentences consisting of one word, such as Run, Walk, Skip, &c., the pupils are gradually led into longer and more difficult sentences, woven into stories or conversations, until sixty or seventy words are taught by sight, using *script* only. When the transition from script to print is made of all words already taught, the child is ready for the book.

Basal Texts: Ward's Primer, begin Ward's First Reader, Stories and Poems from leaflets.

Suggested Texts: Sunbonnet Babies' Primer, Cyr Book I., Brook's First Year, Playmates, The Robin Reader, The Eugene Field Reader.

Phonetics: Phonograms needed in blending new words in Primer and First Reader. Taught in separate period from the reading.

SECOND GRADE.

Basal Texts: Complete Ward's First Reader, begin Ward's Second Reader, Stories and Poems from leaflets.

Suggested Texts: A Child's Garden of Verses, Eskimo Stories, Hiawatha Primer, Mother Goose Village, Brook's Second Year, Cyr Book II.

Phonetics: Phonograms needed in blending new words. Taught in separate period from the reading.

THIRD GRADE.

Basal Texts: Complete Ward's Second Reader, Ward's Third Reader.

Suggested Texts: Nature Myths, Morse Reader Third Book; Lights to Literature Third Reader, Wilson's History Reader, Seven Little Sisters.

Phonetics: By the end of the year pupils should know all phonograms needed for the discovery of any word.

FOURTH GRADE.

Basal Texts: Ward's Fourth Reader, Brook's Fourth Reader.

Suggested Texts: Stories from Lands of Sunshine, Moni, the Goat Boy; King of the Golden River, Lessons for Junior Citizens, Old Greek Stories.

Phonetics: Diacritical marking, accent, syllabification.

Spelling and Writing

FIRST GRADE.

To discuss how to teach spelling in this grade is to discuss how to teach the first steps in writing. During the blackboard reading lessons the first weeks of school the pupils are seeing daily the rapid, legible, free writing of the teacher, and, unconsciously, are acquiring the desire to imitate in this. When they have gained some control of their muscles through the various lines of occupation work, their first efforts should be made with white crayon at the blackboard, or with very large pencils on large sheets of paper, unruled or with very

wide ruling. This effort must be free, rapid and crude.

Work taken from a copy must be imaged first, then written and then compared. Daily lessons in imaging and writing sentences will be given. Careful attention is paid to position of body, pencil, and paper.

SECOND GRADE.

Continue writing upon the blackboard and large sheets of paper, gradually reducing the size of the letters.

Exercises in visualization should precede the actual work in spelling. Clear vision means correct reproduction. Both eyes and ears must be trained. Spelling is directly connected with the other work, and should include only such words as have been previously developed in the reading lessons, language, and number work; hence all of them will be words with which the child is *familiar* as to pronunciation, meaning, and use.

Constant attention is given to position, not only in writing, but in all exercises of the school.

THIRD AND FOURTH GRADES.

Pen and ink. Spelling and writing are taught in connection with the other studies. Special drill periods for writing are devoted to securing good position, good movement, and good form. Oral and written spelling. There should be frequent reviews and occasional contests.

The use of the dictionary is begun in Fourth Grade.

Number

Aims: (a) To secure accuracy, (b) to secure reasonable rapidity, (c) to secure expertness with small numbers.

FIRST GRADE.

Sense Training Topics: Color, Sound, Touch, Direction and Position, Imaging, Cutting and Drawing.

Measurements and Comparisons: Dimensions are developed through actual measurements. Inch, foot, yard, pint, quart, cent, nickel, dime, days in a week and things in a dozen.

The terms large, small, long, short, light, heavy, &c., and their comparative degrees through the use of concrete material.

Fractions 1-2, 3-2, 1-3, 2-3, 4-3.

Notation and Numeration to 100.

Sums:

- (a) of two equal numbers from 1 to 12 inclusive.
- (b) of three equal numbers from 1 to 12 inclusive.
- (c) of all odd combinations under 10.

Differences:

- (a) based on the sums of two equal numbers.
- (b) based on the sums of three equal numbers.
- (c) based on the sums of all odd combinations.

All problems must be real; that is, within the child's experience.

All answers to problems must be in complete sentences.

