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Eastern Kentucky Review

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ANNIVERSARY NUMBER



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CALENDAR

1907-08

FIRST TERM OPENED TUESDAY, SEPTEMBER 3, 1907.

SECOND TERM OPENED TUESDAY, NOVEMBER 12,
1907.

**THIRD TERM OPENS TUESDAY, JANU-
ARY 21, 1908.**

FOURTH TERM OPENS TUESDAY, MARCH 31, 1908.

FIFTH TERM, THE SUMMER SCHOOL, OPENS TUES-
DAY, JUNE 9, 1908.

THE SCHOOL CLOSES FRIDAY, JULY 31, 1908.



YOUR SCHOOL IS OUT

YOU WILL NOT WANT TO TEACH ANOTHER ONE WITHOUT GETTING NEW PREPARATION, FRESH INSPIRATION, MORE SCHOLARSHIP AND PROFESSIONAL ZEAL BY ATTENDING THE STATE NORMAL. IF YOU EXPECT TO CONTINUE TEACHING,

COME TO RICHMOND

AND BECOME A MEMBER OF THE LARGE, EARNEST, ENTHUSIASTIC BODY OF STUDENTS WHICH YOU WILL FIND THERE. IF YOU ARE INTERESTED IN SUPERIOR TRAINING FOR THE WORK OF TEACHING, WRITE A LETTER SETTING FORTH YOUR NEEDS AND WISHES AND ADDRESS IT AS BELOW. YOU WILL BE ANSWERED IMMEDIATELY AND IN FULL.

SEE YOUR SUPERINTENDENT AT ONCE ABOUT AN APPOINTMENT TO FREE TUITION IF YOU HAVE NOT DONE SO.

R. N. ROARK, President,
RICHMOND, KENTUCKY.

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State Superintendent of Public Instruction, *ex-officio* Chairman.

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(Term expires 1910.)

MR. P. W. GRINSTEAD, Cold Spring, Ky.
(Term expires 1910.)

HON. FRED. A. VAUGHN, Paintsville, Ky.
(Term expires 1908.)

JUDGE J. W. CAMMACK, Owenton, Ky.
(Term expires 1908.)

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R. N. ROARK.

TREASURER

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Primary Supervisor, First and Second Grades.

ALICE LANDER,
Third and Fourth Grades.

WESA MOORE,
Fifth and Sixth Grades.

MARGARET T. LYNCH,
Seventh and Eighth Grades.

(Will be supplied.)
Assistant in the High School.

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

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, well-prepared 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 is 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. County Superintendents should carefully indicate on the appointment card the course the appointee desires.

I. THE REVIEW COURSE

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. It will open again January 21, 1908.

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. The details are given in

the Catalog (July) number of THE REVIEW, a copy of which will be gladly sent on request.

In case a student can not spare the time to complete the course as laid down, he may yet select from it such studies as will fit him to pass, either at Frankfort or in his own county, the regular State examination.

Following is the schedule of this course, beginning at the opening of the third term, January 21, 1908:

THIRD TERM.

Studies: Algebra¹; Rhetoric¹; Physiology¹; Literature¹; Pedagogy¹.

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

FOURTH TERM.

Studies: Algebra²; Rhetoric²; Literature²; Physics¹; Psychology¹.

Drills: Forensics; Penmanship; Practice Teaching.

FIFTH TERM.

Studies: Algebra³; Literature³; Botany¹; General History.

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

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 at the beginning of the third term:

THIRD TERM.

Studies: Latin³; Method¹; Geometry¹; Sociology¹.

Drills: Practice Teaching; Drawing.

FOURTH TERM.

Studies: Latin⁴; Method²; Educational Economy¹; Plane Geometry²; Chemistry¹.

Drills: Professional Reading; Forensics.

FIFTH TERM.

Studies: Latin⁵; Educational Economy²; Chemistry²; Geology¹.

Drills: Thesis.

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. Below are shown the studies of the last half of the third and fourth years. The work of the first two years is identical with that of the foregoing courses:

THIRD TERM.

Studies: Sociology²; 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 last half of the fourth year:

THIRD TERM.

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

Drills: Elective.

FOURTH TERM.

Studies: Zoölogy¹; German⁹; French⁴; Physics³; Chemistry³.

Drills: Forensics.

FIFTH TERM.

Studies: Zoölogy²; German¹⁰; French⁵; Chemistry¹.

