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1920-21 Catalog

Eastern Kentucky State Normal School

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YEAR BOOK
of #222
EASTERN KENTUCKY
STATE NORMAL SCHOOL

Richmond, Kentucky

1920

ANNOUNCEMENT OF COURSES

1920-1921



EASTERN KENTUCKY REVIEW

Vol. XIV

OCTOBER, 1920

No. 5

PUBLISHED BI-MONTHLY BY EASTERN KENTUCKY STATE NORMAL SCHOOL AND
ENTERED AT THE POST-OFFICE AT RICHMOND, KY., AS SECOND-CLASS MATTER



THE STATE JOURNAL COMPANY
Printer to the Commonwealth
Frankfort, Ky.

Calendar

SESSION 1920-21

First Term

Enrollment of Students..... Monday, September 20.
Class Work Begins..... Tuesday, September 21.
First Term Closes..... Friday, November 26.

Second Term

Enrollment of Students..... Monday, November 29.
Class Work Begins..... Tuesday, November 30.
Holiday Recess December 23—Jan. 3.
Class Work Resumes Tuesday, January 4.
Second Term Closes..... Friday, February 4.

Third Term

Enrollment of Students..... Monday, February 7.
Class Work Begins Tuesday, February 8.
Third Term Closes Friday, April 15.

Fourth Term

Enrollment of Students Monday, April 18.
Class Work Begins Tuesday, April 19.
Fourth Term Closes Friday, June 24.

Commencement Week

Annual Sermon Sunday, June 19, 8 P. M.
Class and Field Day Monday, June 20, 8 A. M.
High School Junior and Senior Reception.. Monday, June 20, 8 P. M.
Presentation of Elementary Certificates... Tuesday, June 21, 9:45 A. M.
Commencement Play Tuesday, June 21, 8 P. M.
Presentation of Intermediate Certificates.. Wednesday, June 22, 9:45
A. M.
High School Commencement Wednesday, June 22, 8 P. M.
Last Chapel Exercises Conducted by
Senior Class Thursday, June 23, 9:45 A. M.
President's Reception Thursday, June 23, 8 to 11
P. M.
Annual Commencement Exercises Friday, June 24, 10 A. M.
Annual Alumni Business Meeting Friday, June 24, 4 P. M.
Alumni Reception and Banquet Friday, June 24, 8 P. M.

Summer School

Enrollment of Students..... Monday, June 27.
Class Work Begins..... Tuesday, June 28.
Summer Term Closes Friday, August 19

BOARD OF REGENTS

HON. GEORGE COLVIN,

State Superintendent of Public Instruction, Ex Officio Chairman.

JUDGE J. W. CAMMACK, Owenton, Kentucky,
Secretary of Board

Term expires 1924.

HON. C. F. WEAVER, Ashland, Kentucky.

Term expires 1924

HON. H. M. BROCK, Harlan, Kentucky

Term expires 1922

HON. J. A. SULLIVAN, Richmond, Kentucky

Term expires 1922

EXECUTIVE COMMITTEE

HON. J. A. SULLIVAN, Chairman MR. PAUL BURNAM, Secretary

HON. GEO. COLVIN HON. H. M. BROCK

PRESIDENT T. J. COATES

NORMAL EXECUTIVE COUNCIL

HON. GEORGE COLVIN,

Ex Officio President of the Council

H. H. CHERRY,

President of Western Normal, Vice President of the Council

T. J. COATES,

President of Eastern Normal, Secretary of the Council

The Faculty

THOMAS JACKSON COATES, A. B. and A. M., President School Administration

A. B. and A. M., Southern Normal School, Bowling Green, Kentucky; Certificate from Cook County Normal School and Emmons Blaine School, Chicago; some time student Normal Department of State College, Lexington, Kentucky; Graduate of Lexington Business College; country school teacher five years, Pike County; six years principal graded school, Greenville, Kentucky; twelve years Superintendent City Schools, Princeton, Kentucky; four years Superintendent City Schools, Richmond, Kentucky; six years State Supervisor of Rural and Village Schools in Kentucky; one time President Kentucky Educational Association; instructor in more than one hundred teachers' institutes in Kentucky, Tennessee and Ohio; author of the "Elementary State Course of Study," the "History of Education in Kentucky" and the "Codification of the Kentucky School Laws" in present position 1917.

ERNEST CLIFTON McDOUGLE, A. M., Ph. D., Dean of the Faculty Education

B. S., National Normal University, 1891; A. B., Southern Normal University, 1893; A. M., Southern Normal University, 1895; Ph. D., Clark University, 1914; three years teacher of Science, Southern Normal University; five years professor Belles Lettres and Pedagogy, National Normal University; some time President Southern Normal University; five years President Georgie Robertson Christian College; instructor of institutes in Kentucky, Tennessee, Ohio and West Virginia; in present position 1907.

MARIE L. ROBERTS

Dean of Women

Graduate "The Western," Oxford, Ohio; graduate work in Columbia University; graduate work in Cambridge University, England; twenty years high school instructor, Ashland, Kentucky; two years instructor "The Western;" in present position 1915.

I. H. BOOTHE, B. Ped. Commercial Department

Graduate Zanerian Art College; student of National Normal University and graduate of Teachers' Course of same; student of Southern Normal School, State Certificate in Kentucky; graduate Valpariso University; graduate Eastern Kentucky State Normal School, 1910; ten years' experience in teaching in the public schools of Ohio, and fourteen years in Kentucky; author of "The Evolution of the Sentence" and "A Systematic Rotation of Rural School Teachers;" in present position 1907.

JAMES D. BRUNER, Ph. D., Litt. D.
English and French

A. B., Franklin College, 1888; Ph. D., Johns Hopkins University, 1894; Litt. D. Georgetown College, 1917; assistant professor and professor Romance Languages, University of Illinois, 1893-95; assistant professor Romance Languages, University of Chicago, 1894-99; associate professor and professor Romance Languages, University of North Carolina, 1901-09; five years President of Chowan College; two years President of Daughters' College; author of Chateaubriand's *Les Aventures du Dernier Abencerage*; Feuillet's *Le Roman du Jeune Homme Pauvre*; Victor Hugo's *Hernani*; Corneille's *Le Cid*; Victor Hugo's *Dramatic Characters*, and the *Phonology of the Pistoiese Dialect*; in present position 1917.

F. C. BUTTON, A. M.
State Supervisor of Rural Schools
Rural Education

A. M., Bethany College; graduate College of the Bible, Transylvania University; twenty-three years President Morehead (Ky.) Normal School; Supervisor of Rural Schools in Kentucky, 1911; in present position 1914.

C. E. CALDWELL, A. B., A. M.
Mathematics and Spanish

B. S., National Normal University; A. B., Marietta College; A. M., Ohio State University; Ohio Life Certificate (High School); State Diploma in Kentucky; eleven years Superintendent Accredited Schools of first class in State of Ohio; two years instructor in Mathematics, Bellaire (Ohio) High School; instructor during summer sessions in Mathematics in Marietta College; in present position 1912.

ASHBY B. CARTER, B. S.
Agriculture and Science

B. S. George Peabody College for Teachers; graduate student George Peabody College for Teachers; graduate student Columbia University; student Richmond College, Virginia; student University Virginia Normal; student Virginia Mechanics' Institute, student Eastern College, Virginia, special training in the trades; teacher and principal Virginia Rural and Secondary Schools; instructor Manual Arts and Science, Pulaski High School, Tenn.; instructor Manual Arts and Agriculture, Gallatin High School, Tenn.; instructor Manual Arts and Science, Peabody Demonstration School, Nashville, Tenn.; present position 1920.

JAMES VIRGIL CHAPMAN
Lecturer Rural Economics

Educated in rural public schools and private high schools; teacher in rural and village schools; instructor in Latin and Mathematics, Middleton High School; associate principal Scottsville Seminary; principal Scottsville Public School (Kentucky); principal Portland Seminary and Normal School (Tennessee); principal high school and superintendent city schools, Franklin, Ky.; State Agent Rural Schools of Kentucky; member board of examiners, lecturer and institute instructor (Kentucky and Tennessee); contributor to encyclopedia (1916), school journals and other periodicals; author *Kentucky School Architecture*.

REX W. COX, B. S.**Agriculture and Rural Economics**

B. S., College of Agriculture, University of Illinois, 1914; three years teacher in Accredited High Schools; two years instructor State Agricultural School, Madison, Georgia; instructor Fort Hays Kansas State Normal, Hays, Kansas. Present position 1918.

MARY B. DEANE, A. B.**Geography and Grammar**

A. B., Episcopal Seminary; graduate student Kentucky University Normal; Training School for Teachers, Valparaiso; student Chicago University; assistant principal Excelsior College; seven years instructor Jessamine College; University of Virginia, 1909; three years instructor Lincoln Memorial University; student University of Michigan and Cornell University; in present position 1911.

NOBLE G. DENISTON, B. S.**Manual Training**

B. S., Valparaiso University; student Massachusetts Institute of Technology; graduate work in the University of Chicago; Life certificate in Montana, Louisiana and North Carolina. Supervisor of Manual Training at Livingston, Montana, Baton Rouge, Louisiana and Mobile, Alabama. On the Louisiana State Teachers' Examining Board. Head of the Department of Industrial Arts, Stanley McCormick School, Burnsville, N. C. Head of Manual Arts Department, Mississippi Normal College, Hattiesburg, Mississippi. Present position since 1919.

R. A. EDWARDS, A. B.**Superintendent of Training School and School Administration**

A. B., University of Kentucky, 1910; student in summer schools, University of Wisconsin, 1911; University of Minnesota, 1914; University of Tennessee, 1915; Principal Trimble County High School, 1910-14; Superintendent City Schools, Morganfield, Kentucky, 1914-18. Present position 1918.

MAUDE GIBSON**Drawing, Painting and Penmanship**

Student two years, painting in oils, water color, china, crayon, pastel and pen and ink, Lebanon Normal University; three years student designing, modeling painting on under glaze and over glaze, Weller Art Pottery Studio; student under Karl Kappes in portrait work; two years public school drawing, Miami University; some time teacher in Pennsylvania, New Mexico, and Clarksville Female College; instructor of Drawing, Birmingham High School; in present position 1910.

VAN GREENLEAF, A. B.**Critic Teacher and Critic in High School**

Graduate Chicago University, 1919; graduate Eastern Kentucky State Normal School, 1910; three years student Central University; some time student Chicago University; three years teacher in Kentucky; in present position 1915.

WREN JONES GRINSTEAD, A. M., Ph. D.**Latin and Modern Language**

A. B., 1899, and A. M. in Education, 1910, University of Kentucky; English Diploma (graduate three-year course), College of the Bible, Lexington, Ky., 1902; Greek Certificate; Summer School of the South, Knoxville, Tennessee, 1906; four quarters' graduate study, University of Chicago; Ph. D. (Education, Latin, Ancient History), University of Wisconsin, 1917; special lecturer in Biblical Criticism, College of the Bible, Melbourne, Australia, 1904; instructor in Esperanto, Summer School of the South, 1906; Fellow in Education, University of Wisconsin, 1915-16; in present position 1906.

KATHERINE HAMMOND**Physical Education for Women**

Graduate of the Sargent School of Physical Education, Boston, Mass.; two years teacher in girls' school, "House in the Pines," at Norton, Mass.; two years director of Physical Education in the city schools of Charleston, West Virginia; present position 1920.

MAY C. HANSEN**Teacher and Critic, Grades 1 and 2**

Graduate Oshkosh State Normal School; three years teacher public school, Washburn, Wisconsin; three years teacher Green Bay, Wisconsin; student University of Chicago; in present position 1912. On leave of absence.

GEORGE N. HEMBREE, B. C. S.**Athletics and Commerce**

Five years student Berea College; one year Eastern Kentucky State Normal, 1916-17; Graduate Bowling Green Business University—Bachelor Commercial Science 1920; two years teacher in Kentucky.

P. H. HOPKINS, A. B.**State Supervisor of Rural Schools****Lecturer on Rural Education**

A. B., Graduate of Georgetown College, 1907; graduate student in Education University of Tennessee and University of Chicago; teacher of rural schools three years; principal of high schools three years; superintendent of schools Paintsville, Kentucky, four years; superintendent of schools Lancaster, Kentucky, four years. Present position 1920.

VERNON LILES HORN, A. B.**Teacher and Critic, Grades 7 and 8**

Graduate Boston High School; graduate Wesleyan College; student Peabody College for Teachers; vice principal, Camilla High School, Camilla, Georgia; principal, Hartwell High School, Hartwell, Georgia; English-History Department, Deshler Preparatory School, Tuscumbia, Alabama; English and Mathematics, Atlanta Public Schools. Present position 1917.

MRS. STANTON B. HUME**Industrial Arts**

Student Bellewood Seminary and Kentucky Presbyterian Normal School; student Cincinnati School of Domestic Science under Miss Gamon; student of Miss Anna Barrows, Columbia University; student of Miss Lamphere and Mr. Lane, New Hampshire; in present position 1910.

W. L. JAYNE, A. B.**Rural Education**

A. B. Georgetown College; teacher in rural schools four years; principal Pollard Graded School five years; principal Sandy City Graded School four years; county superintendent of Boyd County four years; President Kentucky State Association of County Superintendents two years; principal Quick Sand Graded High School two years; institute instructor; present position 1920.

CHARLES A. KEITH, B. A., M. A.**History and Social Science**

B. A., M. A., Oxford University (England), Rhodes Scholar from Arkansas; two years student University of Arkansas; one year student University of Texas; teacher of History, Little Rock High School, 1911-12; author of "Notes and Outlines in Civil Government," "Notes and Outlines in American History," "A Supplement on Kentucky History;" in present position 1912.

FLORENCE A. LEWIS**Teacher and Critic, Grades 5 and 6**

Graduate Sue Bennett Memorial School; some time student in University of Tennessee; one year student in State University of Kentucky; some time student in Eastern Kentucky State Normal School; State Certificate in Kentucky; assistant in Music in Sue Bennett Memorial School; teacher in upper grades in Harlan Public Schools; two years teacher in the upper grammar grades of Springfield Public Schools during superintendency of State Superintendent Geo. Colvin; present position 1920.

G. L. McCLAIN, A. B.**Principal of Model High School****English and History**

A. B., University of Kentucky, 1918; Superintendent of High Schools in Kentucky three years; present position 1920.

RUCIE MILLER**Reading and Expression**

Graduate of Sienna College; graduate in dramatic art and expression in the Louisville Conservatory of Music; some time student of Elizabeth Pooles Rice, also of Rachel Noah France, also student of Blanche Townsend, of New York, also student Leland Powers' School; for two years directress of Dramatic Art and Expression in the city schools of Franklin, Kentucky; present position 1920.

ISSIE D. MILLION

Violin

Student of Joseph Meiler and Signor Giuseppe Randeggior, Hamilton College; pupil of Sol Marcossion, Cleveland Conservatory of Music. Present position 1919.

SHILO SHAFFER MYERS

Director of Music

Elders Ridge College; New England Conservatory of Music; Supervisor of Music in the Public Schools of Knoxville, Tennessee; formerly Director of Music, Miami University and the Ohio State Normal College; instructor in Public School Music and Methods of Teaching and Supervising, Ohio Northern University; author of "Myers' School Music Reader," "Part Songs for Male Voices," "Part Songs for Female Voices," and well known as a writer. Present position 1916.

JESSIE NEWELL, B. S.

Teacher and Critic, Grades 9 and 10

B. S., Peabody College for Teachers, 1920; graduate Sam Houston Normal Institute, 1912; student University of Texas, 1914-1915, 1916-1917. Teacher in rural schools of Texas; principal New Waverly High School, New Waverly, Texas; teacher of Mathematics in Huntsville High School, Huntsville, Texas; present position 1920.