Reference Books:

Young and Jackson's Arithmetic, Book I.
 Longan's Primary Arithmetic.
 David Eugene Smith's Primary Arithmetic.
 Speer's Primary Arithmetic.

SECOND GRADE.

Review thoroughly the work of the First Grade.

Sense Training continued.

Measurements and Comparisons:

Quarter of dollar, half dollar, dollar; gallon; day, week, month, year; peck, bushel.

Fractions 1-4, 3-4, 5-4, 1-5, 2-5, 3-5, 4-5, 6-5, 1-6, 5-6, 7-6.

Notation and Numeration to 1,000.

Roman Numerals to L.

Counting by 2's to 20; by 3's to 30; by 5's to 50; by 10's to 100.

Addition and Subtraction: Give columns in each. No "borrowing" nor "carrying." Subtraction is taught by the law of addition.

Multiplication and Division: Merging sums of equal numbers into tables of multiplication, separations of sums into equal numbers merged into division. Table of fours, fives and sixes.

Concrete problems involving but one operation.

Careful attention given to form.

Reference Books:

See Grade I.

THIRD GRADE.

Review thoroughly the work of Grade II.

Notation and Numeration through five places.

Roman Numerals to C.

Fundamental Operations:

(a) Addition, three places, introducing "carrying."

(b) Subtraction, three places, introducing "borrowing."

(c) Multiplication: tables of sevens, eights, nines and tens. Multiplicand, three places; multiplier, one place, introducing "carrying."

(d) Division: sevens, eights, nines and tens. Dividend, four places; divisor, one place, introducing remainders: —. Short division, using this form,

$$\begin{array}{r} 434 \\ 4 \overline{) 1736} \end{array}$$

United States Money: Read, write, add and subtract.

Work on comparisons, measurements, denominate units, fractions and problems.

Careful attention given to form and spacing of all written work.

FOURTH GRADE.

The work in this grade consists largely in fixing mechanical processes, and in increasing accuracy and speed in handling numbers.

Review thoroughly the work of Grade III.

Notation and Numeration of two and three period numbers.

Continue addition and subtraction with larger numbers.

Continue multiplication, the multiplier to consist of two or more orders. Tables of elevens and twelves.

Continue Division. Teach long division thoroughly, using short division form, quotient above.

Systematize and learn tables of denominate numbers. Areas and perimeters of given surface. Simple business forms of bills. Many problems.

Reference Books:

Milne's Progressive Arithmetic, Book I.

Walsh's Primary Arithmetic.

Hall's Primary Arithmetic.

The Rational Arithmetic.

Language

Language is taught in connection with all the other subjects, reading, writing and spelling, literature, art, history and civics, geography and nature study. These furnish abundant and interesting subject matter and the motive for either oral or written expression.

The immediate purpose of language training is to help in fixing correct forms of expression, oral and written, and through constant practice to secure freedom, ease and a certain degree of style.

The ultimate purpose is to make clear and original thinkers, correct and effective talkers and writers.

"Drill in fluent, correct and refined English should begin for each pupil the day he enters school, and should be the last thing done for him when he leaves the university."—*Roark*.

FIRST GRADE.

Oral: Conversation lessons; reproductions and dramatizations of stories, poems and songs; memory gems; games; descriptions of pictures; nature study; morals and manners.

Written—Free, easy, large writing:

1. Copying sentences from the board.
2. Writing original sentences.
3. Writing name of pupil and school.
4. Copying the "class composition," which is made by leading pupils to make statements concerning something which they have studied.

At the close of the year pupils should know—

I.—Capitals:

1. At the beginning of a sentence.
2. In proper names.
3. The pronoun I.
4. Titles: Mr., Mrs., Miss.

II.—Punctuation:

1. Period at end of statement.
2. Question mark at end of question.

SECOND GRADE.

Oral: Conversations; reproductions and dramatizations of stories, study of pictures correlated with the other subjects, games, &c., as in First Grade, but pupils should now be held responsible for more sustained narration, greater independence of expression and a better selection of words.

Written:

1. Using the new words in original sentences.
2. Names of days of the weeks and months of the year.
3. Careful copying of selections.
4. Reproduction of stories.
5. Correct use of learn and teach; may and can.
6. Abbreviations: St., Ky., ct., doz., in., ft., yd., pt., qt., gal., pk., bu.
7. Capitals: Names of persons and places, first word in each line of poetry.
8. Punctuation: Period after abbreviations, apostrophe in possessives, quotation marks in undivided quotation.