Drills: Professional Reading; Thesis.

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. 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.

It is especially urged that County Superintendents, and those preparing to become such, shall take the course in Library Work. The efficiency and value of the district and county library will be greatly increased as a result.

The County Superintendents' Course will begin at the opening of the fourth term—March 31, 1908. It is desirable that County Superintendents, now in office or prospective, begin now to plan to enter this course. Correspondence is invited.

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 Eastern State 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 is 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 School is 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* in the case of applicants for county certificates.

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.

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 the school will handle books and stationery for the stu-

dents, who will thus be enabled to secure such necessities at reduced rates.

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 favorably upon the condition of the room.

Board and room, including light and heat, 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' 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 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.

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 reënters school. Appointments made to fill vacancies should indicate whose place the new appointee is to take.

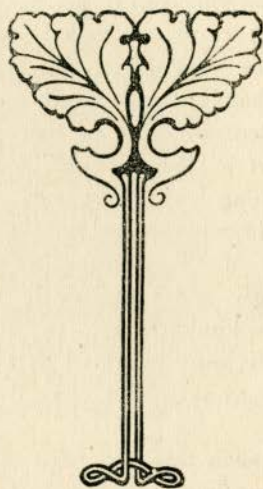
Further, if there are not enough appointees at the regular date of appointment to fill the quota for any legislative district, the law provides that enough pupils may be appointed at other times during the school year to keep up the average number to which that district is entitled.

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 School of service to the largest possible number of teachers.



THE CORRELATIVE TEACHING OF ENGLISH

BY WREN J. GRINSTEAD,

Department of French and Latin, Eastern State Normal.

I N these strenuous days of many interests, the demand upon the pupil's time is scarcely less than that upon the teacher's ingenuity, in order that no interest may be crowded out, and yet none receive the lion's share of attention. Either fault makes a lopsided man. In the reign of their triple majesties, the R's, the problem was comparatively simple. But presently the great gap, where Expression should be, began to be felt, and Language claimed and won its place. Then the problem of something to express called for Nature Study. This reacted upon expression, and Drawing was the outcome. The hand now began to get a taste of its rights, and to demand more of them; a demand but partly met as yet in "busy work" for the little folk, and manual training for the big ones. Now, far glimmering on the horizon, comes the mighty, deep-seated, race-old interest of Play: generally granted only in music; grudgingly and suspiciously recognized here and there in the kindergarten; as to the rest of the pupil's school life, only tolerated as a necessary evil; hardly anywhere as yet given more than a glimpse of its own.

We do not mean this summary of our growth in educational conceptions as a complete catalog, much less a chronological one. We merely wish to show that we are slowly grasping the idea of the *all-around* man as a legitimately-expected product of the school. The

teacher's problem, in the midst of the call from all these things, is to decide which for the time being is to have the floor, and for how long. Correlation there must be, not merely in time, but in emphasis and material, so that the school day, and the school from day to day, shall be a unit, not a patchwork.

Particularly we would inquire of English and its correlations. We make a number of subjects fit together under that name now when we say: "Every class a language class; every class a reading class; every class a writing class; every class a spelling class." One more question: In the common schools, is there any proper, necessary, general correlation to be sought between English and foreign languages?

We think there is, most decidedly. Our national and racial relations with foreign peoples are so intricate and so increasing; our life is so indebted to an older civilization, whose best literature is embalmed in classic tongues; our English language itself has been such a brazen borrower, not only of its vocabulary, but of its very structure and idioms and sounds, and even (woe is us!) of its spelling, that a well-rounded product of a school that ignores these facts is a contradiction in terms.

Be it understood that we hold no brief for foreign languages, and have no plea for special treatment for the student who expects to study them. But the common-school teacher ought to remember that any pupil in his school may some day be called on to study a foreign tongue: Latin for its many and pervading values; Greek for its noble literature and its ennobling fullness of utterance; French for its powerful influence on English; German for its indispensable value in research;

Spanish for its growing importance in our colonial and international relations. Of course the vast majority will not study any of these, and of that majority we will speak later. But some will; and their number and importance is greater than most teachers imagine; and their case certainly calls for consideration under the head of the teaching of their mother tongue. They usually represent ninety per cent. of the brains, and intelligence, and leadership of the school's product; and if the teacher can meet their needs, can better prepare them for their future tasks without robbing the other pupils of their share of time and attention, it certainly ought to be done. Please observe that we ask only such teaching for the future linguist as will be worth while, and well worth while, to his less ambitious brother. If we advocate anything else, call us to order.