MIRIAM NOLAND

Rural Critic Teacher

Graduate Madison Institute; graduate Eastern Kentucky State Normal; graduate Student College of Music, Cincinnati; four years teacher demonstration schools in Kentucky; two years teacher graded schools; one year principal Garrard High School; one year extension work; in present position 1918.

LELIA E. PATRIDGE

Methodology and Professional Reading

Graduate of Farmingham (Mass.) State Normal School; Boston Institute of Physical Culture, and Philadelphia Kindergarten Training Class; course in Child Study under Dr. G. Stanley Hall at Clark University; student at Chicago University; author of "Quincy Methods" and editor of "Talks on Teaching;" teacher six years in Philadelphia Normal School; teacher four years in Chicago Normal School under Colonel Parker; instructor in Psychology, Literature and Expression in Stetson University, Deland, Florida; Institute Instructor and Lecturer; in present position 1909.

MARY ESTELLE REID

Librarian

Edmonton (Ky.) High School; graduate Liberty College, Glasgow, Kentucky; special course in German, French and Library Administration, University of Nashville, 1907-08; one year in Carnegie Library, Nashville, Tennessee; in present position 1911.

JANE V. RICE, B. S.**Home Economics**

Graduate Richmond High School, 1913; B. S. in Home Economics, Iowa State College, Ames, Iowa, 1917; Demonstration Agent Bradley County, Tennessee, 1917-1918; teacher of Home Economics Central High School, Cleveland, Tenn., 1918-19; some time graduate student Peabody College; present position 1920.

JAMES RUSSELL ROBINSON, A. B. and A. M.**Extension Department**

A. B., 1909 and A. M., 1912, University of Kentucky; teacher Walton High School, 1909-10; Caldwell High School, Richmond, 1910-12; principal Madison County High School, Waco, 1912-18; in present position 1918.

GEORGE DRURY SMITH, B. S., A. B.**Natural Science**

A. B., Ohio Normal University, 1892; B. S., Ohio Wesleyan University, 1899; Life Certificate, Ohio, 1895; graduate work University of Michigan, summer, 1902; in State Biological Laboratory, Cedar Point, 1903; in Carnegie's Laboratory, Wood's Hall, Massachusetts, 1904; made collections and studied along Atlantic Coast, 1905; two years Superintendent of Schools, Gibsonburg, Ohio; eight years head of Biological Department, Akron High School; in present position 1908.

PEARL SCRIVNER**Assistant Librarian**

Life graduate Eastern Kentucky State Normal School, class 1919. Present position 1919.

KATHLEEN BRENNAN SULLIVAN, B. S.**Home Economics**

Student six years Campbell-Hagerman College, Lexington, Kentucky; graduate Union College, 1912; B. S. in Home Economics, University of Kentucky, 1916; engaged in extension work during the summer of 1915; in present position 1916.

BROWN E. TELFORD**Instrumental Music**

Graduate of Lewisburg Seminary and Conservatory of Music; student under Herr Erwin Schneider, who is a graduate of the Leipzig Conservatory of Music; student under Mr. Frederic Shailer Evans and Mr. Brietow Hardin at the Cincinnati Conservatory of Music. One year teacher of music at Lewisburg, West Virginia; two years teacher of music at Madison Institute, Richmond, Kentucky; in present position 1917.

MRS. JULIAN TYNG**Teacher and Critic, Grades 1 and 2**

Graduate Madison Institute, graduate Eastern Kentucky State Normal School; student George Peabody College; one year teacher Madison Institute; one year teacher Guthrie, Kentucky; three years teacher Richmond City School; present position 1920.

GERMANIA WINGO**Teacher and Critic, Grades 3 and 4**

Graduate State Normal School, Farmville, Virginia; some time student Teachers College, Columbia University, New York. 1911-13, fourth grade teacher at Crewe, Virginia, under supervision of Miss Fannie Wyche Dunn, now instructor at Teachers' College; 1914-17, teacher of third and fourth grades at Amelia Court House, Virginia; 1917-18, teacher of second and third grades in Agricultural School, Virginia; teacher of primary grades Pulaski, Virginia; present position 1920.

Faculty Organization

COMMITTEES

The President is ex officio a member of each committee

Alumni and Senior Class

Grinstead, Greenleaf, Noland, Boothe, Hembree
Meets 9th Friday of first four terms

Buildings and Grounds

Cox, Smith, Roberts, Hume, Greenleaf, Carter, Noland
Meets 4th Wednesday of each term.

Certification and Graduation

McDougle, Bruner, Grinstead, Boothe, Roberts
Meets last Friday in each term at 3:00 P. M.

Classification and Students' Schedules

Boothe, Robinson, McClain, Dean, Patridge Hembree, Greenleaf,
Carter, Rice, Miller
Meets Saturday before opening of each term

Civics and Citizenship

Keith, Robinson, McClain, Edwards, Hembree, Horn, Greenleaf, Myers
Meets second Wednesday in each term

Credits and Credentials

Caldwell, Grinstead, Keith, Bruner, Cox, Smith, Edwards, Sullivan,
Deniston
Meets Friday preceding the opening of each term, at 2:00 P. M.

"Extension, School Service, Research and Information Bureau"

Robinson, Cox, Caldwell, Greenleaf, Sullivan, Carter, McClain
Meets third Saturday in each term

Lecture Course and School Entertainments

Grinstead, Bruner, Myers, Miller, Hammond
Meets third Friday in each term

Health

Smith, Sullivan, Rice, Myers, Hammond
Meets second Wednesday in each term

Literary Society and Debate

Deane, Edwards, Gibson, Robinson, McClain, Deniston
Meets first Saturday in each term

Library Committee

Reid, McDougle, Bruner, Grinstead, Edwards, Keith and Smith
Meets third Tuesday each term

Physical Education and Athletics

Keith, Edwards, Roberts, Hembree, Hammond
First Friday in each term

Publicity and Eastern Kentucky Review

Keith, Robinson, Edwards, Carter, McClain, Greenleaf, Gibson
Meets fifth Wednesday in each term

Teachers' Bureau

Edwards, McDougle, Roberts
Sixth Friday in each term

Student Welfare, Discipline and Grievances

Bruner, Roberts, Deane, Hume, Smith

Rules and Regulations

Coates, McDougle, Gentry, Roberts, Caldwell, Grinstead, Keith,
Bruner, Cox, Smith, Edwards, Sullivan and Deniston
Meets on call of the President

Rural Education and Rural Schools

Jayne, Noland, Boothe, Robinson, Deniston, Carter and Rice
Meets first Saturday in each term

Social and Receptions

Sullivan, Roberts, Gibson, Rice, Horn, Cox, Carter, Miller
Meets first Wednesday in each term

Visual Education

Gibson, Deane, Smith, Noland, Patridge, Horn
Meets third Tuesday in each term

Y. M. C. A.

Smith, Cox, McClain, Carter, Hembree, Myers
Second Friday in each term

Y. W. C. A.

Roberts, Scrivner, Telford, Sullivan, Newell
Second Friday in each term

Training School

Director and Faculty
Meets second Tuesday each term

Vocational Education

Deniston, Cox, Sullivan, Rice, Hembree and Hume
Meets second Tuesday in each term.

CLASS OFFICERS

Preparatory	Prof. I. H. Boothe
Elementary	Prof. C. A. Keith
Intermediate.....	Prof. G. D. Smith
Senior	Dr. Wren Jones Grinstead

BUSINESS OFFICE

F. C. Gentry, Business Manager and Secretary to the President
Ray W. Harman, Bookkeeper

Mrs. M. A. Lynn, Housekeeper, Sullivan Hall

Robert F. Ramsey, Superintendent of Buildings and Grounds,
Campus and Farm

G. M. Brock, Registrar, Assistant in Business Office

Irene Kelsay, Stenographer and Clerk

Virginia Ray, Stenographer

GENERAL INFORMATION

HISTORY

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 2nd, and in the Senate on March 9th, and received the unanimous support of both Houses. It was signed by Governor Beckham on March 21st, 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.

On May 1, 1906, the locating commission visited Richmond to inspect the site offered by that city and on May 7th they met in Louisville and named Richmond and Bowling Green as the homes of the new schools. On May 9, 1906, the first Board of Regents was named: Hon. James H. Fuqua, Sr., State Superintendent of Public Instruction, ex officio Chairman; Judge J. A. Sullivan, Richmond, Ky.; Mr. P. W. Grinstead, Cold Springs, Ky.; Hon. Fred A. Vaughan, Paintsville, Ky.; Senator J. W. Cammack, Owenton, Ky.

The Regents met on June 2d, and elected Ruric Nevel Roark, at that time an honorary fellow in Clark University, as President of the Eastern School. The Model School opened September 7, 1906; the Normal School opened for students on January 15, 1907. The first act gave to the Eastern School an annual appropriation of \$20,000 and \$5,000 for equipment. Under the act of 1908 the school secured an additional annual appropriation of \$20,000 and a special appropriation of \$150,000 for new buildings and equipment. In 1912 an additional annual appropriation of \$35,000 was secured. Therefore, the

annual maintenance of the school provided by the State was \$75,000.

The General Assembly of 1918 passed an act changing the support of the Normal Schools of Kentucky to a millage basis and repealed all annual appropriations under which the institutions had been operating. According to the new act the Eastern Kentucky State Normal School receives five-eighths ($\frac{5}{8}$) of one cent upon each one hundred dollars (\$100.00) of assessed taxable property in the State. This insures more than one hundred thousand dollars annually for its maintenance.

The Legislature of 1920 appropriated one hundred fifty thousand dollars (\$150,000.00) for the purpose of erecting dormitories at Eastern. This action was made imperative by the growing attendance and decreased rooming facilities in Richmond.

LOCATION OF THE SCHOOL

The home of the Eastern Normal School is a little city of about 6,000 population, situated on the L. & N. Railway trunk line from Cincinnati to Knoxville, and the L. & N. running east and west. It is not so large that it will lose sight of the school in a multiplicity of other interests, and yet is large enough to afford the essential material conveniences for the care of the institution.

Richmond is on the border line between the bluegrass and the mountains, and the surrounding scenery shows the beauty of both regions. From the campus can be seen the blues and purples of the mountain range, and from the top of University Hall there is a splendid view of the rich grass lands and farms rolling away to the west.

BUILDINGS AND GROUNDS

Richmond gave to the State for the home of Eastern State Normal School the buildings and campus of old Central University, the famous Presbyterian institution which was removed to Danville and united with Centre College in 1901. The campus lying between South Lancaster avenue and South Second street is one of the most beautiful in the south. It

has a splendid sweep of bluegrass turf, thickly set with fine maple and other trees. Our present buildings include:

University Hall—A fine old landmark, remodeled and properly equipped for recitation rooms. The Assembly Hall with balcony is on the second floor of this building. Here chapel and assembly exercises are held. This assembly room has recently been remodeled and re-seated with handsome opera chairs.

Ruric Nevel Roark Hall—A handsome new building, named in honor of our founder and first president. It was erected in 1909, at a cost of \$45,000. The laboratories for physics, chemistry, biology and agriculture are located on the first floor. These laboratories are well equipped for special and individual study. The other floors are used for recitation rooms, President's office, Dean's office, business office, art rooms, and rest rooms for men and women.

The New Training School Building—A handsome new building, eighty feet south of Ruric Nevel Roark Hall, and fronting equally with it on Lancaster avenue. This magnificent building cost about as much as the Ruric Nevel Roark Hall, and is devoted almost entirely to the Model and Practice Schools. For this purpose its rooms are especially constructed so that each critic teacher may be able to supervise practice teaching in her own room and three smaller rooms connected with it.

On the upper floor, occupying the front half of the building, our library, which has had such cramped quarters in the past, is accommodated. This new building greatly facilitates the handling of the expanding work in the professional departments of the institution. \$3,500.00 worth of new books have in the past year been added to our library.

Memorial Hall—A good dormitory for men. This hall is in charge of a resident member of the faculty.

Sullivan Hall—The dormitory for women, built in 1909, at a cost of \$45,000, and named in honor of the local Regent, Hon. J. A. Sullivan. Here are spacious corridors, reception halls, airy and light study and bed rooms, large kitchen and dining halls, all equipped with every modern and sanitary appliance known. The resident Dean of Women is in charge

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of the hall, and personally cares for the home life of women students. A competent housekeeper is employed. A substantial annex to this hall accommodates seventy-five young women.

The Power Plant—Erected in 1909 at a cost of \$49,000 contains the lighting and heating apparatus for supplying all the buildings on the campus. The electrical equipment consists of the two 50 K. W. 1,100-volt A. C. generators, and the switch-board and the necessary instruments for distribution of the electrical energy.

The heating plant supplies low pressure steam to all radiators in the different buildings and the years' operation of the plant shows it to be highly efficient and satisfactory. The plant is considered the best power plant in the State of Kentucky. The Manual Training Shops are located on the second floor of this building. Individual equipment for shop work is provided.

New machinery has been purchased for the Manual Training Department, and forge and iron repair work will be added in an annex to the building to be built at once.

The Gymnasium—A large, well-ventilated building, equipped with apparatus, running track, shower baths and lockers.

Model Rural School Building—The brick school house, once known as Walter's Collegiate Institute, and which was used for nearly twelve years as the Normal School Library, has been reconstructed into a model rural school building, with ample ground and equipment to make it an ideal rural school plant.

The Cottages—Four two-story brick cottages are used for dormitory purposes for women students. Seventy-two girls can be comfortably housed in these cottages. Cottage No. 1 is now used for hospital purposes.

The buildings, except the cottages, are heated by steam from a central plant and lighted by electricity from our own power plant. The campus is also brilliantly lighted by electricity. Every floor in each building is supplied with hot and cold water. The bath rooms, lavatories and water closets are of the most modern types.

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The President's House is situated on the northwest corner of the campus, facing Lancaster avenue, just north of the Roark Building. It is a large two-story brick building, containing twelve living rooms and two halls. It was purchased by the Regents in order to complete the symmetry of the campus, and to protect it from possible undesirable buildings in the future, which would mar the beautiful campus. The president is expected to live in this home in order to protect the building and grounds, to have continuous oversight of the student-body that lives in the dormitories and use the campus and to be accessible to the public at all times.

New Dormitories—A contract has been let for the erection of a 112 girl dormitory just south of Sullivan Hall. This dormitory is the first section of a three-section 300 girl dormitory. It will be complete in itself when finished and up-to-the-minute in equipment. A contract has also been let for a 65 men addition to Memorial Hall (south) which will be finished and equipped on a par with the new girls' dormitory. Ground is being broken at the present writing (last of August) for these two dormitories and the contractor is under bond to complete them within seven months. When fully equipped these dormitories will cost approximately \$200,000.00.

STATELAND

The Normal School owns an excellent little farm of 112 acres, situated on the Barn's Mill pike, about a mile from Richmond. The residence on the farm is modern and up-to-date, and is occupied by the family of the foreman. There is also another cottage on the farm where live a colored man and his family. The new barn is a model. Improvements have been made recently, such as a silo, a house for milking and one for caring for the milk. With these improvements the farm is thoroughly equipped.

The activities on the farm are those usual in this part of the State, except we do not grow hemp or tobacco. There is a small dairy herd, composed of thoroughbred and grade Jerseys and Holsteins. The policy is to eliminate the Jerseys and substitute Holsteins because of their larger milk producing qualities. It is also the policy to build up a thoroughbred

herd, gradually leaving off the grade stock. Thoroughbred red Duroc hogs are our standard breed. It is the plan to start the growing of chickens at an early date; probably the Rhode Island Reds will be grown.