THIRD GRADE.

Language in this grade should build upon and continue the work of the First and Second Grades.

Oral: Besides the regular oral drills that come in the regular recitation work, special practice will be given in descriptions, narrations and reproductions. When the oral lessons are skillfully managed the pupils will acquire more and more power in accurate, independent written work.

Written—Founded upon oral drills:

1. Work with names: Full name, Christian name, Family name, Initials.
2. Seasons and months of seasons.
3. Names of holidays.
4. Contractions: Can't, I'm, isn't, &c.

5. Abbreviations and familiar titles: Pres., Dr., Rev., Col., Prof., A. M., P. M., and others as occasion requires.
6. Work with synonyms.
7. Narration, description and reproduction.
8. Copying selections.
9. Simple letter writing: Heading, salutation, body, signature. The address as it should appear on an envelope.
10. Capitals: First word in line of poetry, initials, I and O, words meaning God.
11. Punctuation: Period, question mark, exclamation; comma, in direct address, series, parts of letter; apostrophe.

FOURTH GRADE.

Review thoroughly the work in the preceding grades. The mechanics of language teaching must be conquered in the written work, and requires persistent daily practice.

Continue work in letter writing.

Compositions now take more definite form. Margins, paragraphing and indentations of paragraphs.

Write bills and receipts in connection with arithmetic work.

The use of the dictionary.

Reference Books:

Webster-Cooley Language Lessons.

Woodley's Foundation Lessons.

Griswold's Language Through Nature, Literature and Art.

Mother Tongue.

Steps in English.

Nature Study and Geography

"The rolling year
Is full of Thee."

The aim in teaching Nature Study and Geography is to make the child acquainted with

1. The earth as the home of man.
2. The common dependence of all men upon one another, and upon their physical environment.
3. To show the relation between habitat and plant and animal life.
4. To interest the child in the immediate world about him.
5. To train and develop the child's power to observe, compare and express.

FIRST GRADE.

Study of plants and animals and natural phenomena, as forms of water, etc.

Study of the home life of the child; as, such various interests and occupations as immediately affect him.

Observing weather: weather vane, points of compass, making calendars.

Body lessons: care and use of skin, teeth, hair and nails.

SECOND GRADE.

Review the work of the preceding grade.

Continue calendar work.

The child-life of the various countries of the world as affected by climate and physical environment. All should be in story form.

Teach observation, recognition and names of a few additional common animals and plants.

Body lessons: muscles, bones and joints.

THIRD GRADE.

Points of the compass.

The idea of a map.

Maps: use of sand table.

1. Schoolroom.
2. Campus, name, use and location of buildings.
3. City of Richmond, location and direction of principal streets, railroads, location and use of public buildings, industries and occupations.
4. Map of Madison County. Sand table. Points of interest, Berea, Fort Boonesboro, Waco, etc. Plant and animal life.

Body lessons: care and use of eyes and ears.

FOURTH GRADE.

1. Study of Kentucky.

Sand map for surface features. Soil and climate. Selection of most productive regions. Why? Natural resources. Plants and animals. Study of hemp and tobacco farms. Location of principal cities, railroads, etc. Account for size and importance.

2. Text-book.

The earth as a sphere. Its form, size and motions. The Zones: their location, animal and plant life. Struc-

ture of the earth. Cause of mountains, continents and ocean basins. Continents and oceans: location and extent.

References: Home Geography, Tarr and McMurry; Special Methods in Geography, McMurry; Home Geography, Long; Lessons in Home Geography, McMurry; Teachers' Manual, Frye; Brooks and Brook Basins, Frye; Child and Nature, Frye; Seven Little Sisters and Each and All, Andrews; How We Are Fed, Chamberlain; Around the World, Carroll.

History and Literature

The history and literature of the primary grades is embodied in the work in reading, language and geography. In the first two grades the children get the thoughts of most history stories and poems from the teacher's presentation. She should both tell and read stories. Every primary teacher should feel it a sacred duty to cultivate the art of story-telling and of good reading. There is no quicker, surer way of sending a truth home to the heart of a child. As in all lessons, there should be a full and free expression of impressions made.