How, then, can the pupil be prepared in the common schools for the future learning of a foreign language? In two ways: First, by preparing his vocal organs to speak the language; second, by preparing his mind to grasp and think the language.

The essential in the first item is a scientific and well-adapted training in phonetics. To the well-trained English ear, the most painful thing in the speech of the man in the street — and too often of the man in the pulpit and the school room — is his slovenly pronunciation. Bad grammar may often be a local survival of good ancient usage; bad pronunciation almost never is. Nine times in ten it arises from the fact that the speaker does not notice how he makes the sounds. Now, a conscious precision of speech, one eye of the attention continually fixed upon the movements of the vocal organs, one ear continually alert for the result,

is the only way to a mastery of foreign speech, except long-continued residence in the land of that speech. Now, how can this attentiveness to enunciation be secured? Only by constant, reiterated, watchful drill in English phonetics; a thoro second-nature grasp upon the phonetic idea; an instantaneous but conscious correlation of eye and ear to secure an intelligent recognition and projection of phonetic values; an unflinching response of the tongue to the mind's demand, regardless of the deflecting pull of current usage. But are not these the very things demanded, that the child may learn to speak and write English correctly? Here, then, the needs of our two classes of students are identical; and it only requires a sympathetic understanding of the needs of the future linguist to fulfill more perfectly the needs of the non-linguist.

Just at this point we think it pertinent to register a protest against some perniciously misleading features of our current system of English phonetic nomenclature. Take, as an instance, some sounds of the letter *a*. In many catalogs of the values of this letter, the sound it has in *make* is the first one mentioned, and is called *long a*, and marked with the macron, the sign of long quantity. This is inaccurate and misleading. In the first place, *a* in *make* is no "longer" than in *mare*, or *mar*, or *mall*, while the *a* in *cat* is no "shorter" than in *ask*, or *what*, or *soda*. So the pupil learns an arbitrary distinction that is not only unscientific, and useless in English, but that has to be unlearned absolutely when he attempts to learn a foreign language, particularly Latin. But more: he gets the idea that the natural and primary sound of the first letter of the alphabet is *ay*; whereas it has this sound in no language but

English, and there only when some other letter follows to modify it. In *make*, it is the silent *e* at the end that gives the *a* its *ay* sound; as shown by a comparison with the German *machen*, in which it has not this sound. In *pay* it is the *ay*, not the *a* alone, that has this sound; as is seen from the French original *payer*, where the first syllable is sounded as in English, tho *a* alone never has this sound in French. It would be difficult to cite an instance, even in English, when this letter, left to itself, has the sound we call *long a*. Then, too, the pupil's error is deepened by the presentation of the *a* in *car* under the name of *Italian a*. It is no more Italian than it is French, or Greek, or Hawaiian, for that is the native sound of the letter wherever the European languages have penetrated. So this nomenclature leaves the pupil not simply unprepared, but wofully *misprepared* for any other language. As a matter of fact, the only scientific terminology for our leading vowel sounds would be somewhat like this:

a in car	European a	a in make	English a
e in eh	European e	e in me	English e
i in machine	European i	i in mine	English i
o in obey	European o	o in no	English o
u in rule	European u	u in tune	English u

This nomenclature seems to us consistent and accurate, and withal easily learned by the pupil. If now in connection therewith the macron and the breve could be altogether discarded in marking English vowels, their universal use in all Latin beginning books would not call for the unlearning of so much dead matter; and the pupil would certainly be the gainer. As for the pupil who will always be limited to English, he certainly has

nothing to lose by the change; and it is worth making for the sake of even his slight gain in some of the chief peculiarities of English sounds as compared with those of other languages of Europe.