This farm is owned and operated for the following purposes: to be used for demonstration purposes in relation to the Department of Agriculture of the Normal School; to give to students attending the school work to help them to pay expenses; and to furnish the dormitories with milk, eggs and vegetables in season, thus lowering the cost of living to students in the school. While Stateland is in no sense a commercial enterprise, it is expected to do all the things mentioned above, to pay its expenses, to pay gradually for needed improvements, and to show a small yearly balance. Otherwise it might justly be considered a poor demonstration of efficient farm management, **which is the thing above all others the farm is intended to teach and to demonstrate.**

Stateland is directly and immediately under the management and direction of the head of the Department of Agriculture. He is expected to plan all crop rotations, and, in a broad way, to plan and to outline the policy on the farm. The carrying out of the plans for the farm, the employment and direction of farm labor is in the hands of the Superintendent of Buildings and Grounds, or the working foreman under him. For purposes of management, the farm is considered a part of the campus. All purchases for the farm and sales from it are made by the purchasing agent of the institution.

FUNCTION OF THE STATE NORMAL SCHOOL

The primary purpose of state normal schools and departments of education in state universities is to furnish all the state schools with qualified teachers. The law establishing the State Normal Schools in Kentucky declares:

"The object of said State Normal Schools shall be to more fully carry into effect the provisions of section one hundred and eighty-three of the Constitution of Kentucky, by giving to the teachers of the Commonwealth such training in the common school branches in the science and art of teaching and in such other branches as may be deemed necessary by the Normal Executive Council, hereinafter created, as will enable them to make the schools throughout the state efficient."

This is the law of 1906, at which time there was no system of high schools; but the legislature of 1908 passed a law requiring every county to maintain high schools.

A later legislature, in making an appropriation for the Normal Schools, declared that a portion of said appropriation should be used in teaching agriculture, home economics and manual training.

The last legislature went further and provided that: "From the first day of July, one thousand nine hundred and twenty-two, applicants for an elementary certificate of the first grade, shall have had at least one year of high school work or its equivalent; and, in addition thereto, five weeks' study of professional subjects in a state normal school or some other training school recognized by the State Board of Education.

"From the first day of July, one thousand nine hundred twenty-four, such applicant must have had two years of high school work or its equivalent; and in addition thereto, ten weeks' study of professional work in a school or schools as aforesaid.

"From the first day of July, one thousand nine hundred twenty-six, such applicant shall have had four years of high school work or its equivalent, and in addition thereto, twenty weeks' study of professional work in a school or schools as aforesaid."

The Executive Council provided for in the law of 1906 was vested with wide discretion in determining the subjects to be taught in the Normal Schools in addition to those set forth in the law. They were to teach such other subjects as in the judgment of the Council were needed to make the schools of the state efficient. What schools? The elementary schools only? The law itself fairly interpreted, and the demands made on the schools make such a conclusion impossible. The Council, therefore, has concluded that the term "schools," used in the law, means elementary and secondary schools both, with the emphasis on the elementary; and that the Normal Schools shall teach the subjects necessary to make all the schools efficient, so far as it can be done consistently with thorough work and the appropriations made by the state for the support of the Normal Schools.

Guided by the foregoing laws and considerations, the Council has decided it to be its duty to provide for the teaching of the subjects set forth in the law; and in addition thereto, for the teaching of such academic branches as are taught in standard four year high schools and such professional courses as it deemed necessary to make the schools of the state efficient; such professional courses constituting a junior college course in education of equal standard with those established in other states.

Because of the fact that so many of the graduates of the Normal Schools are needed to teach in the country and village high schools, the Council has gone further and provided for the teaching of regular academic subjects of junior college level, such subjects being organized into elective courses as will be explained under the heading of "Normal Courses Offered."

Normal Courses Offered: The law establishing the two State Normal Schools further declares: "Each Board of Regents shall have full power and authority, subject to the approval of the State Superintendent of Public Instruction, to confer, under its corporate seal, upon students of said schools the following certificates, viz.: An 'Elementary Certificate,' an 'Intermediate Certificate,' and an 'Advanced Certificate.'

"The elementary certificate shall be conferred upon the completion of not less than one year's work, and shall entitle the holder thereof to teach in any public school in the state for the period of two years from the date thereof without further examination. The intermediate certificate shall be conferred upon the completion of not

less than two years' work, and shall entitle the holder thereof to teach in any public school in this state for a period of four years from the date thereof without further examination. The advanced certificate shall be conferred upon the completion of not less than three years' work, and shall entitle the holder thereof to teach in any public school in this state for a period of three years from the date thereof without further examination, and if, at the end of the three years, a teacher holding an advanced certificate shall present to the Board of Regents which granted the same, satisfactory evidence of successful teaching during said period, and of good moral character, then the advanced certificate may be extended for life, or good behavior, by said board, subject, however, to the approval of the State Superintendent of Public Instruction; and it shall be so endorsed by the said board, and the holder thereof shall be entitled to teach in any public school in this state during good behavior without further examination.

"The official endorsement of the State Superintendent of Public Instruction shall be necessary to validate any certificate, or extension thereof above named. Any certificate may be revoked for cause by the Board of Regents of the school granting the same, or by the State Superintendent of Public Instruction. Any county superintendent may, for cause, revoke for his county, any certificate, of which revocation immediate notice shall be given to the State Superintendent of Public Instruction, and he shall have power to approve or reverse such revocation."

Based on the law just quoted, the Executive Council has established courses of study leading to the different kinds of certificates, and in the Advanced Certificate courses to specific types of service, namely: Rural School; primary, grades one and two; Intermediate, grades three to six, inclusive; and Junior High School, grades seven to ten, inclusive.

Elementary Certificate Course: The school law does not prescribe entrance requirements for the various courses, but sets forth that the elementary certificate may be issued after not less than one year's work, etc., etc. The Council, in its discretion, has fixed the entrance requirements at the completion of the work of the regular eight grades by a student not less than sixteen years old. It has defined the year as forty-eight weeks, and the quantity of work to be covered at the equivalent of eight Carnegie units, one and one-third units of which shall be in Education, and the rest ordinary high school units but taught from the professional viewpoint. The student who secures this certificate, therefore, completes the work of a standard two years' high school. This is of interest especially to the mature student without high school training in view of the new laws requiring all teachers to have high school education in the near future. "Eastern" undertakes to give such mature students credits for all the work they have done well; but a minimum of three terms' residence work is required of all who are not graduates of four year standard high schools.

Intermediate Certificate Course: The entrance requirements for this course are the completion of a standard two years' high school or of our elementary certificate course; for its completion eight more units are required. Very little election among subjects is permitted in the elementary and intermediate courses; but two regular intermediate courses are offered between which the student may elect.

Advanced Certificate Course: The two foregoing courses were planned and are still offered to meet actual conditions in Kentucky,

that is, the need for help by teachers who did not have and do not have high school education. Some time in the future they may be, and probably will be, modified or abolished altogether. They are meeting temporary conditions. No one who has studied the question regards either one of these courses or both of them as a sufficient preparation for teaching pupils in any grade in any school.

Our schools in Kentucky can never be what they ought to be until the State recognizes that the minimum preparation of a teacher should be graduation from a standard high school plus two years of professional study in a standard normal school. Nor will our schools measure up to standard until the people recognize that the teacher who teaches the first grade needs as much and as thorough preparation as the teacher of the twelfth grade; nor will our schools attain their highest efficiency until it is understood that the different kinds of teaching service, namely: Primary, Intermediate and Junior High School, etc., should be officered by teachers specifically and technically prepared for such service; and until the idea that passing from service in the primary school to the high school is a matter of promotion has passed away. On the contrary the truth should be understood and acted upon that these types of teaching service are coordinate and equal in every respect. To what end will the state prepare teachers for different services, if they do not perform the service for which they have been prepared?

From the foregoing and other considerations, the "Council" has determined that the Advanced Certificate Course shall be based upon graduation from a standard four year high school course or its equivalent; that it shall cover two years—40 weeks each—of work, the same being a minimum of 64 semester hours, and shall be modified so as to prepare students for different types of teaching service, and also to prepare them to teach efficiently one or two subjects of high school level. The types of service for which the Advanced Course has been modified are: Rural School; Primary, grades 1 and 2; Intermediate grades 3, 4, 5 and 6; and Upper Grades or Junior High School, grades 7, 8 and 9. This last named course has been further modified through electives offered to prepare teachers to teach special high school subjects, and to do the work of supervision. "Eastern," therefore, is offering as few courses as possible, consistent with the different types of service for which every standard normal school must prepare teachers, and with the demands made upon it, to the end that what work it does may measure up to a very high standard.

As said before, the State Normal School is supported by the state to train its teachers, and for no other purpose whatever. With this supreme purpose in mind, teachers are selected, courses of study are prepared, laboratories and libraries are equipped and a Model and Practice School is conducted. This school stands for four definite things:

1. A high standard of scholarship.
2. A thorough study of the science and art of teaching.
3. Observation of different types of teaching under guidance of a skilled director.
4. Practice teaching under competent supervision.

COURSES OF STUDY.

SELECTING COURSES—CLASSIFICATION

As soon as possible after entering school the student, with the assistance of the Dean and a faculty advisor, should select the course he desires and pursue it steadily and systematically until it is completed. It is far better to enter upon a regular course and to do a definite thing. To select subjects regardless of their relation and sequence is a wasteful plan.

Persons planning to become teachers, and to be certificated by the institution are expected to take the courses in an orderly way. All students who have not completed the first two years of high school or its equivalent belong in the Elementary Course, which they should complete. Students who have had two years of high school or its equivalent, but have not completed the four year course or its equivalent, belong in the Intermediate Course; while students who are graduates of four year high schools or the equivalent should enter at once upon the Advanced Course. Students entering upon the Advanced Course, not later than the beginning of their second term, should consult the Dean or their class advisor in regard to the special courses included in the Advanced Course. This is very important.

COURSES OFFERED AT EASTERN

1. Elementary Course—Two year high school.
2. Intermediate Course—Last two years of high school.
3. Advanced Course—First two college years.
 - a. Primary Course, 1st and 2nd grades.
 - b. Intermediate Course, 3rd to 6th grades inclusive.
 - c. Junior High School Course, 7th to 9th grade inclusive.
 - d. Rural Teachers' Course—Grades 1st to 8th inclusive.
 - e. Special Subject Courses—High school subjects.

There are two courses in the Intermediate one without Latin, one with Latin. The five courses listed under the Advanced Course are coordinate courses. Teachers let us repeat, should prepare themselves for a specific service. The completion of any one of these courses will entitle one to junior college standing in the college of education of the State University. A proper selection of a special subject course, e. g. Agriculture, will entitle one to such standing in some of the other colleges. The courses offered at Eastern have been planned primarily to prepare teachers for immediate and efficient service; but the fact has been kept in mind that many ambitious teachers will want to finish a four year course in college, and the courses have been so planned that this may be done without loss to the teacher

IRREGULAR CLASSIFICATIONS

Students who intend to teach but who do not desire to be certificated may select any work for which they may be prepared and receive free tuition provided they have appointments from their county superintendents.

Students not planning to teach are required to pay regular tuition fees and may select any work for which they may be prepared.

ADVANCED STANDING

Students on entering school will be granted advanced standing based upon the following work:

1. State certificates and diplomas.
2. High school records.
3. College records.

A committee on credits and credentials composed of the heads of the departments will handle each individual case upon its merits. No effort is spared to evaluate carefully the entrance credits of all who bring their records with them.

All students who come from high schools, academies, colleges, or other normal schools are urged to bring their complete record with them upon their entrance here. It is always wise to have the record as complete as possible at the beginning of the course.

OUR SYSTEM OF GRADING

All grades are reported in letters A, B, C and D. A signifies superior work; B, standard work; C, inferior work, and D, poor work. Only the first three are transmissible to other institutions, while the number of D's is limited for each certificate.

THE STUDENT'S LOAD

Under the rules of the faculty no student may take more than four major subjects and one minor subject during a regular ten weeks' term. In special cases, in which all the teachers involved and the Dean agree, a student may add a little extra work. These cases, however, are exceptional. During the Summer Term of eight weeks, the regular load is limited to four majors or their equivalent.

CERTIFICATION AND GRADUATION

Certification and graduation is recommended by the Faculty, on the basis of scholarship, skill in teaching, initiative, personality, habits and character; but no one will be considered by the faculty for certification or graduation unless he has been first recommended by the Committee on Certification and Graduation. Certificates are issued by the Board of Regents on the recommendation of the Faculty of the institution.

EXPLANATION OF CREDITS

1. All work in the Normal School below the advanced certificate course is estimated in Carnegie high school units. Three terms' work in any major subject are necessary for one unit of credit.

2. All work in the advanced certificate course is measured in semester hours. Each class is of college rank and the semester hour value is stated in connection with the details of the courses to be found in another part of this Year Book.

3. It will be noted that the elementary certificate course requires the completion of work equivalent to eight Carnegie units. The intermediate certificate course also requires the completion of eight Carnegie units of high school level. The

advanced certificate course in education requires sixty-four semester hours' work. In addition, the student may be required to take ten hours of drill to be selected from drawing, penmanship, handwork and music, unless she has already taken these subjects in an inferior course at Eastern.

EXPLANATION OF SOME TERMS USED

A Carnegie unit, or a high school unit, is a subject pursued one year. It is approximately 180 forty-minute recitations, or 7,200 minutes, and, therefore, equals about 8 semester hours.

A "semester hour" is one 50-minute recitation per week for a semester, or two terms. It equals approximately 900 minutes of recitation.

Subjects that receive full semester credits are supposed to require at least as much time in preparation as in recitation; those that receive only one-half semester credits are not supposed to require preparation.

A "laboratory hour" will receive half as much credit as a recitation hour that requires preparation.

MEMORANDUM OF AGREEMENT FOR ADMISSION OF STUDENTS FROM NORMAL SCHOOL TO THE UNIVERSITY OF KENTUCKY

1. The two years' college work, above that of a four years' accredited high school, satisfactorily completed at the Eastern Kentucky State Normal, will be accepted for two years' work at the University of Kentucky.

2. The admission to college work at the Eastern Kentucky State Normal will be governed by the standards of admission to the University of Kentucky; that is, students who are graduates of accredited high schools will be admitted to college work in the Eastern Kentucky State Normal without examination. Others will be required to pass examinations on all subjects offered for entrance.

3. The Eastern Kentucky State Normal will indicate the number of units accepted in each subject for admission, also the preparatory work done at the Normal. Their report on preparatory work will be accepted at the University without

question. The preparatory work and college work will be reported separately.

4. Students in the Eastern Kentucky State Normal will be advised to plan their work so as to meet the first two years' requirements in the courses which they wish to enter at the University of Kentucky. Students who do not observe these requirements will also be advised that the time required for graduation may be somewhat longer.

5. Definition of a Credit.—In estimating the Normal School credits, a credit will represent one hour of recitation or two hours' laboratory work per week, for twenty weeks. Physical education and other laboratory work requiring more preparation will be estimated on the basis of three hours for one credit."

THE NORMAL SCHOOL CURRICULUM

The standard Normal School curriculum consists of three parts, namely:

1. A study of the subjects which will be taught by the student as a teacher, such study to be reconstruction (not review) of them from the standpoint of the teacher, thus making such study professional rather than academic. That the student gains knowledge through such study and that a scholarly attitude is developed thereby does not lessen the professional purpose nor character of such work.

2. A study of the underlying aims, processes and methods of education in teaching under supervision. This is usually called "professional work," but it is no more professional than the study mentioned above. Its purpose is to reveal to the prospective teacher the immediate value, the complexity, and the social significance of public education in our democracy, to give to the prospective teacher some insight into individual and social psychology, and to connect to these things the actual work of the public school as this may be done in practice teaching.

3. A study of the mother tongue in excess of prospective teaching needs, because of its fundamental importance to individual growth and development, and as much further study

of the great fields of human knowledge as the course will permit to the end that there may be breadth, vision, ideals, insight, and sympathy in excess of the demands of the school.