In the third and fourth grades the children are now gaining the power to get the thought by their own reading, and are making a movement outward from Home Geography, and are acquiring a larger acquaintance with the people who inhabit the different lands and with the facts of interest concerning them.

FIRST GRADE.

As a preparation for history: fables, fairy stories and legends.

Explain the meaning of Thanksgiving and Christmas. Stories and poems related to these days.

Stories and poems related to Washington and Columbus. The Flag Salute and the Pledge of Allegiance.

Eugene Field: Wynken, Blynken and Nod, Rockaby-Lady, The Little Boy Blue.

References: Pratt's Legend of the Red Children, Scudder's Fable and Folk Story, McMurry's Classics Stories for Little Ones, The Eugene Field Book, Bible.

SECOND GRADE.

Stories about the Eskimos, North American Indians, Tree Dwellers and Cave Men, Cliff Dwellers, Robinson Crusoe.

Observe birthday of Washington.

Robert Louis Stevenson: Bed in Summer, The Wind, My Shadow.

Celia Thaxter: Piccola, Jack Frost.

Longfellow: The Children's Hour.

References: Waterloo's Story of Ab, Smith's Eskimo Stories, Cooke's Indian Myths, Dopp's Tree Dwellers and Cave Men, Robinson Crusoe (for primary children), Andrew's Seven Little Sisters, Kirby's Aunt Martha's Corner Cupboard, Wiggin's The Story Hour, Bible.

THIRD GRADE.

Early history and settlement of Madison County; of Richmond; pioneer conditions.

Stories of The Cliff Dwellers.

Stories of noble deeds of great men and women.

Mythical Stories. Greek Heroes.

Carey Sisters: Don't Give Up, November. Helen Hunt Jackson: September. Celia Thaxter: The Sandpiper. Longfellow: The Children, The Arrow and The Song.

References: History of Kentucky; McMurry's Pioneer Stories; Johonnot's Stories of Heroic Deeds; Tanglewood Tales, Wonder Books, Hawthorne; Bayliss' Lolami, the Little Cliff Dweller; Kingsley's Greek Heroes; Hazard's Three Years with the Poets; Bible.

FOURTH YEAR.

Stories of Kentucky, Stories of the Old World, Stories of Invention.

Special stress upon life in Greece and in Rome.

Longfellow: Hiawatha's Friends, The Rainy Day, The Village Blacksmith, The Builders. Whittier: The Poet and The Children, The Barefoot Boy. Riley: Our Kind of Man. McDowell's Civic Creed.

References: History of Kentucky; Stories of Kentucky Life; Guerber's Myths of Greece and Rome; Church's Stories of the Old World; Longfellow's Hiawatha; Herakles, the Hero of Thebes, by Burt; Judd's Classic Myths; Longfellow's Hiawatha; Whittier's Child Life in Poetry; Hazard and Dutton's Indians and Pioneers; Bible.

PHYSICAL CULTURE.

The work in physical exercises as found in Leibold's Manual of Instruction is carried through the Grades.

MUSIC.

Each teacher conducts the music in her own department.

GRAMMAR DEPARTMENT.

Geography and Nature Study

FIFTH GRADE.

Text-Book:—Primary Geography.

Geography.—Continental Study: The Nations of the continent, studied briefly. Facts learned in the study of Home Geography compared with that of other countries. Supplementary reading.

Nature Study.—Animal, insect and plant life.

Physiology.—Muscles, bones and joints.

SIXTH GRADE.

Text-Book:—Complete Geography.

Geography.—Study of North America. United States studied with reference to its relief drainage, nature resources, climate industries and routes for transportation.

Nature Study.—Animal Life: Migration of bird, summer residents, Earth worm and the work it does.

Plant Life.—Grasses and sedges.

Physiology.—Digestion, organs, functions.

Physical Science.—Simple experimental study of the air.

SEVENTH GRADE.

Text-Book:—Complete Geography.

Geography.—Earth as a planet. Seasons, weather maps. People and religions. Supplementary reading.

Nature Study.—Animal Life—pond life, frogs, toads, snails.

Plant Life.—Pollination.

Physiology.—Circulation.

EIGHTH GRADE.

Text-Book:—Complete Geography.

Geography.—Topical study of great physical feature, as arid regions and their causes.

Nature Study.—Animal Life—adaptations of animals for the life they live.