The second item of the pupil's preparation for foreign-language work is the fitting of his mind to think Latin, or French, or German. Every language teacher knows that there is a vast difference in pupils, as to their ability at grasping Latin, for example, that is not accounted for by the difference in education, or in native intellectual vigor. Such people almost invariably ask the same stock questions, meet the same difficulties, raise the same objections to the use of the simplest Latin idioms, and with a relentless insistence hunt the poor teacher to death with dictionary translations. In some few instances the defect is native, unaccountable, hopelessly deep-seated; but in the majority it consists in the lack of what for want of a better term we would call the *consciousness of language*. The pupil is not always lacking in intelligence; he merely is not in the habit, while he says a thing, of thinking how he says it. He has picked up his phrases bodily, by ear or eye, and when he wants to express a thought he opens his mouth and blurts it out, clothed in the phrases that come first to consciousness. Hence, the totally different idioms of a foreign tongue can find a place in his mind only by an iteration as constant and prolonged as that by which he learned his mother tongue; and in the case of Latin, whose syntactical device is so different from the English, and so much more complicated, he is confronted with the added obstacle, sometimes insuperable, that he has to unlearn

a way of thinking which, because unconscious, has become as much second nature as the use of the right hand.

Now, while many of these cases are hopeless, we believe the majority could have been made capable by proper training of mastering a foreign language. If in the common schools the pupil had been trained to notice his expressions, to choose and vary them consciously, a pernicious habit would have been lost and a valuable one gained. For example: if the pupil recognizes the identity of *I see, I do see, I am seeing*, and is able instantly to think from the one to the other, he will never make the futile attempt to translate the *do* or the *am* into Latin. If he sees that *John owns this book* means *this book belongs to John*, he will not be confused by the two ways of asserting possession in Latin. Extend this habit to every attempt at expression, and the problem of the strangeness of Latin is solved.

Be it noted now that this habit of thinking how you think is quite as important for English as for a foreign tongue. It is pitiable, the poverty of life of the man whose expression is limited to the first word that rises to his lips. Words are the currency of the mind; and if one has command of only one word for any one thought, he is as helpless as the business of a nation whose money is rigid and unresponsive to the fluctuating demands of trade. So long as such a man is left to tell a plain, unvarnished tale, he may do very well; but let him begin to explain, or persuade, or answer to cross-questioning, or exercise any of the thousand and one fine arts of speech, and his floundering at once becomes painfully apparent. He does not know how he talks, and hence speech, that which makes man

man, that divinest of all his faculties, is for him a task instead of an art.

Now, it is from the bondage of such helplessness as this that the common schools are intended to free us. Hence, the teacher who works with a constant eye upon the future linguists under his tuition has not another thing to do, but precisely the same thing, for those who will not be linguists. Continual questioning, a persistent eliciting of expression of whatever thought the pupil has, a refusal to be content with the first spontaneous expression in any case, the concentration of attention upon the form of expression as well as its substance, the intensive study of paraphrase, minute cross-criticism on the part of the class — all these are but essential steps in an educational process that shows at its best only in the hands of a teacher who is working with a constant eye upon the linguistic past of the language and the linguistic future of his pupils.

There is still another point in which the coöperation of the common-school teacher will both lighten the task of the later teacher of languages, and take the latter's place, to some extent, with those who will not go beyond the English language. This is in the matter of the culture materials which lie hidden in foreign languages — the mythology of the ancients, the legends of racial childhood, the stirring histories of Xenophon and Cæsar, the marvels of imagination in the French and German dramatists, and all the many-sided expression of life that comes to us from the four great peoples whose life and thought have most touched our own. The pupil who approaches the embodying languages of these literatures without an interest in the substance of the literatures themselves makes the teacher's task

doubly hard. He has to arouse an entirely new interest while the pupil is struggling with the perplexities of a strange and hard language. The writer knows of nothing to match it, except the great difficulty experienced by the powers that were, in his boyhood, in inducing him to hoe sweet potatoes. In the first place, sweet potatoes are the hardest things on record to hoe; and in the second place, he didn't particularly care for sweet potatoes. So with the boy who is trying to learn Latin, but who has no absorbing interest in what the Romans thought, and said, and did. And if this interest can be given him in the common schools, half his later work is done, because he already wants to do it.