MATTER VS. METHOD

Once upon a time in a teachers' meeting the question whether a teacher needs training to teach a subject with the matter of which he was acquainted was being somewhat violently debated. Commissioner William T. Harris was present and listened with interest and amusement. Finally some one appealed to him for an opinion. His answer was: "Form without content is empty; content without form is mushy."

Method without matter is empty; matter without method is too often mushy. This is the whole thing in a nutshell.

Can a teacher who knows a subject teach it? Yes. He can teach it; but if he does not know the child mind and the best ways of teaching his subject, he will waste a great deal of energy and childlife in doing it. Can a teacher learn to teach well by experience? Yes, but he will make numerous mistakes, and waste much of his own and the children's time in learning.

Are normal schools "method schools?" They are not. Normal schools are schools in which the teachers are trained specialists each in his subject, in which the subject matter is wisely selected, carefully organized, and presented in the best and most economic manner, and in which the student is made conscious of the method as well as the matter. Other schools teach matter; normal schools teach matter also as intensely and as thoroughly as the best of them; and in addition it teaches students how to teach the same matter to others. It is doubtful if one ever really knows when he knows a subject until he has successfully taught it to others. The work of organizing a lesson so as to present it to a class is educative in the highest degree. It is putting education into practice. It is similar to the action of the lawyer who prepares his case for the jury, or the minister his sermon, or the politician his address. It is no wonder that some of the most successful men and women in this country have been teachers. They have

only changed classes and subject matter; the **method** remains the same.

We do not hesitate to claim that normal schools **properly organized and conducted** are the superior educational institutions in this country; and that other educational institutions grow in excellence as they catch the inspiration and imitate the methods of the best normal schools.

“Eastern” claims—and stands ready to back up the claim—to be one of the really superior schools in Kentucky. It has a beautiful campus, splendid buildings well equipped, a fine library, a strong faculty, and an inspiring educational atmosphere. It offers courses from beginning high school through junior college; and these courses are wisely selected, and honestly and faithfully enforced. Eastern’s motto is:

“To be more than she claims,
To perform more than she promises.”

WHY NOT TEACH?

There comes a time in the life of every ambitious young man and woman who wants to do something and to be something worth while in this world when a calling must be chosen. To these we propound the above question: “Why not teach?”

The serious-minded young person in considering his life’s work is met by two questions, namely: “How make a living?” and “How make a life?” the latter question being infinitely of the greater importance. Many people are so engaged in making a living that they never seriously consider the making of a life which is the only thing that makes a “living” worth while.

Young man, young woman, you ask if you can make a living if you teach. Yes, a good one. You will not grow rich at it as in some other things; but you can be assured of a good living and a competence in old age.

The minimum salary in Kentucky now is \$75.00 per month. Many beginning teachers are receiving \$1,200.00 a year. City superintendencies are ranging from \$2,000.00 to \$10,000.00 a year. The demand for teachers who are qualified is well be-

yond the supply. These facts taken with the life of the teacher, his position in society, his short week, the vacations, time to study, all considered make the teacher's vocation one of the most desired. Think about it.

Another thing to be considered is the fact that teaching develops one's powers as few other callings. We would not encourage young people to make a stepping stone of teaching; but it is a fact that it is the best stepping stone in the world. No other occupation prepares a young man or woman for so many other kinds of work. Verily, we mold ourselves and our work at the same time. One is never sure of his mastery of a subject until he has taught it. Many strong college students are amazed at how poorly they have mastered a problem when they try to teach it to others. It is no accident that so many prominent men and women have taught at some time in their lives.

A school and the surrounding community are a little world; and the young teacher who has mastered this miniature world is pretty well prepared to meet the problems of the larger world. Teaching is fundamental in all businesses; and he who can teach children can teach grown people. Young man, young woman, think about it.

Nor is the teacher without fame. What are the names best known? Leading all names stands that of the Great Teacher, the Man of Galilee. Socrates, Plato, Aristotle, Quintilian and others too numerous to mention, teachers all of them. When we come to think about it, the best remembered names in all nations and times have been those of teachers. Confucius among the Chinese; Gautama (the Buddha) among the Indians; Mahomet and others. The individual, the nation, the world alike honor those who teach them some thing that makes life better worth living. What nobler work than directing the footsteps of a little child? What nobler calling than guiding the boy and girl as they first tread the footpaths of life? Yea, what nobler and more inspiring work than ringing the rising bell in the soul of an immortal youth?

The teacher's calling is the noblest of them all for his or her material is humanity at its best and freshest. The archi-

tect who plans a building, the sculptor who designs a statue, the painter who creates a picture, each does noble work and worthy of all praise; but the teacher who guides young life, molds it, thrills it, inspires it, works on material that perishes not. Yes, the work of a true teacher is inspiring; and the amount of good he can do is measureless. The teacher need do only good to people. It is a life really worth living. Young man, young woman, think of it. Why not teach?

CONCERNING SCHOOL ORGANIZATION

1. **Discipline**—The Normal is responsible to the state for the character and scholarship of its graduates—those who are to teach in the public schools. The Normal will, therefore, ask students to withdraw from the school if they are found not to be adapted to the work of teaching, or if they are found to be unfit or in any way unworthy to become teachers.

But few rules and regulations are necessary here. Students are to be ladies and gentlemen under all circumstances. This is the chief requirement. Parents may send their boys and girls with assurance that their safety, their general culture and their education will be guarded as carefully as may be.

2. **The School Year**—The Normal year opens regularly on the third Monday in September and continues for forty-eight weeks. It is divided into four terms of ten weeks each, and a Summer Term of eight weeks, closing the third week in August.

3. **The School Week**—The Normal School week allows Monday as the regular holiday, and class work continues from Tuesday morning until Saturday night. Some special exercises, such as literary society programs, are held on Monday.

4. **The School Day**—Work begins in the Normal class rooms at 7:30 a. m. and some classes are to be found in operation at every hour until 5 p. m. Usually physical culture and athletics occupy the later hours in the day. All class periods are for full fifty minutes, with ten minutes intermission between classes.

5. **The School Holidays**—The Normal Community observes all the regular legal holidays that occur during the year's work. Usually about ten days are given over to the holiday season at Christmas and New Year.

6. **Christian Associations**—The Normal is not denominational in any sense. However, its positive influence is religious and Christian. Students are urged to select a church home in Richmond and to attend the Sunday schools of the city. The Young Men's Christian Association and the Young Women's Christian Association have large memberships. The associations meet every Sunday afternoon in regular quarters on the campus; they also conduct devotional meetings during the week. These societies are doing a great good in the school. New students should join these associations and become active workers. Vespers will be conducted on the campus each Sunday afternoon during the Summer School for the entire school.

7. **Lecture Course and Entertainments**—The Normal each year maintains a high grade lecture course largely for the benefit of the students. It is under the supervision of the Committee of the Faculty

on Lecture Course. Each student is able to attend the course without expense.

8. Alumni Association—The Alumni Association is proving a great factor in the fostering of Normal spirit, and in the upbuilding of a Greater Normal. Its influence is already potent throughout the state. The association holds an Annual Banquet and Reception during commencement week.

9. Eastern Kentucky Review—This publication is the official bi-monthly review published by the Normal. It is edited by the Faculty and the Student Body. If you are interested write for it—free.

10. Athletics—It is the policy of the school to encourage clean and wholesome rivalry in athletics, believing that regular outdoor exercises promote a vigorous intellect.

The various teams are under supervision, and all students of good class standing, who are physically qualified, may compete for a place on the teams.

The football season extends from the beginning of the fall term up to about Thanksgiving; the basket-ball season lasts from Thanksgiving on through to baseball weather; the baseball season continues from first suitable weather to the end of the fourth term; the last term in the year is the term of lawn tennis and track athletics.

SUMMER SCHOOL OF 1921

The Summer Session will open Tuesday, June 28, 1921. The regular Faculty will be in charge. A full list of classes will be offered. Regular credits will be given for this work. Several additional specialists, lecturers and entertainers of note will add strength to an already strong faculty.

Popular among city and graded school teachers especially from the first, the Summer School at Eastern has steadily gained in favor and its enrollment has rapidly grown. All forces have conspired to make this possible. School boards in many cities and towns have either made attendance compulsory, or have subsidized it sufficiently to render it attractive, while our beautiful and inviting campus and deighful surroundings have added their stimulus. Then, perhaps best of all, we have always offered a strong list of classes under our regular faculty, and some additional specialists. Regular credits have been given to those completing any subjects.

Courses are offered in Pedagogy, Psychology, Child Study, the History, Philosophy and Practice of Education. Educational Problems in Kentucky, Primary Methods, Special Methods, Drawing and Art, Music, Manual Training, Home Economics and Art, Physical Education, Gymnasium, Athletics, Nature Study, Agriculture, Horticulture, Biology, Physiology and Hygiene, Geography, Physics, Chemistry, English, Grammar, Composition and Rhetoric, English Literature, American Literature, Literature of the Bible, Latin, German, French, History, Economics, Sociology, Mathematics, Primary Hand Work, and in many other subjects.

"HALF HOUR OR SHORT ORDER COURSES."

In addition to the general courses listed above, short courses will be offered as follows: Rural School Methods; Rural School Management; First and Second Grade Method; Third and Fourth Grade Method; Fifth and Sixth Grade Method; Seventh and Eighth Grade Method; High School Problems; Vocal Music; Physical Education;

Health; Method in Arithmetic; Method in Geography; Method in Grammar; Method in Physiology; Method in History; Method in English; Method in Reading; Method in Civics; Type Studies; Socialized Recitation; Standards and Measurements; Problem-project Method; Five Formal Steps; Discipline; First Aid Work; Parent-Teachers Association; Americanization; Country Life Movement; Visual Education; Child Welfare Movement; Boy and Girl Scout Movement; Thrift Movement; Libraries; Humane Treatment of Animals; Fire Prevention; Prevention of Accidents; School Lunches; School Room Beautiful.

11. **Literary Societies**—To be progressive as well as popular at Eastern, one must be a Carpediem, a Periclesian, an Excelsior, a Utopian, a Cynthian or a Washingtonian. And not until he has been initiated can he understand the magic in these names. During the big terms auxiliary societies are organized. The literary societies stand for all that is highest and best in school life. It is here that the student finds himself untrammelled—where he comes into his own. He has the opportunity for appearing in public. He argues, sings, plays, composes, reads, acts. He presides at meetings, acts as secretary, works on committees, conducts parliamentary drills, etc., etc. And above all he forms friendships.

12. **Normal Classes**—In the literary societies, students belonging to all the classes are mingled together in a thoroughly democratic way. A faculty advisor is assigned to each society. For purposes of developing class spirit and loyalty, and for distinctly class activities, the entire student body is organized into classes each in charge of a faculty member.

Model and Practice School—Eastern maintains throughout the entire school year a model and practice school for demonstration and cadet-teaching purposes. The school consists of twelve grades organized on the six-six plan. All the grades through the tenth are used for demonstration and cadet-teaching, while the eleventh and twelfth grades are used for demonstration purposes only. The ninth and tenth grades are used for cadet-teaching to a very limited extent.

The critic teachers in charge of this school are thoroughly trained, each teacher being in charge of two grades. In order that the best possible work may be done the number of pupils per teacher is limited to thirty-two. This school is recruited from a waiting list which is kept in the business office. The grades from the seventh to the tenth, inclusive, are taught partly on the departmental plan, while the eleventh and twelfth are taught altogether on that plan. No tuition is charged in the first eight grades, but an incidental fee of two dollars and fifty cents is charged each pupil each ten-week term. No fee is charged in these grades during the summer term. In the grades from the ninth to the twelfth, inclusive, a tuition fee is charged which partly pays the expenses of instructing said grades. In the ninth and tenth grades, the tuition fee is \$62.50 per year, and in the eleventh and twelfth grades it is \$75.00 per year. In addition to the tuition fee each student pays a \$2.00 incidental fee each semester and the regular fees charged Normal students in classes in which fees are charged, such as Chemistry, Home Economics, etc.

The Rural School—As a part of the Model and Practice School—Training School—Eastern maintains a Model Rural School on the Campus under one teacher in charge of all eight grades. This school is made up exclusively of country children; it is limited to forty pupils; and no fees of any kind are charged. The purpose of this school is to demonstrate how one teacher can teach successfully forty

children in eight grades; and it is fulfilling its purpose. It is used for cadet-teaching and in training supervisors of rural schools. We are very proud of this demonstration school.

APPOINTMENTS—LIVING EXPENSES—FEES, ETC.

Boarding and Rooms—Rooms in Memorial Hall (men's dormitory), steam heated and electric lighted, are one dollar per week for each student. This Hall has just been thoroughly overhauled and renovated. It is in excellent condition.

Rooms in Sullivan Hall (women's dormitory), steam heated and electric lighted, are one dollar and one dollar ten cents and one dollar twenty cents per week for each student.

Rooms in the cottages (for women) are seventy-five cents per week for each student. Young women are expected to live in the dormitory, when attendance does not exceed the capacity of the dormitories, unless for special reasons they are granted permission by the Dean of Women to room beyond the campus.

Students wishing to engage rooms should write to the President. A reservation slip will be forwarded, which will become binding only when the student complies with the following:

1. This reservation is binding only when this slip is presented to the business office (always address T. J. Coates, President) within ten days of date above given and a fee of two dollars is paid.

2. The holder of any reservation may receive the refund of above fee only by request in writing not less than ten days before the opening of the term for which this reservation is given.

3. This fee is applied as a part of room rent at the opening of the term for which reservation is given, but receipt for this two dollar fee must be presented to the business office at the time of paying the remainder of the room rent.

4. Room reservation is void if not claimed by Tuesday night of the opening of the term and the fee is forfeited.

5. This reservation is not transferable.

Rooms for any terms of the ensuing year may be reserved at any time after May 1st of the preceding year. Only those who apply early and pay the necessary reservation fee of \$2.00 are assured of accommodations on the campus.

When all rooms on the campus have been assigned for a certain term, a waiting list of applicants is kept and vacancies as they occur are offered in their turn to those on that waiting list. Note—This waiting list must needs be abandoned one week previous to the opening of said term. Rooms released after that are available to students as they enter.

Room reservation for a series of successive terms is void for the entire period if not claimed by Tuesday night of the opening of the first term of the series, and the fee is forfeited. But by request in writing prior to the date of forfeiture, the assignment for that term may be cancelled and credit for the fee transferred to a later term.

A deposit of three dollars will be required of each occupant of any of these rooms, all of which will be returned if the deposit receipt is surrendered when the depositor leaves, except charges for damages done to the room or furniture. No deposit will be refunded until the housekeeper reports upon the condition of the room. Room rent and deposits are payable for the term in advance.

Students are required to take care of their rooms and to furnish towels, soap, runners for tables and dresser, pillow cases, sheets,

spreads and comforts or blankets, also table napkins and napkin rings.

Women students, no matter where they may expect to room, should come direct to Sullivan Hall; checks for baggage should be retained until after arrival at Sullivan Hall. Students should not engage rooms or board before ascertaining from the school that the landlady's name is on the approved list. The fact that women students have roomed or boarded at a home during some previous year is not necessarily a guarantee that that home is at present on the approved list. Students desiring to room with relatives or friends should notify the Dean of Women of such intentions as early as possible before coming, as all landladies are personally interviewed before the houses are placed on the list. The student is urged not to be in haste to engage a room with which she is not satisfied. No pains will be spared to find for her the accommodations she desires and in the meantime she will be taken care of temporarily at Sullivan Hall.

Table board is \$3.00 per week for both men and women. Those who room in Sullivan Hall and the Cottages will board at the dining hall of Sullivan Hall; those who room in Memorial Hall will board at Sullivan Hall. Other students may secure table board only—at Sullivan Hall—at \$3.00 per week.