Plant Life.—Propagation of plants.

Physical Science.—Simple experimental study of light, etc.

Mathematics

FIFTH GRADE.

Observational Geometry, such as campus affords.

Decimal and common fractions, limiting use of decimal orders.

Review of Fourth Grade work.

Mental Work.

SIXTH GRADE.

Observational Geometry.

Common decimal fractions.

Percentage limited. Interest.

Denominate Numbers.

Mental work.

SEVENTH GRADE.

Brief review of fractions.

Mercantile transactions.

Ratio and proportion.

Longitude and time.

EIGHTH GRADE.

Exercises in Algebra, twenty weeks.

Exercises in Geometry, text book.

English

FIFTH GRADE.

Language, Composition and Literature.—Letter writing. Word study. Use of Dictionary. Literature: Careful study of selections of acknowledged literary value.

SIXTH GRADE.

Following out same course as in Fifth Grade, only a little more advanced.

SEVENTH GRADE.

Oral and Written Composition.—Grammar: parts of speech, syntax, limiting the work to sentences. Word study. Literature: Pictures immediately related to literature to be used for increasing power of interpretation.

EIGHTH GRADE.

Oral and Written Composition.—Construction of English sentences. Word study: sketch of the growth of the English language. Literature: Systematic study of complete selections.

History and Civics

FIFTH GRADE.

Biographic character hints from local, State and National men of prominence. Civics: Local, State and National—oral.

SIXTH GRADE.

Introduction of Text-Book as a reader in History. Civics: Following out same plan as in Sixth Grade. Current events.

SEVENTH GRADE.

Studying special periods, such as "Story of Troy" and its like. Study of U. S. History to Constitution, Period 1789.

EIGHTH GRADE.

A connected study of U. S. History from close of Revolution to present time. Civics: Organization of political parties. Current events.

HIGH SCHOOL COURSES.

We confer no degrees, but will prepare students for college or university. Time and money are saved by first completing the entrance requirements that all first-class colleges and universities demand for entering the courses of any of their departments. So many boys and girls are sent to college who have never considered and do not know that there are stiff entrance requirements in order to enter the college or university proper. Not being prepared, they are required to matriculate in the Preparatory departments at the same expense until they can enter the college or university.

Classical Course

FIRST YEAR.

Latin.—Five periods.

English.—Four periods.

Algebra.—Four periods.

History (English).—Four periods.

Physical Geography.—Three periods.

SECOND YEAR.

Latin.—Five periods.

English.—Two periods.

German or French.—Four periods.

Geometry.—Three periods.

History (French).—Three periods.

Physics.—Three periods.

THIRD YEAR.

Latin.—Four periods.

English.—Three periods.

Greek.—Five periods.

German or French.—Four periods.

Mathematics.—Algebra two periods, Geometry two periods—four periods.

FOURTH YEAR.

Latin.—Four periods.

English.—Two periods.

Greek.—Five periods.

German or French.—Three periods.

Trigonometry and Higher Algebra for special periods.

Chemistry.—Three periods.

English Course

(One Foreign Language, Ancient or Modern.)

FIRST YEAR.

Latin, German or French.—Five periods.

English.—Four periods.

Algebra.—Four periods.

History (English).—Four periods.

Physical Geography.—Three periods.

SECOND YEAR.

Latin, German or French.—Four periods.

English.—Four periods.

Geometry.—Three periods.

History (French).—Three periods.

Physics.—Three periods.

Botany or Zoology.—Three periods.

THIRD YEAR.

Latin, German or French.—Four periods.

English.—As in other three periods, additional two periods—five periods.

Mathematics.—Algebra two periods, additional two periods—four periods.

Astronomy (one-half year), Meteorology (one-half year).—Three periods.

History.—As in Latin—Scientific two periods, additional two periods—four periods.

FOURTH YEAR.

Latin, German or French.—Four periods.

English.—As in Classical two periods, additional two periods—four periods.

Trigonometry.—Three periods.

History (special period).—Three periods.

Chemistry.—Three periods.

Geology or Physiology and Hygiene (one-half year).—Three periods.

Anatomy, Physiology and Hygiene (one-half year).—Three periods.

Latin-Scientific Course

FIRST YEAR.

Latin.—Five periods.

English.—Four periods.

Algebra.—Four periods.