Now we ask, Can the common-school teacher impart this interest to the pupil who is to study languages without neglecting the pupil who is not? We contend that he not only can, but that this very process will supply the English-only pupil with the very thing he must have, to be a reasonably well-educated man as measured by the common-school standard; and this thing he must have is, some portion of the culture of the other great nations. Classical and modern literature are full of stories that are unrivaled as material for language work, and that are drawn from the sources for whose appreciation we study foreign languages — tales of Northern and Mediterranean mythology; the Biblical narratives; the Trojan legends; the stories clustering about the struggle between Mesopotamian and Greek civilization; the rise of Rome, her conflict with Carthage, and the establishment of the Empire; the crusades; the Reformation; the tales that keep alive the names of Charlemagne, William Tell, King Arthur, and the myriad others of medieval his-

tory and tradition. Our own literature is full of allusions to these great events, allusions which are but empty sounds and meaningless scrawls to the man who has not been taught their significance. The utterances of our own race are studied, like our rocks, with glimpses of a marvelous history; just as our own English words are fossil poetry, rich to repletion with a history as fascinating as it is inaccessible to any but the initiated. Even this last theme would suggest another and telling argument, had we only the time to follow it out. It would but point, however, to the same conclusion — that the teacher can do at one and the same time what the linguistically-inclined pupil will sadly need and what the non-linguist can not get along without.

What, then, in sum? A well-balanced English course in the first eight grades will prepare the pupil for any of the languages which he is likely ever to be called upon to learn; it will train his tongue to speak them, and his mind to think them; it will arouse in him a keen interest in the themes of their literatures; and it will awaken in him a definite sense of the close connection between our English words and those of the languages he may afterward study. While doing this, it will do an even more indispensable work for the great majority of the pupils, who will never know any language but English. It will give them precision of speech; it will train them in flexibility of mind, and in the intelligent choice of words; it will enrich their minds with the treasures of all literatures; and it will make even the homeliest words glow for them with the rich light of the history and poetry that has been theirs.

It may be asked, what about the teacher who is to

do all this? What sort of prodigy of learning, of discernment, of teaching ability must he be? We plead guilty to the stern impeachment of having a disappointingly high ideal of what the common-school teacher ought to be, but we believe it is not too high. We believe it can not be put too high. We believe nothing is too good for the children of Kentuckians. So we do not hesitate to set it as an ideal, in view of the argument we have made, that the teacher ought to know fluently at least one foreign tongue. We would prefer Latin; if not that, French or German, or even Spanish. Again, the teacher should know intimately the history and literature of the great Mediterranean and West-European civilizations, and the connection of these tongues and civilizations with the life and language of the Anglo-Saxon race. We know that this may be disheartening to some. We know that school terms and salaries do not always justify the expenditure and effort necessary to attain this ideal. But to all this we make answer, that it is not our business as teachers to meet objections. It is our business to see a need, and fill it at whatever cost. The world has never taken a step in advance thru the effort of men who limited themselves by the possible.

EASTERN KENTUCKY REVIEW

PUBLISHED BY

THE KENTUCKY STATE NORMAL SCHOOL IN THE
EASTERN DISTRICT.

ISSUED QUARTERLY.

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RICHMOND, KY., JANUARY, 1908.

A YEAR OLD

ON January 9, 1906, the bill creating the State Normal Schools was introduced by Hon. R. W. Miller, of Madison County, in the lower house of the General Assembly of Kentucky. The measure was put on its final passage in the House on March 2, and in the Senate on March 9, and received the unanimous support of both houses. It was signed by Governor Beckham on March 21; and, as the bill carried an "emergency clause," it became a law at once.

On April 5, 1906, the Governor appointed the Commissioners to locate the two Normal Schools. Messrs. B. M. Arnett, of Nicholasville; John Morris, of Covington; George Payne, of Paducah; George B. Edwards, of Russellville; Basil Richardson, of Glasgow; E. H. Mark, of Louisville, and M. G. Watson, of Louisa, constituted the Commission. These gentlemen

met and organized in Louisville April 12, with Mr. Arnett as chairman and Mr. Morris as secretary.

At this meeting a tentative agreement was reached as to the division of the State into two Normal School Districts, and invitations were issued to eligible towns to bid for the location of the schools. The most prominent candidates for the location were Bowling Green, of the Western District, and Richmond, of the Eastern.

On May 1, 1906, the Locating Commission visited Richmond to inspect the site offered by that city, and on May 7 they met in Louisville and named Richmond and Bowling Green as the homes of the new schools.

On May 9, 1906, Governor Beckham appointed the Regents, and on June 2 they met in Frankfort as a joint Board and effected an organization. In the afternoon of the same day the Regents of the Eastern District met, and named R. N. Roark, at that time an Honorary Fellow in Clark University, as President of the Eastern School.