Board is payable for at least a half term in advance. Room rent and board will not be refunded except in case of real sickness. No deduction can be made in table board for a few days' absence at the beginning or end of the term. When board is paid for less than a half term in advance, the rate is \$3.50 per week.

Incidental Fees—Each student pays an incidental fee of \$2.00 per term when he enrolls. This is not a matriculation or enrollment fee, but it is to cover library, gymnasium and athletic fees, lecture courses and contingent expenses. The incidental fee is paid by all students and is not refunded. After the opening day, late-comers must pay 50 cents extra fee. It pays to be on time.

Special Fees—Those who take special subjects pay for materials only, as follows:

Domestic Science, per term	\$2.00
Chemistry, per term	1.00
Manual Training, per term	1.25
Photography, per term50
Handwork, per term	I, 50c; II, 1.00
Music Lessons, per term (two lessons per week)	12.00
Music Lessons, per term (one lesson per week)	7.50
Piano Practice, per term (one hour per day)	2.50
Violin Practice, per term (one hour per day)	2.50
Typewriter Practice, per term (one hour per day)	2.50

Tuition Fees—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	38.00

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

Necessary Expenses for Ten-Week Term

Board	\$30.00
Room Rent	\$7.50, 10.00 to 12.00
Incidental Fee	2.00
Total	\$39.50 to \$44.00

Appointments—Who are appointees? Each county is the unit of appointment. Each County Superintendent has the privilege of appointing one student for every five hundred white school children in his last school census and one student for any fraction over two hundred and fifty. These students are the regular appointees to State Normal. All appointees receive tuition or a free scholarship. All appointments are made for four years—or until the appointee completes his entire course of study. Appointees are not required to remain in school continuously. If the number of appointees in attendance during any term should not reach the number allowed for any county, the County Superintendent may, during any other term, appoint alternates. These appointees are selected according to the following directions: 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.

The Eastern District is composed of the following counties: Anderson, Bath, Bell, Boone, Bourbon, Boyd, Boyle, Bracken, Breathitt, Campbell, Carroll, Carter, Clark, Clay, Clinton, Elliott, Estill, Fayette, Fleming, Floyd, Franklin, Gallatin, Garrard, Grant, Greenup, Harlan, Harrison, Henry, Jackson, Jessamine, Johnson, Kenton, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Lincoln, McCreary, Madison, Magoffin, Martin, Mason, Menifee, Mercer, Montgomery, Morgan, Nicholas, Oldham, Owen, Owsley, Pendleton, Perry, Pike, Powell, Pulaski, Robertson, Rockcastle, Rowan, Scott, Shelby, Trimble, Wayne, Whitley, Wolfe, Woodford.

Recapitulation

For admission to the State Normal:

1. Good moral character.
2. Age—not less than sixteen years.
3. Appointees—free tuition.
4. Appointees—enter without examination.
5. Those who hold certificates of any grade enter without examination.
6. Those who hold common school diplomas enter without examination.
7. Those who hold state diplomas, state certificates, and graduates of High Schools, Colleges and Normal Schools enter without examination.

NOTE—Certain credits will be given to those whose qualifications justify it, but each individual case will be taken up on its merits. Write the Dean for advanced standing.

Special Notice—See your County Superintendent about an appointment, and write T. J. Coates, President, for full information.

How to Enter School—Upon arrival at Richmond, come at once to the Normal. The bus line takes you to the campus—fare twenty

cents, trunks twenty cents. The President's office and the Dean's office are in Ruric Nevel Roark Hall, and here all preliminary arrangements will be made. Women students, no matter where they expect to room, should retain their baggage checks and come direct to Sullivan Hall.

1. Go to the "Registrar's Office" in main hall, where you will attend to three things: (1) The Registrar will enroll you; (2) you will fill out the enrollment card, giving personal facts concerning your residence, experience, etc.; (3) if you are an appointee you will present your appointment card, or ask the official in charge to look up the card which is probably on file in this room. Here appointees must sign the pledge card.

2. Go to room No. 12, the "Secretary's Office," where you will present your enrollment card, your appointment card and your pledge card, leaving these cards with him. You pay your tuition (if not an appointee), incidental fee (which must be paid by all who enter), room rent, deposit and board. You will then receive an admittance card, which you will retain

3. If you wish to offer credits for advanced standing, go to room 15, present your admittance card and your credentials to the "Committee on Credentials and Credits." Here your credentials will be examined.

4. Go to the "Dean's Office," presenting your admittance card, where the Dean will assist you in making out a definite daily program, giving subjects to be taken, hour of recitation, instructor and number of room. If you enter at the beginning of a term, go to the Committee on Student Schedules in Main Hall before going to the Dean.

5. Go to class room and enroll at once, presenting your Daily Program Card. Any change of program must be made by the Dean, and such changes must be reported to the instructors.

NOTE—Students compelled for any reason to leave school before the close of a term must get a formal dismissal from the President. To leave without due notice, or without permission from the President, formally suspends a student from future attendance at the Normal School.

EXTENSION DEPARTMENT.

EXTENSION WORK

For some years, in fact since the school was founded, Eastern has been carrying on extra-mural activities, such as commencement addresses, lecturing before institutes, and other occasional lectures and demonstrations. This work has now been increased through correspondence and lecture courses, and through the service offered by the "School Service, Research and Information Bureau."

FOR WHOM INTENDED

Extension work as offered by the Eastern Kentucky State Normal School is intended for three classes of people: 1. Students who have attended the school and who expect to return to secure a certificate or to graduate. 2. Teachers who expect to attend the institution but who want to work off a few credits before entering while teaching. 3. Teachers who must continue teaching the whole year and who want to improve their scholarship.

CHARACTER OF THE COURSES

The correspondence and lecture courses are the same as those given in the class rooms of the institution.

ADVANTAGES OF CORRESPONDENCE STUDY

1. Economy—The cost of correspondence work is very low compared to the character of service rendered.

Courses may be completed and full credit received while the student is teaching at full salary.

Advantage is taken of the spare minutes each day that are too frequently wasted—economy of time.

Home study is essential to a growing, progressive teacher. It is of very great value even when undirected. When prop-

erly directed, as it will be by correspondence, a definite work is undertaken along definite lines. Waste of time and effort is eliminated.

2. **Thoroughness**—The student recites each lesson in its entirety and may have all questions answered.

3. **Practical Application**—Things learned by correspondence may be applied by the student-teacher in her own classes. If she is teaching arithmetic and is taking a course in Arithmetic 2, everything learned is of immediate and practical use. This is true of every other subject, particularly true perhaps of those in Education.

PROCEDURE IN SELECTING A CORRESPONDENCE COURSE

If you wish to take a correspondence course, examine the list offered on another page of this communication. If you find a course that suits you, write to the Registrar (Address M. C. Gentry, Registrar) for enrollment blank, which you will fill out and return to him, enclosing \$3.00 for enrollment fee and \$7.00 for each subject you wish to take. If only one subject is desired the amount to be enclosed is \$10.00. The amount for two subjects is \$17.00. On receiving your blank properly filled out, the Registrar will notify the Dean of your application; and if in the Dean's judgment you are prepared for the course, he will enroll you for that course. If you are not accepted, your money will be promptly returned to you. The enrollment fee of \$3.00 is paid but once, no matter how many correspondence courses may be taken.

REGULATIONS AS TO CORRESPONDENCE COURSE

1. Not more than two courses may be taken at one time. Not more than one-third of the work leading to a certificate may be taken by correspondence, and not more than one-third of the work in any one department.

2. In each correspondence course for which credit for one major, or $2\frac{1}{2}$ semester hours, or one-third high school unit is given, there will be twenty single lessons or ten double lessons, and, at the option of the instructor, a final examination covering the entire course. A single lesson will require approxi-

mately five hours a week preparation and a double lesson twice that time.

3. A fee of \$7.00 is charged for all courses valued at $2\frac{1}{2}$ semester hours or one-third high school unit. No fees are refunded except in cases where the student is found unprepared to take the course, or the school is unable to offer it. Correspondence courses may begin at any time, and they must be completed in a reasonable length of time. No courses are offered in subjects requiring laboratory work, except through study centers. No courses in foreign language are offered by correspondence, except in Latin. A student who for any reason does not report either by letter or lesson within a period of 30 days may forfeit his right to further instructions. Students are expected to take at least one single lesson each week. A student who has completed all the assignments of a course in a satisfactory manner will have a grade registered upon our school records the same as resident students, after passing a final examination in a satisfactory manner. Examinations will be given in a way to meet the convenience of the individual student whenever it is possible to do so. It is probable that some of them will be held by county or city superintendent of the student's own county.

TEXT BOOKS

The text books used are the same as those adopted for students in residence and they will be furnished to correspondence students whenever desired in the same manner as to students in residence, i. e., they will be sold to the student and bought back after the completion of the course at a small discount.

LECTURE COURSES

Lecture courses are offered at study centers by regular members of the faculty, or other competent instructors employed by the institution. Such centers will be agreed upon by the students and the Director of Extension. The courses, fees, books and credits are the same as in the correspondence courses. The minimum number of members required in order to secure the organization of a class will depend somewhat

upon the distance the study center is from Richmond. The absolute minimum is 10 students. The instructor will meet the class ten times on Saturdays for two hours in all courses carrying $2\frac{1}{2}$ semester hours credit, and five times on alternate Saturdays for courses carrying half that credit.

COURSES OFFERED BY CORRESPONDENCE

Elementary—Method 1, Management 1, Grammar 2, English 3, History 2, Arithmetic 2, Algebra 1, Algebra 2, Physical Geography, Nature Study, Agriculture 1, Bookkeeping 1.

Intermediate—Method 2, Management 2, English 4, English 5, English 6, Greek History, Roman History, English History 1, English History 2, Algebra 3, Latin 1, 2, 3, 4, 5, Rural Economics, Bookkeeping 2.

Advanced—Method 3, Sociology, English 8, 9, Advanced Grammar, Mediaeval History, College Algebra, Economic Geography, Agriculture 3, two electives in Education, Electives in History, Latin 6, 7, 8, 9, Mechanical Drawing.

COURSES OF STUDY.

COURSES OF STUDY.

REGULAR NORMAL COURSES OUTLINED BY SUBJECTS

Elementary Certificate Course

- | | |
|---|--|
| I. Education:
1. Observation
2. Psychology 1
3. Method 1
4. Management 1
II. English:
1. Grammar 2 and 3
2. Expression 1
3. English 2 and 3
III. History and Civics:
1. History 2 and 3
2. Civics 2
IV. Mathematics:
1. Arithmetic 2 and 3
2. Algebra 1 and 2 | V. Science:
1. Physiology 2
2. Geography 2
3. Physical Geography
4. Nature Study
5. Agriculture 1
6. Home Economics 1
or Manual Training 1
VI. Drills:
1. Penmanship 2
2. Drawing 1
3. Music 1
4. Handwork 1
VII. Forensics
VIII. Physical Education |
|---|--|

Intermediate Certificate Course

- | | |
|---|--|
| I. Education:
1. Observation 2
2. Psychology 2
3. Method 2 or
4. Management 2
II. English:
1. English 4 and 5
2. English 6
3. Expression 2
III. History:
1. Greek 4, Roman 5
2. English 1 and 2
IV. Mathematics:
1. Algebra
2. Plane Geometry 1 and 2 | V. Science:
1. Botany 1 or
2. Biology 1
3. Botany 2 or
4. Biology 2
5. Agriculture 2
6. Home Economics 2
VI. Foreign Language:
Latin 1, 2, 3, 4, 5
VII. Drills
1. Music 2
2. Drawing 2
3. Music 3
4. Handwork 2
VIII. Forensics
IX. Physical Education |
|---|--|

Each subject listed above except the drills has a credit value of one-third unit; the drills have a credit value each of one-sixth unit.

Bookkeeping, under certain conditions, may be substituted for Home Economics and Shorthand and Typewriting for the drills.

Advanced Certificate Course

- | | |
|--|---|
| I. Education:
Observation 1
Elective in Education or Psychology 2
Psychology 3
Method 3
Management 2 or 3
Sociology
History of Education
Special Method
Elective — or Observation 2
Practice Teaching |1 hour
.....2 hours
.....2 hours
.....2 hours
.....1½ hours
.....2 hours
.....2 hours
.....1½ hours
.....2 hours
.....5 hours |
|--|---|

II. English:	
English 7.....or Expression 3	2 hours
English 8	2 hours
English 9.....or English 2	2 hours
English 10	2 hours
Advanced Grammar	2 hours
Elective in English	1 hour
III. History and Civics:	
Mediaeval 6.....or History 3	2 hours
Modern 7	2 hours
Elective.....or Civics 2	2 hours
IV. Mathematics:	
College Algebra	2 hours
Solid Geometry	
or	
Plane Trigonometry.....or Arithmetic 3.....	2½ hours
V. Science:	
Home Economics 3	
or	
Manual Training 3	2 hours
Economic Geography	2 hours
Agriculture 3	2 hours
Physics 3.....or Physiology 2	2 hours
Physics 4.....or Geography 2	2 hours
Chemistry 3 and 4	4 hours
VI. Foreign Language:	
Latin or French—five terms	10 hours
VII. Forensics (once a week during residence.)	
VIII. Physical Education (Four terms, 3 times a week).	

A two year college course open to students who have completed the Normal Intermediate Course or a standard four year high school course, or their equivalent.

The foregoing course is the regular Normal Advanced Certificate Course planned **specifically** for students who are preparing to teach in the junior high school grades, i. e., 7th, 8th and 9th grades. This is the standard advanced course of which all other courses are modifications to suit specific kinds of service.

Graduates of high schools will be required to take the alternate courses listed above at the right; and in addition they may be required to take 10 hours of drills.

REGULAR NORMAL COURSES

Arranged by Terms

Preparatory and Review Common School Courses

Agriculture, Elementary
Arithmetic 1
Civics 1
English 1
Forensics
Geography 1
Kentucky History

Grammar 1
History 1
Penmanship 1
Physiology 1
Reading 1
Spelling
Theory and Practice

This is not a regular certificate course, but is preliminary and preparatory to the regular courses. If students are well

grounded in the subjects indicated above and given written satisfactory evidence of same, or if a satisfactory examination upon same is passed, full credits will be given and the student is ready to enter upon the regular courses.

This course is thorough, complete, logical and satisfactory for its purpose. The completion of this course may be accomplished in one or two terms, but in some cases it may require longer. It prepares the student for the Elementary Certificate Course which follows. The State adopted text books are used throughout this course.

Elementary Certificate Course

Equivalent to Eight High School Units

First Term	Second Term	Third Term
Observation 1	Psychology 1	School Management 1
Grammar 2	Grammar 3	Expression 1
History 2	History 3	Geography 2
Physiology 2	Arithmetic 2	Arithmetic 3
Home Economics 1	Agriculture 1	Drawing 1
Physical Education	Penmanship 2	
Fourth Term	Fifth Term	
Method 1	English 3	
English 2	Algebra 2	
Algebra 1	Nature Study	
Physical Geography	Civics 2	
Music 1		
Handwork 1		

Substitutes—Manual Training may be substituted for Home Economics; Bookkeeping for Arithmetic 2; and Horticulture 1 for Agriculture 1. By express permission of the Dean, Shorthand 1 may be substituted for some other major, and Typewriting may be substituted for some other drill. Latin may be begun in the Elementary Course by students who do not expect to take out the certificate.

The above work, as laid out, leads to the State Elementary Certificate. This certificate, authorized by law, is good for two years to teach in any public school in the State without examination. Three terms must be spent in resident study before anyone can secure this certificate, no matter what credits he may have, unless the applicant be a graduate of a standard four year high school, in which case twenty weeks' residence is required. If only summer terms are attended, it will require four terms prior to certification. It is possible

for 9th and 10th grade students to complete the above course in one normal year of forty-eight weeks, if all the work is done in residence.