History (English).—Four periods.

Physical Geography.—Three periods.

SECOND YEAR.

Latin.—Five periods.

English.—Two periods.

German or French.—Four periods.

Geometry.—Three periods.

Physics.—Three periods.

Botany or Zoology.—Three periods.

THIRD YEAR.

Latin.—Four periods.

English.—Four periods.

German or French.—Four periods.

Mathematics.—Algebra two periods, Geometry two periods—four periods.

Astronomy (one-half year), *Meteorology* (one-half year).—Two periods.

History (American).—Two periods.

FOURTH YEAR.

Latin.—Four periods.

English.—Four periods.

German or French.—Three periods.

Trigonometry.—Three periods.

Chemistry.—Three periods.

Department of Drawing

HENRIETTA RALSTON.

PRIMARY.

A study of form with cut paper; sketching from nature—flowers, animals and landscape; design applied in the furnishings of a doll's house; a study of primitive art; story illustrating; correlation with reading, language and geography.

GRAMMAR GRADES.

Sketching from nature and still-life; art in relation to occupations and industries; a study of the principles of design; a study of Egyptian, Greek and Roman art; principles of perspective; illustration; correlation with other subjects.

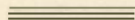
HIGH SCHOOL.

Sketching from nature and still-life; simple composition; art in relation to occupations and industries; a study of Oriental design and modern painting; illustration; correlation with other subjects.

Through the entire course there will be a progressive study of the principles of design and the history of art. The mediums are pencil, crayola, brush and ink, charcoal, water color.



Pupils Enrolled in the Model School



Following is the list of pupils whose names appear upon the entrance register of the school:

PRIMARY DEPARTMENT.

Arbuckle, Joel,	Lilly, Marion,
Bennet, Helen,	Luxon, Henrietta,
Bennett, Neale,	McCann, Thomas,
Breeding, Hazel,	McLellan, Joyce,
Burnam, William,	Miller, Ellen,
Cornelison, Hallie,	Miller, Richard,
Corzelius, Frank,	Perry, Igo,
Corzelius, Curtis,	Phelps, Marcus,
Creekmore, Gilbert,	Phelps, Thomas,
Griggs, Mary,	Punch, Richard,
Hanger, Paul,	Roark, Kathleen,
Hisle, Owen,	Sharon, Laura,
Hume, Elizabeth,	Smith, Elsie,
Hume, Eugene,	Walker, Lucy,
Hume, Stanton,	White, Lucy,
Jasper, Mary,	White, George,
Karr, Elizabeth,	White, William,

GRAMMAR DEPARTMENT.

Adams, Clarence,	Myers, George,
Allen, Mary,	Oldham, Harold,
Bailey, Margaret,	Park, John,
Bronston, Mamie,	Pates, Jeannette,
Boothe, John,	Patton, Sara Gibbs,
Boothe, Mary,	Perry, Hart,
Carnes, Bessie,	Phelps, David,
Carnes, Holbart,	Phelps, John,
Carnes, Lizzie,	Phelps, Robert,
Chenault, Waller,	Powell, Edwin,
Clark, Chester,	Prewitt, Ben,
Clark, Mack,	Rayborn, Mabel,
Collins, William,	Rice, Janie,
Coy, Sara,	Rice, Jessie,
Creekmore, Jennings,	Roark, Eugene,
Creekmore, Oscar,	Royce, Janie,
Davison, Cynthia,	Shackelford, Elizabeth,
Deatherage, Mary A.,	Shearer, Laura,
DeJarnatt, Lodell,	Simmons, Cecil,
Farley, John,	Simmons, Robert,
Foster, Richard,	Thompson, Neale,
Hackett, Mary,	Todd, Carlos B.,
Hanger, Arnold,	Turley, Spears,
Hanger, Harry,	Turpin, Leslie,
Hunter, Olive,	Vaught, Charles,
Jasper, Gaines,	Wagers, Bessie,
Jett, Jephtha,	Walker, Ellen,
Kennedy, John,	Witt, Garnett,
Lewis, Francis,	Young, Beulah,

HIGH SCHOOL.