On the morning of June 11 the newly-elected President, at the call of the Regents, met them in conference at Richmond, in the office of Judge J. A. Sullivan. At that meeting the policies of the school were discussed in broad outline, and its organization was tentatively marked out.

Immediately following this meeting, Superintendent James H. Faqua, at the direction of the Regents, made formal application to Auditor W. S. Hager, on June 13, for the \$5,000 appropriated by the General Assembly for equipment and repairs.

THE INJUNCTION

This application was promptly met by the filing

of papers enjoining the Auditor, upon constitutional grounds, from the payment of the money. The injunction was filed in the name of R. A. Marsee, of Bell County, by Rhorer, Ainsworth & Dawson, of Middlesboro, and I. S. Edelin, of Frankfort, attorneys for the plaintiff. The injunction was denied by Judge R. L. Stout, of the Franklin Circuit Court, on July 20, 1906, and when the question of the constitutionality of the act came before him, it was decided in favor of the schools, September 27. An appeal was taken to the Court of Appeals on December 18, which tribunal finally affirmed the decision of the lower court on April 24, 1907.

Following the denial of the injunction by Judge Stout, the Regents met in joint session in Frankfort July 25, 1906, and directed the presidents of the schools to proceed at once to their organization.

Acting upon the hope that the court's decision would be favorable, the Normal Executive Council, composed, under the law, of the State Superintendent and the Presidents of the two schools, had met in Bowling Green and spent a week in formulating the course of study, and outlining plans for the internal organization of the schools. But this was all that had been done up to the meeting of the Boards on July 25. Mr. R. E. Turley, the Treasurer of the Eastern School, had secured the \$5,000 appropriated for repairs, on July 21, and this made it possible for the actual organization of the schools to begin, in immediate obedience to the direction of the Regents to "get to work."

At this date the Eastern School had no Faculty except a President, and he had no office, no clerks, no

stenographers, no advertising matter prepared, and no Faculty selected.

QUICK ORGANIZATION

It was necessary to select at once the Faculty for the Model School, as it was to open September 11, to fit up offices and organize an office force for the business of the school, to plan and execute in detail a vigorous advertising campaign, to let contracts for the repair of the buildings and grounds of old Central University, donated by Richmond to the State to secure the location of the school, to arrange for the opening of the Normal in January, and to secure places in the community for the accommodation of teachers and students. Each of these tasks involved personal attention to an overwhelming mass of details.

It had not been possible to make any arrangements for teachers for either the Model School or the Normal School until after the injunction suit was decided. It was only by the grace of school boards and the offering of special inducements that a strong teaching corps could be gathered together upon such short notice.

There was, at the time of the decision of the suit, no office organization whatever. Rooms in one of the buildings had to be repaired and fitted up for office work, furniture ordered, and, after much delay, received and installed.

Until the Auditor was permitted to draw his warrant upon the Treasurer, there was not enough money available to buy a postage stamp, but when the offices were moved into, late in August, much hard and rapid work was done to make the existence of the school known throughout its district.

The buildings and grounds had been permitted to get into disrepair even for some years before the removal of Central University, and during the five years since the removal their condition had grown rapidly worse; but contracts were let and carpenters put to work at the earliest possible moment, and the buildings were gotten into habitable shape by the time they were needed. The work of repair, however, had to proceed while the school was being organized, and the sounds of the recitation and the carpenters' hammers have gone on at the same time throughout the buildings since August of 1906. In spite of obstacles numerous enough to fill a volume, both the Model and the Normal School opened at the announced time, and have grown rapidly since.

The Normal School opened for students on January 15, 1907, and is, therefore, only a year old as this issue of THE REVIEW leaves the press. To date nearly eight hundred matriculates have been received in all departments. To begin with nothing, we feel this to be a record justifying our pride.

PLANS AHEAD

Turning to the future, the prospect is as attractive as the retrospect is encouraging. The promptitude and heartiness with which the General Assembly crystallized the sentiment of Kentucky into Normal School legislation in the session of 1906 give confidence to every friend of popular education in the Commonwealth that the Teachers' School, whose work has so auspiciously begun, will continue to receive generous support, and will be given vastly wider opportunities to serve the State.