Intermediate Certificate Course

Equivalent to Eight High School Units

Course A

First Term	Second Term	Third Term
Psychology 2	Observation 2	Method 2
Greek History	Roman History	English History 1
Latin 1	Latin 2	Latin 3
Algebra 3	Geometry 1	Geometry 2
Handwork 2	Drawing 2	English 4
Music 2	Music 3	Physical Education
Fourth Term	Fifth Term	
English History 2	Botany 2 or Biology 2	
Latin 4	Latin 5	
Botany 1 or Biology 1	Agriculture 2	
Home Economics 2	English 6	
English 5		

Substitutes—Manual Training may be substituted for Home Economics; Bookkeeping for Agriculture 2; and by special permission of the Dean, Shorthand may be substituted for some other major, and Typewriting for some other minor.

Course B

Equivalent to Eight High School Units

First Term	Second Term	Third Term
Psychology 2	Observation 2	Physics 3
Greek History	Roman History	English History 1
Agriculture 2	Agriculture 4	Agriculture 5
Algebra 3	Geometry 1	Geometry 2
Physics 1	Physics 2	English 4
		Physical Education
Fourth Term	Fifth Term	
English History 2	Chemistry 2	
Agriculture 6	English 6	
Chemistry 1	Expression 2	
English 5	Handwork 2	
Geometry 3	Music 2	

“Special emphasis is placed on methods of teaching in this course.”

Either Home Economics or Manual Training may be substituted for the Agriculture in Course B. The first term in each is required as preparatory to entrance upon the course. This work is designed for students who have already taken some studies in a Smith-Hughes high school and purpose con-

tinuing that character of course. Students who take this course are expected to take the Advanced Course.

Satisfactory completion of the work of the previous courses leads to the State Intermediate Certificate. This certificate, authorized by law, is good for four years to teach in any public school in the State without examination. Three terms, one of which may be summer term, must be spent in resident study before anyone can secure their certificate, no matter what credits he may have. If the work is done wholly in summer terms, four terms will be required for certification. It is possible for the well prepared student to complete the work for the certificate in one normal year of forty-eight weeks, if all the work is done in residence.

Applicant for the Elementary or Intermediate certificate may, under certain conditions, substitute temporarily four (4) major credits from an advanced course but not for common branches and no two in same subject.

Advanced Certificate Course

A Two-Year College Course Arranged by Years and Terms.

First Year

First Term
 Observation 1
 English 2.....or **English 9**
 Physiology 2.....or **Physics 3**
 Arithmetic 3
 Penmanship 2
 Music 1

Second Term
 Psychology 2.....or **Elective Edu**
 Expression 3.....or **English 7**
 Geography 2.....or **Physics 4**
 Agriculture 3
 Handwork 1
 Music 2

Third Term
 Observation 2 or **Elective Ed**
 Management 3
 History 3.....or **Med History 6**
 Economic Geography
 Handwork 2
 Drawing 1

Fourth Term
 Psychology 3
 Method 3
 Civics 2.....or **Elective History**
 Grammar 4
 Drawing 2
 Music 3

NOTE—The course above is planned for two types of students: (1) four year graduates of high schools and (2) students who have completed the Regular Intermediate Course. The former take the whole course as listed; the latter take the same course, omitting the drills, but taking the alternate subjects when any are listed. Students who have not already had a course in Biology will be required to take a course during their first term as a basis for Psychology.

Second Year

First Term	Second Term
Practice Teach. 1	Practice Teach. 2
Algebra 4	Special Meth.
Modern History 7	Home Economics
Latin or Fr. 6 or 11	Lat. or French 7 or 12
Third Term	Fourth Term
History of Ed.	Sociology
English 8	English 10
Chemistry 3	Chemistry 4
Lat. or Fr. 8 or 12	Lat. or Fr. 9 or 13

Students who have had the full Elementary and Intermediate Courses with us will have all the necessary minor subjects completed.

High school graduates who enter directly upon the Advanced Certificate Course may be required to take ten additional hours' work selected from the courses offered in the minor subjects; Penmanship, Drawing, Music and Handwork. These courses count $1\frac{1}{4}$ hours for each term.

Physical Education for four terms, three times per week, will be required of all students in the Advanced Course.

The completion of the above courses leads to the State Advanced Certificate. This certificate, authorized by law, is good for three years to teach in any public school in the State without examination. It becomes a State Life Certificate after three years are spent in successful teaching.

Four year high school graduates who complete the first and second terms' work are entitled to an Elementary Certificate; and such graduates are entitled to an Intermediate Certificate when they complete the First Year's work.

Twenty weeks must be spent in resident study before anyone can secure the Elementary Certificate; thirty weeks must be spent in such study before one can secure the Intermediate Certificate, and forty must be spent in resident study before any one can secure this certificate, no matter what credits he may have. Satisfactory practice teaching in the Normal is prerequisite to this certificate. If all the work for the Advanced Certificate is done in residence, it will require eight terms of ten weeks each to complete it.

The Advanced Course as herein outlined has been planned specifically for teachers in the 7th, 8th or 9th grades. Mod-

fications of this central course will be made to prepare teachers for the following kinds of teaching service: (1) Primary, Grades one and two; (2) Intermediate, Grades three to six inclusive; (3) Rural—Grades one to eight inclusive. This central standard course will be modified further to enable students to specialize in certain subjects so they may teach them in high schools.

SPECIAL COURSES.

Outlined to Prepare Teachers for Special Kinds of Teaching Service.

I. PRIMARY—GRADES I AND II.

This course is identical with the standard course except in the following respect: For teachers proposing to teach in those grades, the standard course will be modified by special work in those grades in observation, special methods and practice teaching. The electives in Education will be made to bear directly on primary work. One term in English will deal with children's literature. The work in method will be primary methods of teaching numbers, nature study and geography, reading, language and story work. The ideal is to prepare skilled primary teachers, and no effort will be spared to accomplish that result.

II. INTERMEDIATE—GRADES III TO VI, INCLUSIVE

In like manner, the standard course will be modified to prepare teachers for efficient service in the intermediate grades. Method work will deal specifically with intermediate grade methods of teaching arithmetic, nature study, history, juvenile literature and geography. One term in English will deal specifically with literature suitable for these grades. Observation, special method and practice teaching will be modified to prepare teachers for service in these grades.

III. RURAL SCHOOLS—GRADES I TO VIII, INCLUSIVE.

In order to prepare teachers for this most difficult and most important service, the standard course is modified in several very material respects. The work in method, management, observation and practice teaching is in each and all planned from the standpoint of the rural school. The topics in arithmetic are made to suit their rural environment; in fact,

all the subjects in the course of study are considered from the rural viewpoint in order that country children may be taught in terms of their own life. In addition, students in this course will be given courses in rural economics, sociology in order to prepare them for social service, community work. No effort will be spared to prepare teachers for efficient service in this exacting field. The satisfactory completion of this course will be a fair preparation for the work of rural supervision or even for county superintendent.

IV. SPECIAL ELECTIVE COLLEGE COURSES

College students are permitted to major in the regular college subjects, other than Education, in accordance with the following rules:

1. A maximum of twenty (20) semester hours in the major subject.

2. One minor subject other than Education and English with ten (10) semester hours.

3. Minimum of 12 semester hours in Education except in the Agriculture Course.

4. Minimum in English ten (10) semester hours.

5. In order to avoid small classes and the resulting increased cost of administration the principles of alternation within the departments and of correlation between departments are used to the limit of efficiency.

6. The classes for students specializing in different subjects are organized on the semester basis.

7. The Special Elective College Courses are merely modifications of the standard course to enable a student to do enough work in one or two subjects, e. g., History and Mathematics, to enable them to teach such subjects in high school. These courses are offered in response to the demands of the high schools in the State. Only strong selected students will be permitted to take these elective courses, and such courses will not be offered to classes of fewer than ten students.

8. Students electing one of these special courses will be in charge of the head of the department in which he is majoring. Such department head will advise and direct the student in making out his course of study always under the general

rules, and with due regard to the courses offered in the other departments.

9. All department heads are expected to cooperate with each other in making out courses of study for specializing students.

10. Special curricula have been prepared by the heads of the various departments which will be furnished students on request.

11. Students may specialize in strict accordance with the foregoing in any one of the general or special departments.

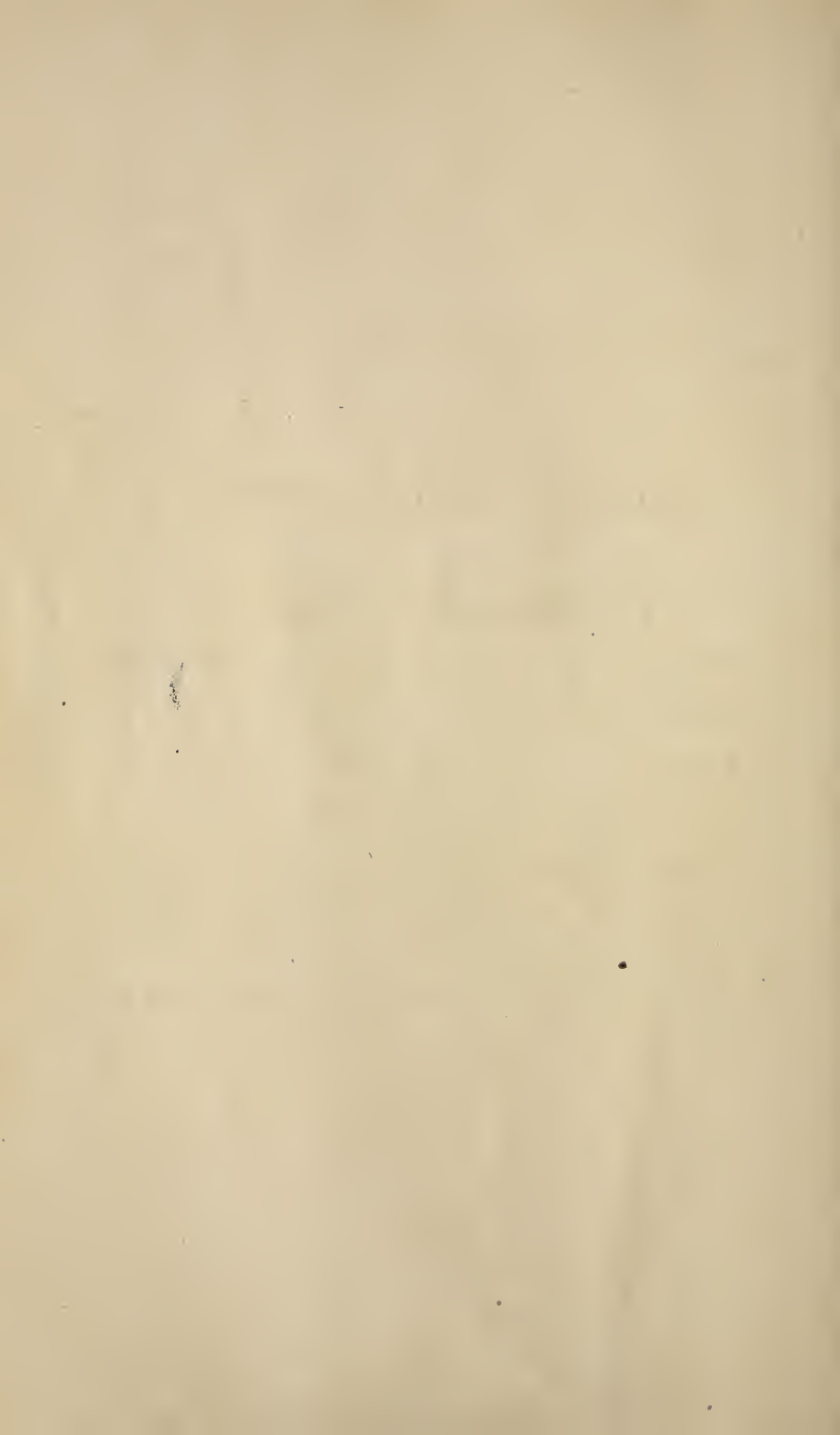
RULES OF THE STATE UNIVERSITY

Group Requirements—Freshmen and Sophomore Years

Education and Philosophy	6 hours
English	6 to 12 hours
12 hours if only 3 units of entrance are presented.	
Foreign Languages (Latin or Modern Language)	6 to 18 hours
6 hours in one language if 3 or more units of entrance are presented; 12 hours if only 2 units of entrance are presented; 18 hours if only 1 or no unit of entrance is presented.	
History and Social Science	6 to 12 hours
12 hours, including 6 hours in history, if no entrance unit in history is presented.	
Mathematics and Physical Sciences	6 to 10 hours
Mathematics, Physics, Chemistry, Geology, Astronomy.	
Biological Sciences	6 hours
Botany, Entomology, Zoology, Bacteriology, Physiology.	

For the completion of the above course a minimum of 64 hours is required.

A student is required to carry each semester work amounting to at least 14 hours exclusive of gymnasium. He may carry, without special permission, 16 hours, exclusive of gymnasium. A freshman is not allowed to carry more than 16 hours during his first semester.



Details of Courses of Study

I. GENERAL DEPARTMENTS.

- | | |
|-----------------|---------------------|
| 1. Education. | 5. Latin and Modern |
| 2. Agriculture. | Language. |
| 3. English. | 6. Mathematics. |
| 4. History and | 7. Science. |
| Social Science. | |
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I. Department of Education.

Dr. McDougle
Miss Patridge
Mr. Jayne

President Coates
Superintendent Edwards
Miss Reid

REQUIRED COURSES

Elementary State Course of Study (Education 1).—Professional training in the Normal School begins with a study of the Elementary State Course of Study and a reading of the adopted reading circle books. Students are taught how to use the State Course of Study. Problems of organization, classification, administration of the one and two-teacher schools will be solved. Daily visits to the rural school on the campus will be made; and the opportunity thus given to the students to see in practice the suggestions and directions of the Course of Study worked out. All subsequent courses have their beginning in this course.

Professional Guidance (Education 2) ("Observation 1")—An introduction to teaching. This is an orienting course aiming primarily to fulfill a guidance function by furnishing the student with such information as will aid him in the selection of a specific curriculum. The differences among the various types of teaching service will be made clear, especially as regards the specific qualities essential to success in each type of work. For this purpose instruction will be correlated with numerous visits to the Training Schools. Such visits will be under the immediate direction of the head of the department of education.

While a study of the types of teaching and the selection of a specific curriculum are the main purposes of this course, they are by no means the only ones. Students taking the course will be led to observe and to study problems of housing and equipment, questions of discipline and school management, in fact, the course may be said to constitute an inductive study of the school as a whole. It is based on the idea that "one seeing is worth ten tellings." It is a preparation for everything that follows; and, therefore, is offered the first term of the course in the institution. (One-third unit.) (One hour.)

Psychology I (Education 3).—The beginner in Psychology today needs to know the structure of the nervous system and some knowledge of the evolution of the human nervous system will be useful.

The fundamental facts of mentation are very carefully developed. The fountains of human conduct are studied through collateral reading in the Library. Instincts, Reflexes, Automatic Acts and Habits are discussed. Such terms as Stimulus, Sensation, Sense-perception and apperception are defined after inductive consideration.

The Thinking Process is made a matter of minute development and the various Sense Modalities, with their value in imaging are brought to the fore.

Some simple experiments are conducted in class to lead the student to observe better the thinking process in himself and in others. (One-third unit.)

Method I (Education 4)—"Method I" deals with the technique of teaching in the first four grades, i. e., from the first grade to the fourth inclusive. An analysis of the principal types of teaching will be made, and the specific technique of instruction, such as lesson

assignments, teaching how to study, recitations, questioning, etc., will be carefully studied. Visits will be made to the Training School and the methods there used carefully observed. A "method of teaching" each subject of the course in these grades will be worked out with great care. A text-book will be used and some reading in the Library required. Each student in the class will be required to plan and to teach at least one lesson in each subject taught in these grades under the Superintendent of the Training School and a critic teacher. (One-third unit.)