Adams, Daisy,	Million, Rey,
Adams, John,	Million, William,
Allen, John,	Noland, Harris,
Allen, Clinton,	Noland, Nathan,
Arnold, Joseph,	Oldham, Ronald,
Asbill, Hazel,	Park, James,
Baldwin, Tom,	Park, Hume,
Bales, Winston,	Park, Karl,
Blanton, Lindsay,	Park, Strother,
Broadus, Kavanaugh,	Park, Walter,
Burnam, Robert,	Powell, Charlie,
Chenault, Archie,	Powell, Luther,
Chenault, Joe P.,	Prather, Frank,
Chenault, Robert,	Rice, Cary,
Cobb, David,	Roark, Raymond,
Collins, Marianna,	Royse, Kensey,
Colyer, O. J.,	Ross, Etta,
Cornelison, Ed.,	Samuels, Florida,
Cornelison, John,	Scott, Katherine,
Deiss, Elmer,	Sharon, Lowell,
Doty, Dudley,	Sharon, Nellie,
Doty, Gordon,	Simmons, J. P.,
Griggs, Lillian,	Simmons, Coleman,
Griggs, Sam,	Smith, Peyton,
Hisle, David,	Thorpe, Cecil,
Hume, Stockton,	Todd, Claud,
Hunter, Viola,	Turley, Robert,
Jett, Raymond,	Turpin, Callie,
Mason, Alex.,	Wagers, Elizabeth,
Mason, Edith,	Wagers, Nettie,
Mason, Rankin,	Walker, Anna Mae,
Mason, Robert,	Walker, Robert,
Million, Joe,	

Soon after assuming the duties of his office as Director of the Model School, Colonel E. H. Crawford organized the High School into a cadet corps and introduced, with marked success, self-government through the military feature. In March the Model School boys, to the number of forty, were formally mustered into the service of the State by Col. Mervin Parrent, Assistant Adjutant General of the State. The cadets now have a compact organization, with their own officers. They have the regulation uniform, arms and camp equipment, and the County of Madison, in conformity with the law, has furnished pressed steel lockers with combination locks, for use in the armory. No feature of the whole school is so popular as this voluntary, self-governing military organization.

Instruction in this department is both practical and theoretical. The State furnishes guns, uniforms, etc., to all members. This department is free to all young men who matriculate in the school. Cadets will go into camp at Jamestown, July 18th. Those who desire to matriculate and become members of the Cadet Corps must notify us at as early a date as possible.

Special Orders No. 28

The Cadet Company located at Richmond, Kentucky, Colonel E. H. Crawford, commanding, is hereby attached to the Second Infantry, Kentucky State Guard, for and during the encampment, and will proceed to Jamestown, Virginia, with the above-named organization at a time that shall be designated hereafter.

This organization will be allowed the same privileges and concessions as other organizations of the Guard.

By Command of Governor Beckham,

HENRY R. LAWRENCE, Adjutant General.

CADET CORPS

Col. E. H. Crawford, Commanding.

N. B. Noland, 1st Lieut. J. P. Chenault, 2d Lieut.

R. R. Burnam, 3d Lieut.

Sergeants.

E. A. Deiss,	R. E. Turley,
T. E. Baldwin, Jr.,	O. J. Colyer.
R. J. Roark,	

Corporals.

Lowell E. Sharon,	Chas. Powell,
Ronald C. Oldham,	A. C. Chenault
Walter Q. Park,	

Privates.

John Adams,	Ivan McDougle,
Lindsay Blanton, Jr.,	C. H. Park,
Kavanaugh Broadus,	K. S. Park,
Paul Burnam,	J. G. Phelps,
Barnett Chenault,	Luther Powell,
John Cornelison,	Frank Prather,
Lodell DeJarnatt,	B. C. Simmons, Jr.,
Alex. Mason,	R. W. Walker,
Robert Mason,	Joseph Weber.
Rankin Mason,	Malcolm Adolphus Parsons,

DRUM CORPS

Joe Hollenkamp, Drum-Major.

Drummers.

Blumenthal, Phillip,	Herrington, Herschel,
Chenault, Archie,	Smith, William,
Curtis, Earl,	Taylor, Quinn,
Devore, Frank,	
Evans, William C.,	<i>Leader.</i>

Trumpeters.

Estill, Robert,	Million, Green, <i>Leader.</i>
Million, Garnet,	Stepp, James,
Million, Glen,	Yates, Brown Lee.

Eastern Kentucky Review

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