The Eastern State Normal has immediate use for the following means of growth and service:

A MODEL SCHOOL BUILDING

The Model School has been housed in University Hall, and has done most excellent work, in spite of many handicaps. But as the Normal School grows and the Model School also, there will be no room for the accommodation of both in the same building. The Regents are planning for the erection of a twelve or fourteen-room building, modern in its structure and equipment, for the proper accommodation of the Model School. The rooms will be provided with observation platforms for the accommodation of observing teachers.

THE PRACTICE SCHOOL

It is also the purpose of the Regents to erect, at an early date, a well-equipped building in which to place the Practice School, where students of the Normal School will be tested as to their teaching power under the close and critical observation of trained supervisors. These two schools will constitute the most important feature of the Normal School work, and will go far to enable the Eastern Kentucky State Normal to realize its ambition to be recognized everywhere as a distinctly professional school, whose work will be accepted anywhere in Kentucky or out of it.

THE LIBRARY

At the last meeting of the Board of Regents they voted the most liberal support to the library. A good working library is already installed, and is being used constantly by the earnest and enthusiastic students of

the Normal School and of the Model School. With the increased appropriation which the Regents have made for this special feature, and with the still greater appropriation which the next Legislature will doubtless enable them to make, the library will grow rapidly in usefulness. The present housing of the library is a mere makeshift, and a new building, adapted to modern library needs, is imperatively necessary.

DORMITORY CONDITIONS

A large and comfortable hall for women, which is already on the grounds of the Eastern Kentucky State Normal School, was filled to its utmost capacity last winter, and provisions had to be made by many women students to board in private houses. While this was successfully done, it was plain that provisions would have to be made for the increase in the attendance upon the State Normal this winter. One of the first buildings to be erected out of the expected appropriations will be an ample addition to the Women's Hall.

OTHER BUILDINGS

It is planned, also, to erect at an early date an Administration Building, in which there shall be ample space for taking proper care of the business details of the school.

A central steam-heating plant will be set up as soon as possible.

IMPROVEMENT OF THE CAMPUS

Every one who has seen the campus of the State Normal School declares it to be one of the most beautiful in the State. It is the purpose of the institution

to beautify it still further when the income of the school is increased, and make it the most attractive spot in Eastern Kentucky. Nature has already done so much in this direction that but little remains to be done by man. The plan is to lay down driveways and concrete walks, to plant flowers and shrubbery, to make the campus a beautiful park, which shall be the pride of the State and an attraction to every visitor who comes to Richmond.

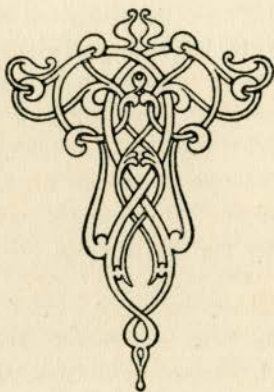
AGRICULTURE AND MANUAL TRAINING

At an early date instruction will be offered in the Eastern Kentucky State Normal in the elements of agriculture, in domestic science, and in manual training. Nothing which the State Normal has to offer promises to be more popular in the Eastern District than this line of work. It is rapidly coming to be recognized as an important fact that the study of these subjects, while in no way interfering with the culture which was the chief element in the old idea of a liberal education, are necessary to the social and material growth of any community. The best way to introduce the practical arts into any section of the State is through the State Normal Schools, because whatever the teacher gets, he passes on without delay to both the children and parents of the district.

THE TEACHING CORPS

No matter how numerous and complete the material facilities of the school may be, its work will be unfruitful unless the teaching corps is efficient. The trained ability, earnestness, and enthusiasm of the Faculty of the Eastern Kentucky State Normal are its most

striking characteristics. The school stands for the highest standards of professional work, and great care has been exercised in the selection of those who are to administer its curriculum. Their scholarship is sound, their experience long and successful, and their teaching power is recognized by every pupil in their classes.



EDITORIAL NOTES.

We have issued a large and handsome illustrated wall calendar, showing the whole year of 1908 at one view. As long as they last, copies will be sent, upon request, to public-school officials, to county and State officials, and to other persons who can put the calendar in a prominent place. Drop us a postal card if you want one.

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Dr. Virginia E. Spencer will resume her work in German, in history, and in advanced pedagogy in the State Normal at the beginning of the third term, January 21. Her stay in the East on leave of absence has been very pleasant and very profitable. She will pass many of the good things she got while away from us over to the school upon her return. Our pupils may expect a resumption of Dr. Spencer's excellent lectures in the later winter and the spring.