EDUCATION. 30. METHOD I. IN PRIMARY GRADES (SPECIAL)

1. **Reading**—The theory and practice of teaching beginners to read, including an analysis and a demonstration of the principal methods in use in the best schools. This work will be preparation of teaching plans. The historical development of methods of teaching reading will be traced.

2. **Language and Story Work**—The aims of language work in the primary grades; the means of insuring spontaneous expression; methods will be illustrated by primary class work. One-half of the time given to language and story telling will be given to the intensive study of history material available for primary use, with practice in its oral presentation, and to the organization of material for special-day festivals and dramatic exercises. (Two hours.)

EDUCATION 31. METHOD I IN INTERMEDIATE GRADES—III TO VI Inc. (SPECIAL)

A study of the field of intermediate-grade teaching, involving (a) a study of the outstanding characteristics of children during the years from eight to twelve inclusive (b) the specific educational problems of the intermediate grades, and (c) the treatment of subject matter in these grades. Observation of class-work and the planning of lessons will be an important feature of this course. (Two hours.)

EDUCATION 32. METHOD IN THE SEVENTH AND EIGHTH GRADES (SPECIAL)

1. **English**—The aims and values of English instruction in the upper grades; specific methods of teaching difficult topics in reading, literature, composition and grammar. Observation of class work in the Training School will be a feature of this course.

2. **Arithmetic**—The aims and values of arithmetic as taught in the seventh and eighth grades; specific methods of teaching difficult topics. Observation of class work will be an important feature in this course. (Two hours.)

School Management 1 (Education 5)—The first course in school management follows "Psychology 1," and follows or parallels "Method 1." It deals with the problems arising in the one-teacher and two-teacher schools. The Rural School on the campus is the objective basis of this course; but the other departments of the Training School will be visited and carefully studied. In addition, other schools will be visited and studied. A good text book on school management is used in the course. Students who complete the course will be made conscious of the various problems arising in the one and two teacher schools; and they will have learned from actual observation, as well as from instruction, how to organize, how to classify, how to grade, and how to administer schools of these types. The problem of discipline will receive special attention and a brief study of professional ethics will form its conclusion. The instruction throughout the course will be direct and explicit. No vague theorizing will be indulged in.

Each student will be given a limited amount of actual practice in real school management during the course under the Superintendent of the Training School and a critic teacher. (One-third unit.)

Professional Reading 1 (Education 6)—This class meets once a week for an hour. Its purpose is to introduce the student to the literature of the profession. The library will be freely used. Two books are read closely and reported upon—Hart's "Educational Resources of Village and Rural Communities" and "The Brown Mouse," by Quick. (One-half hour.)

Psychology 2 (Education 7)—This is a more specialized course and builds directly upon the work done in the first term of Psychology. It will begin with a careful review of the topics covered in the first term, and then proceed to cultivate the particular fields that are of interest to the teacher.

After a conclusion of the study of the senses, the laws of habit formation are tested and experiments are made. The various laws of memorization are made the subject of extended discussion and their vital bearing upon all thinking is exemplified through experiments.

Research in the psychological magazines and other psychological literature in the library supplements the regular investigations in the texts.

As occasion presents, the student will be assigned special oral reports and written papers upon important topics.

This class will make all investigations and experiments from the viewpoint of their application to the problems of education. It is to be emphatically a class in applied Psychology. (One-third unit.)

Method II (Education 8)—As "Method I" was a course in the technique of teaching in the first four grades, Method 2 concerns itself with the problems of teaching the various subjects in the grades from the fifth to the eighth, inclusive. This is a text book course. Each student in the class will be required to plan and to teach one or more lessons in each major subject taught in the grades named under the direction of a critic teacher and the Superintendent of the Training School. (One-third unit.)

EDUCATION 33. METHOD II IN PRIMARY GRADES I AND II (SPECIAL)

1. **Number**—The ground covered in the arithmetic of the first four grades will be gone over intensively. Parallel with this or following it, there will be a careful consideration of the approved methods of developing number concepts, or providing measurements and other forms of application, or correlating number work with other subjects, of conducting drills in number facts, etc. The methods will be illustrated by observation of the actual work with children, with demonstration lessons, and by the study and use of simple apparatus and materials, usual aids, etc. A sketch of the historical development of methods of teaching primary arithmetic will be a feature of this course.

2. **Nature Study and Geography**—The emphasis will be upon the use of environmental materials. Students will have practice in choosing materials for study as well as demonstrations of the materials and methods employed by others. The purpose is to furnish instruction that will enable the student later to adapt his knowledge to the environment in which he is teaching. One laboratory period each week will be given to field work. (Two hours.)

EDUCATION 34. METHOD II IN INTERMEDIATE GRADES III-VI (SPECIAL)

1. **Juvenile Literature**—An intensive study of the masterpieces of literature available for preadolescent children with particular reference to the use of these masterpieces in the intermediate grades.

2. **History**—A study of the content of the courses in history recommended for the intermediate grades by the Committee of Eight of the American Historical Association.

3. **Geography**—A course covering the phases of geography that are important in the intermediate grade program. A laboratory period each week of this course will be given to a study of environmental material. (Two hours.)

EDUCATION 35. METHOD II IN THE SEVENTH AND EIGHTH GRADES (SPECIAL)

1. **History and Civics**—The aims and value of history and civics in upper grade teaching; specific methods of teaching difficult topics. Observation of class work in the Training School will be a feature of this course.

2. **Geography**—General geography, with the emphasis upon topics taught in the seventh and eighth grades, illustrating the teaching of geography as a science. One laboratory period each week will be given to laboratory exercises or to field trips. (Two hours.)

Observation and Participation (Education 9) ("Observation 2")—This is a course preparatory to "practice teaching" and is taken during the term immediately preceding practice teaching. The purpose of the course is to prepare the student for his practice teaching; and, therefore, he will be required to spend at least four hours each week in systematic, directed observation of class work; and, toward the close of the term in active participation in class room exercises. This course is in the immediate charge of the Superintendent of the Training School, who will meet all "observers" once each week for the purpose of giving them specific instruction for their work in practice teaching of the following term. (One-third unit.)

School Management 2 (Education 10)—This course in school management follows Psychology 2, and follows or parallels Method 2. It is a strong, text book course dealing with the problems of management and administration in a general way, but specifically, with the problems arising in schools having three or more teachers, with "Graded Schools," with Consolidated Schools, and with schools in villages and sixth class cities. The purposes of this course are two-fold: (1) to train teachers to work well in such schools, to cooperate with each other, with the principal and with the community; (2) to train principals for such schools. To secure these ends, not only will the problems of school management be studied, but the larger and more complex ones of community betterment and community building will be brought before the class for solution. The objective basis of this course is our Training School, which will be thoroughly studied. Other schools of the different types studied will be visited and reported upon in class. (One-third unit.)

Professional Reading 2 (Education 11)—This course is a half-hour course. The class meets once a week. The method is the same as in Professional Reading 1. Two books are read closely and reported upon—Betts' and Hall's "Better Rural Schools" and McMurry's "How to Study and Teaching How to Study." The titles of these books indicate their purpose. (One-half hour.)

Special Method (Education 12)—Each student is required to take one term's work in Method as applied to one particular subject, for example, method in arithmetic. The purpose is that each student may master, as nearly as possible, the teaching of at least one subject. (One and one-half hours.)

Psychology 3 (Education 13)—Open only to high school graduates or the equivalent. No text book is used. Important assignments are made and the library is consulted. (Two hours.)

Seminar (Education 14)—This is for the members of the graduating class only. In this course the seniors pursue individual lines of investigation regarding new subjects of educational interest and are given instruction in making out questionnaires for that purpose. The discussions and criticisms that follow the reading of papers are both instructive and valuable to those who take part. (One-half hour.)

PRACTICE TEACHING I AND II (EDUCATION 15 AND 16)

Two terms or five "semester hours" of practice teaching are required in the institution. This means one hundred hours of actual teaching plus approximately one hundred hours of preparation for the class work, such as observation, lesson planning, conferences with critic teachers, and the Superintendent of the Training School, etc.

By special arrangements with the Dean and the Superintendent of the Training School the student may do his entire practice teaching in a single term, in which case it becomes the dominating feature of his work. A half day will be spent in the Training School; and the teaching of at least two different subjects will be carried through the term.

The practice teachers will be given training in recess supervision, keeping of school room records, visiting the homes of pupils, meeting with parent-teachers' clubs, the handling of noon-day lunches, etc.

Students who expect to teach in the rural schools will be given their practice in the Model Rural School on the campus so far as practicable.

Practice Teaching 1 (Education 15)—During the first term—ten weeks—in practice teaching the student will be required to prepare lesson plans and to teach classes in all the eight grades of the common school. From two to three weeks will be spent with each critic teacher. One hour (fifty minutes) each day will be spent in practice teaching; and, in addition, the student will be required to meet a critic teacher each day to go over her plans for the succeeding day and to receive criticism on the work of the day. Once each week—on Saturdays—the Superintendent of the Training School meets all the practice teachers for a conference and general discussion of their problems. An effort is made during the first term of practice teaching to "discover the teacher" in order that she may specialize the following term. (Two and one-half hours.)

Practice Teaching 2 (Education 16)—This course differs from the first term in practice teaching in that the student is permitted and encouraged to specialize in one or two grades. Otherwise, the administration of the courses is the same. In addition to teaching in one or two grades, the student will be encouraged to spend as much time as possible in observation in chosen grades, and in reading in the library along a chosen line. Students in this course will be permitted to visit the city schools in Richmond and to do a limited amount of substitute teaching in them. No effort will be spared to make good teachers of our graduating students. (Two and one-half hours.)

History of Education (Education 17)—This course comprises a complete survey of the History of Education, beginning with eastern

nations. Special emphasis is laid on the contribution of the Greek and Roman civilizations to the development of educational theories. Middle Ages are treated in a general way. The influence of the Renaissance and Reformation on education is brought out more in detail. Individual educators, beginning with Comenius, are treated more fully. The course ends with study of Herbert Spencer among European educators and Horace Mann and his significance in American education. The method of work used in this course is a combination of recitation and lecturing. Students do a good deal of outside reading and keep a note book of their reading matter and lectures. (Two hours.)

Sociology (Education 18)—This is a required course in sociology and social problems, designed especially to furnish students with a perspective view of the place of education in the general social scheme and of the relation of the school to other agencies of social welfare. (Two hours.)

General Method or the Principles of Education (Education 19).—This is an integrating course intended to bring together into an organic whole—and to interpret them—all the details of educational theory and practice represented by the preceding course, and to leave the student a unified body of educational doctrine. The course will involve a discussion of such topics as the definition of education; the aims of education; the development of various conceptions of educational values; the origin and present status of certain controverted questions of educational theory, such as doctrine of interest; the relation of liberal to vocational education; the doctrine of formal discipline; the formal steps of teaching, etc., etc. This course follows practice teaching and parallels or follows the course in the History of Education. It is in the immediate charge of the head of the department of education, and marks the conclusion of the student's work in the school just as "Professional Guidance" introduced her to the professional work of the institution. (Two hours.)

Professional Reading 3 (Education 20)—An advanced course in reading. Books to be read and discussed: Spencer's "Education" and Moore's "What is Education?" Students will be taught how to select and to use a professional library. (One-half hour.)

School Management 3 (Education 21)—Supervision and Educational Measurements—This is a strong course in school administration as found in cities of the fifth, fourth and third classes in Kentucky. The course is based upon a text book; but the work in the text will be accompanied by a careful study of some of our most progressive Kentucky cities of the classes studied, beginning with the city schools of Richmond. The problems of vocational education, vocational guidance, educational measurements, and tests, the treatment of the subnormal and the supernormal child, physical education and many other practical questions growing out of the necessity for making the schools more practical and more efficient will be considered. The purpose of this course is to give students a wide view of the modern problems of school administration to the end that leadership may be developed. (One and one-half hours.)

Library Methods (Education 22)—This course is intended for the student who wishes to get a better understanding of modern library methods and for the prospective teacher who wishes to connect more vitally the school and the library as a cooperative means of education. It is expected that by actual participation in library work the student will acquire a working knowledge of library methods and the means of rendering available all possible information as well as love and respect for books. The chief object of the course is to aid teachers in the selection and care of books and material for their school libraries and to enable them to make a more intelligent use of this library.

The course will include: accessioning, bibliography, classification, cataloging, use of reference books and magazine indexes, use of State Superintendent's lists, traveling libraries, cooperation between public library and public school and between teachers and Kentucky Library Commission. Practical problems based on the lectures will be given from time to time to be worked out in the library. (One-half hour.)

ELECTIVES IN EDUCATION

Education 23—Advanced Psychology. (Two hours.)

Education 24—Public School Systems. (One hour.)

Education 25—Development of the Common School System in Kentucky. (One hour.)

Education 26—Measurements, Standards and Surveys. (Two hours.)

Education 27—School Management 4 or School Administration. (Two hours.)

Education 28—Supervision of Village and Rural Schools. (One and one-half hours.)

Education 29—High School Problems. (One hour.)

2. Agriculture Department.

Mr. Cox

Mr. Coates

Agriculture 1—Required for the Elementary Certificate. This course will deal with the fundamental principles in the field of Agriculture and the general practice of crop production, soils, animal studies and horticulture. The aim is to give the teacher a clear conception of the field, to prepare to teach in the rural schools and to show the place of Agriculture in the rural schools. (One-third unit.)

Agriculture 2—Required for the Intermediate Certificate. A study of the principles of soil and soil fertility. (One-third unit.)

Agriculture 3—Required for the Advanced Certificate. This course includes the study of the more important field crops, in regard to the crop requirements, preparation of the ground, seeding, planting, harvesting, and the various crops that are best adapted to the different sections of the state. (Two hours.)

Agriculture 4—Farm Crops. A study of the cereal and forage crops, seed identification, crop requirements, and insect and plant diseases. (Two hours.)

Agriculture 5—Animal Husbandry. This course will include studies of the horse, cow, hog and other farm animals. (Two hours.)

Agriculture 6—Farm management. Organization of the farm, types of farming, rental systems, and other phases of the management of the farm. (Two hours.)

Animal Husbandry 1—Types and breeds of farm animals, including some scoring and judging of animals. (Two hours.)

Animal Husbandry 2—Feeds and feeding. Composition and classification of feeds, requirements of animals, and the calculation of rations. (Two hours.)

Dairy Husbandry 1—Breeds of dairy cattle; care, breeding and feeding; economic milk production; sanitation on the dairy premises; and the testing of milk for the butter fat content and also for adulterations. (Two hours.)

Agronomy 1—The principal cereal crops in relation to their adaptation, culture, improvement, storage, marketing, and the selection of the seed. (One and one-half hours each.)

Agronomy 3 and 4—Soils. The origin, formation, classification, and physical properties of soils, requirements of crops, plant foods,

source, losses and gains, fertilizers and rotations. (Two and one-half hours each.)

Horticulture 1—Fruit production, grafting, budding, harvesting, packing and the marketing of fruit. Demonstration in spraying and pruning is given special attention. (One-third unit)

Horticulture 2—Vegetable Gardening. Home and market gardening, construction of hot beds, cold frames, transplanting, cropping systems, soil requirements, storage, and the cultural requirements of the different vegetables. (One-third unit.)

Farm Mechanics—See course under manual training.

3. English Department.

Dr. Bruner

Miss Greenleaf

Mrs. Deane

English 1 (Composition)—This is a practical course in the elements of oral and written composition. After a brief review of Grammar the attention of the class is directed to the essentials of composition and to the rules of punctuation and of paragraphing. Then follow oral and written exercises in the subjects of description, exposition, and narration. In this course, careful attention is paid to the study of words, the methods of acquiring a good vocabulary, and the use of figures of speech. The class is also required to write many business and social letters.