* * * *

All who know him or know of him will be glad to hear that Prof. L. N. Taylor will take up his work with us again in January as the Director of the Review Course. Under present conditions in Kentucky, the State Normal School must prepare persons to pass the county examinations. We are maintaining the work this year in the conviction that it is better for a young teacher to enter these classes and come into touch, even though hastily and briefly, with our experienced corps

of instructors rather than to prepare himself at home with a "Question Book" for the county examination. So far as such work can be done thoroughly, it will be so done at the Eastern State Normal, under Professor Taylor's experienced direction.

* * * *

Watch for the April issue of THE REVIEW. It will be beautifully illustrated with pictures of buildings and grounds, and will contain a full announcement of the Summer School, which will be especially rich this year. The Summer School is designed especially for the strong class of teachers who are engaged for nine or ten months and can attend school only in the summer. We shall be pleased to receive applications for this illustrated number at any time. The names will be put upon our mailing list, and the copies of THE REVIEW will be sent out about the first of May.

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Prospective students will do well to read carefully the course of study as laid down upon other pages of this issue. Reasonable efforts will be made to provide special or extra studies for students prepared to take them, but, as a rule, it is the purpose of the Eastern State Normal to bring the students into line with the courses as laid down, so that the subjects may be taken in the order in which they are presented in the curriculum. The school can in this way render much greater service and with more economy of teaching force and money than can possibly be done if the work is permitted to run in "helter-skelter" fashion. Correspond-

ence upon the courses of study is solicited from all who are interested.

* * * *

It is a matter of gratification to friends of education in this State that the two Normal Schools have been, and will continue to be, upon the most cordial terms of professional friendship and zeal. There is in no sense a feeling of rivalry, but one purpose to work side by side with mutual helpfulness for the advancement of the standards of public-school education. With courses of study practically identical, with singleness of purpose, and with increased equipment, which the present Legislature is expected to grant generously, the two schools will greatly increase the momentum of their influence, and it will be but a few years until this influence will be felt in every country district in the State of Kentucky.

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Although the regular schedule of studies calls for the work in Library Administration for the third term of the year, Miss Barter organized a class in that subject last term. As has always been the case ever since the Normal School opened its doors a year ago, students flocked into the class. Miss Barter, who is a graduate of Illinois University, from the School of Library Science of that institution, has taken up this work with us with a most helpful earnestness and enthusiasm. Every county superintendent who comes into the State Normal and every public-school teacher will take away with him many helpful suggestions and directions for the

administration of the county and district libraries. We are somewhat proud of the fact that this school was the first to offer such a course of instruction in Kentucky.

* * * *

The State Normal School has coöperated constantly and earnestly at every opportunity with the State Committee on Education of the Federated Women's Clubs in their splendid work for the improvement of rural schools. Members of the Faculty have visited schools, have attended and addressed county and district associations, and have never let an opportunity pass to aid the work of the School Improvement League. This work of the Women's Clubs has grown with marvelous rapidity throughout the State, and the State Normal School is happy to be of even slight service in the prosecution of it.

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The graded school at Salt Lick, Bath County, has moved into its handsome new building. Mr. A. L. Davis, an E. K. S. N. S. man, is in charge.

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Please send us your own name and postoffice address for our permanent mailing list. We would be glad to have the names of several of your friends also.

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In this issue appears an article by Prof. W. J. Grinstead, which is full of help and suggestiveness to all teachers of language. Succeeding issues of THE RE-

VIEW will contain articles from other members of the Faculty.

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Do not forget about supplementary appointments from your county to free tuition in the Eastern State Normal.



Text-Books for Normal Students

BEGINNING WITH THE THIRD TERM, JANUARY 21, 1908, STUDENTS OF THE NORMAL SCHOOL AND OF THE MODEL SCHOOL WILL BE ABLE TO BUY BOOKS AND STATIONERY, IN THE BUILDING, AT BARE COST. THIS MEANS, AN OPPORTUNITY TO SECURE BOOKS AND SUPPLIES BELOW LIST PRICES AND WITHOUT GOING OFF THE CAMPUS. SUCH ADVANTAGEOUS TERMS ARE OFFERED BECAUSE THE STATE NORMAL WILL HANDLE THE BOOKS FOR STUDENTS, GIVING THEM THE BENEFIT OF ALL SPECIAL RATES AND DISCOUNTS.