English 2 (Composition)—This course is a continuation of English 1. In addition to frequent brief themes in description, exposition, and narration, daily exercises in oral composition are required. These oral exercises consist of memorizing and reciting before the class passages of poetry and narrating simple household tales, stories from the Bible, classical myths, and stories from history and biology. There is a constant practice, also, in punctuation, in the acquiring of a vocabulary, in sentence and paragraph structure, and in the various forms of letter-writing. This is a strictly professional course. One-third unit. (Two hours.)

English 2 (Special)—This course in English is designed for students who are specializing in primary work—the first four grades. It is a study from the literary and educational point of view of the best literature available for children of the first four grades. It involves a study of the basic folk tales from which the standard children's stories, rhymes, and poems have been largely derived, and practical exercises in the oral presentation of this material. (Two hours.)

English 2 (Special 2)—A course for teachers who are specializing in intermediate grade work (III to VI inc.). It is an intensive study of the masterpieces of literature available for pre-adolescent children, with particular reference to the use of these masterpieces in the intermediate grades. (Two hours.)

English 2 (Special 3)—For teachers specializing in seventh, eighth and ninth grade work. It is an intensive study of the masterpieces suitable for these grades, with special reference to teaching them in such grades. (Two hours.)

English 3 (Business English)—This is a course in Business English. The grammar is briefly reviewed, punctuation is carefully studied, much attention is paid to spelling and to the use of words. the fundamental principles of composition are studied and an extended study is made of such forms of letter-writing as letters of application, the buying and selling letters, the friendly letter, and the letter

of introduction. In this course there is constant practice in the writing of letters. (One-third unit.)

English 4 (American Literature)—This is a course in American Literature. It is not simply a course about literature, but it is also a course in literature. The student's attention is directed not only to the life, works and characteristics of Colonial, Revolutionary, New England, Southern and Western writers, but also to the form and content of their writings. The members of the class read and report upon the various literary masterpieces, parts of which are often read and commented upon by the instructor in the presence of the class. (One-third unit.)

English 5 (English Literature)—This is a course in English Literature up to the nineteenth century. The method followed is the same as that adopted in English 4. (One-third unit.)

English 6 (English Literature)—English 6 is a continuation of English 5, special attention being given to Romanticism and to the poetry of the Victorian Era. The method of study is the same as that employed in English 4 and English 5. (One-third unit.)

English 7 (Shakespeare)—This is a course in Shakespeare and the English drama. After a brief study of the origin of the English drama, the miracle plays, the moralities, the interludes, and the immediate predecessors of Shakespeare, careful attention will be paid to Shakespeare as a playwright; and a detailed study will be made of his greatest tragedies. There will be lectures, discussions, and reports in connection with a consideration of the characteristics and the theory of the tragic drama of Shakespeare. (Two hours.)

English 8 (Advanced Rhetoric)—Much attention is paid in this course to the theory and practice of English composition and rhetoric. The student is taught the importance and character of good material for the writer, the need and means of improving the vocabulary, the writer's use of words, the principles and processes of composition, and effectiveness in composition. (Two hours.)

English 9 (Advanced Rhetoric)—This course is a continuation of English 8. After a brief review of the principles and processes of composition, the student takes up in detail the principles and methods of Exposition, Argumentation, Description and Narration. (Two hours.)

English 10 (English and American Classics)—The work offered in English 10 is a thorough study of a few of the masterpieces of English and American poetry and prose. The classics to be studied will be selected by the instructor after a careful consideration of the wishes of the class. A few lyric poems, a play or two of Shakespeare, and one or two short stories will be included in this study. (Two hours.)

Grammar 1—This is an elementary class for students not sufficiently advanced to enter the higher classes in grammar.

Grammar 2—This course is planned to give teachers a surer knowledge of grammar, emphasizing the difficult points, using, in addition to the text adopted, other texts to give new light and interest. The parts of speech, their properties and special functions, are studied exhaustively, thus furnishing a training in the process. (One-third unit.)

Grammar 3—The work of this course embraces the thorough study of the verb and its difficult forms, the verbals, all phases of analysis and sentence structure, supplemented by frequent composition, diagramming, its purpose and place in grammar, letter-writing emphasizing accuracy, correctness and skill in expression. (Two hours.)

Grammar 4 (Advanced Grammar)—A term's work required in the Advanced Certificate Course. It will deal with many questions of Syntax, and will serve to integrate many facts and principles gathered from the work in literature and languages other than English. (Two hours.)

4. Department of Citizenship.

Mr. Keith

Mr. Robinson

HISTORY, CIVICS AND SOCIAL SCIENCE

History 1—A course in United States History of common school level. It is, in fact, a review of history as taught in the common schools of the state. This course is credited to students who have completed the common school course.

History 2—This is a course in the history of the United States of high school level. In this course the plan is to cover the ground included in the first half of a good high school history of the United States; that is, from the beginning of the history of America up to Washington's administration. (One-third unit.)

History 3—A second term's work in high school history of the United States in which the text is completed. This is to a considerable extent a method course in which the prospective teacher will be taught how to organize and present the facts of a United States History as it should be done in the schools. (One third unit.) (Two hours.)

History 4 (Greek)—The Eastern Mediterranean to 146 B. C. is a course of high school rank, and work done in any of the standard high schools will be credited in the Normal. The rise of the various civilizations is traced. The kind of governments of the Ancient World are studied, the social, educational and artistic contributions to the succeeding ages are noted. Those things which influence modern thought and living are given preference. (One-third unit.)

History 5 (Roman)—The work of this course is to cover the period to 476. The rise of Rome to the center of world history, the territorial growth and constitutional development are done. The influence of Greek culture is noted. The rise of the empire to include the civilized world, and its decay, are studied. The idea of holding to those principles that endure into the modern times is kept up. (One-third unit.)

History 6—This is the first term's work in English History. It covers the period of time beginning with the coming of the Romans down to the Renaissance and the Reformation under the Tudors. In this course especial attention will be given to the main points of political and constitutional history, stressing such subjects as the struggle of the Church against the State and of the Barons against the King under the Normans, the growth of the jury system, the courts and the parliament. (One-third unit.)

History 7 is a second term's work in English History in which the text is completed. A special study will be made of the political revolution under the Stuarts and the great reforms under the Hanoverians. Magna Charta, the Petition of Right, and the Bill of Rights, together with the Act of Settlement are treated as corner stones of England's constitutional edifice. Both courses of English History are intended to serve as a background for a better understanding of American history. (One-third unit.)

History 8 (Medieval)—It shall be the purpose of this term to give the student a survey of the period between the fall of Rome to the discovery of America. The idea of continuity of history is preserved

by consideration of the Generality of the Barbarian Migrations, the Church and Empire as rival institutions, Mohammedanism versus Christianity, Feudalism, the Crusades, the growth of towns, growth and consolidation of most of the nations of Europe, the Renaissance and the Reformation. (Two hours.)

History 9 (Modern)—A study will be made of the Religious Wars, with the resultant gains of Protestantism. The rise of England as a colonial power, the new scramble for colonial possessions at the end of the nineteenth century, world problems of various kinds, the growth of liberty through such landmarks as the Puritan Revolution, the American Revolution, the French Revolution, on down to and including the recent World War, are a few of the big topics of this term's work. (Two hours.)

ELECTIVES IN HISTORY

History 10—A term in the history of Kentucky of high school level. (One-third unit.)

History 11—This course is considered as a substitute for History 3 for teachers especially interested in the intermediate grades, third to sixth inclusive. It is a study of the content of the courses in history recommended for the intermediate grades by the Committee of Eight of the American Historical Association. (Two hours.)

History 12—A course considered as a substitute for History 3 for students who decide to specialize in the seventh and eighth grades. It is a study of American History to the adoption of the Constitution with particular reference to the primary and secondary sources that may profitably be used in supplementing the text in the upper grades. (Two hours.)

History 13—This is a term's work in current American History. It is an attempt to give the student a good knowledge of the last decade of American History as well as an idea of how to study it. The course will attempt to give the student a broader appreciation of the larger affairs of the world, leading citizens of our country and American leaders in World problems. (Two hours.)

History 14—This course will take up in an intensive way a special period of European History, as for example the Puritan Revolution under Cromwell, the French Revolution and Napoleonic Period, or the Era of Reforms in England, and study it in a detailed way. The main purpose of this course is to give the student an idea of the intensive study of history. Free use of the library will be made. The students will have a choice in the selection of the period to be studied and the class will be conducted somewhat on the socialized plan of recitation. (Two hours.)

History 15—This is a course tracing the progress of democracy. It is an attempt to trace the rise of nations of the world and to show what each nation has contributed to or detracted from popular government; a final attempt will be made to show that the recent World War was a war to decide the future of world liberty. (Two hours.)

History 16—This is a current course on the World War and the problems of reconstruction. In this course an intensive study of the causes, campaigns and results of the Great War will be made. The opportunity will be given to students to get a clear understanding of the main issues of the war and of the reconstruction now going on. It is a valuable course and should be of assistance to the student in getting hold of the broad problems of the world and of human life. (Two hours.)

NOTE—Other elective courses in History will be offered upon demand by agreement between the head of the department and the students.

History 17 (Rural Economics)—This is a course especially designed for students who are making a special study of rural education and the rural school. In this course will be shown the relations existing between the productive distribution and consummation of wealth on the one hand and the problem of the education of the country people on the other. A text book of the grade of Carver's Rural Economics will be used. (Two hours.)

History 18 (Rural Sociology)—The course in Rural Sociology like the course in Rural Economics is offered especially for the benefit of students who are making a special study of rural education, rural life and rural schools. A fairly careful study will be made of the rural social organizations in different parts of the United States and comparisons will be made with the organizations in some of the countries of Europe. (Two hours.)

Civics 1—This is a course in elementary civics covering the fundamental aspects of the subject as presented in the adopted text book in use in the Kentucky schools. This course is of common school level but will be presented in a stronger way than is usually done in the common school. The purpose of this course is to give teachers an advantage to review the subject and to prepare those who are not well enough prepared to take up the subject in Civics 2.

Civics 2—This is a course in advanced civics and is of high school level. As it is a method course it is not given off to students who have studied civics in the high school. While the course is spoken of as high school level, the method of presenting it will be a combination of the high school and college plans. The work is presented by outline, and some of the leading questions of government are studied. Consideration is given to the growth of our government, the framework of the Constitution, the three departments, with the interrelations, checks and balances; and several of the leading questions before the American people today are studied, in order to give the student, of today—the voter of tomorrow—a vital interest in important civic affairs.

The State Government of Kentucky is studied, including the work of courts, juries and officers of municipalities, county and state. Sometimes the work is made real by the organization of courts, assemblies and legislatures in the class. (One-third unit.) (Two hours.)

Civics 3—This course will rank equal to a college course in Introductory Political Science. The purpose of the course will be to make a comparative study of the governments of the world, pointing out their relations and comparisons to the American Government, and noting their strength and their weakness. One purpose of this course will be to prepare the student to combat extremist views of government of all kinds, as, for example, Bolshevism. In all our History and Civics teaching, we try to proceed on the principle that we are dealing with citizens, and that an important aim is to help make better citizens. We mean to link class work closely with life. (Two hours.)

Civics 4—It will be the work of this course to try to bring the student face to face with his relation to society and his duties in carrying out the privileges of intelligent citizenship. The work will be centered on American and Kentucky citizenship of today. As will be seen, the course in Civics 4 is a continuation of Civics 3 in which the student goes more deeply into the problems presented in Civics 3. (Two hours.)

5. Department of Latin and Modern Languages.

Dr. Grinstead

Dr. Bruner

Mr. Caldwell

Miss Greenleaf

Ten terms of a foreign language are required for graduation; five in the Intermediate Course and five in the Advanced. The student is expected to confine his foreign language study for credit toward graduation to the language which he originally selects, and he is expected to select Latin, unless there is special reason to the contrary. Departures from these rules are permitted only by consent of the head of the department.

The ten terms of Latin comprise three years of high school Latin and one term of college Latin. In modern languages there are two years of high school work (Courses 1-8) and two terms of college work.

COURSES IN LATIN

I. First Year Latin (Latin 1, 2, 3)

Latin 1—The indicative system, the first three declensions, and the fundamental case uses, reading, inflection and word-formation drill, and the writing of Latin. (One-third unit.)

Latin 2—Adjectival, adverbial and pronominal forms and uses; infinitives; comparison. (One-third unit.)

Latin 3—The remainder of the first year work; subjunctive and participial constructions; the complex sentence; general preparation for Caesar, but with a special effort to secure such values in knowledge of the elementary English sentence structure and Latin-English etymology as will be of most use to the teacher in the elementary school, even tho he should not pursue Latin thru the four years of the high school.

The course in Latin 3 is semi-professional, in the pupils who have finished the high school course and may be called on to teach Latin are classified here; and special attention for their benefit is given to the problems of method in the teaching of first-year Latin. Consequently credit is not given in Latin 3 for work done in other schools, until the head of the department is satisfied in the individual case that the work is not needed, either as an aid for further Latin study or as a background for teacher training. (One-third unit.)

II. Second Year Latin (Latin 4, 5, 6)

Latin 4—The Helvetian War (Caesar B. G. I 1-29), or selections from Eutropius, Viri Romae and other literature, with inflection and composition drill. (One-third unit.)

Latin 5—The Belgian War (Caes. B. G. II), with inflection and composition drill. (One-third unit.)

Latin 6—Selections from B. G. I, and III-VII, and from Nepos, Ovid and other literature. Much rapid reading at sight is done, and the historical content is emphasized, with special attention to Caesar's problem of establishing and maintaining the Rhine as the frontier of civilization against the German barbarians. (One-third unit, or two hours.)

III. Third Year Latin

(Latin 7, 8, 9; given in alternate years with fourth year Latin; third year Latin being offered in 1920-21.)

Latin 7—The oration of Cicero for the Manilian Law, with special attention to the early life of Cicero, and to the place of Pompey in Roman History. Laboratory study as in Latin 11 may be introduced if the needs of the class require. (One-third unit or two hours.)

Latin 8—The Catilinarian conspiracy, as revealed in the Orations against Catiline, the Letters of Cicero, and Sallust's Catiline. The First and Third Orations are read entire, and the other material sketched at sight. Some composition based on the text is done. (One-third unit or two hours.)

Latin 9—The career of Cicero after his consulship, as seen in the Oration of Archias and other speeches, and in the letters. Special attention is paid to the personality of the man, and to his place in Roman letters and thought. (One-third unit or two hours.)

(For Latin 10, see below under College Courses.)

IV. Fourth Year Latin

(Latin 11, 12, 13; may be substituted for third year Latin; not given in 1920-21.) (One-third unit or two hours.)

Latin 11—Aeneid, I, with special attention to the metrical reading of Latin verse. Provision is made for regular supervised study of the classical element in modern life and language. (One-third unit or two hours.)

Latin 12—Aeneid II-III, with special attention to Greco-Roman mythology and art. (One-third unit or two hours.)

Latin 13—Aeneid IV, VI and selections from VII-XII, from the Eclogues and Georgics, and from other Latin poets; with special attention to Vergil's place in Roman literature, and to his conception of the religious and political mission of Rome. (One-third unit or two hours.)

V. College Course in Latin

Latin 10—An intensive study of the period which produced the authors read in high school: 70-27 B. C. Chronological outline, class lectures and discussions, translation from the sources to a limited extent and reference to standard authorities in English. The class work in Latin is based mainly on the correspondence of Cicero.

As an alternative content to the above, there is offered in certain terms the following course:

Ancient society: A course of lectures on the structure of society in the ancient Mediterranean lands, with special reference to the conditions prevailing in the first century B. C. The tribal organization of early Semitic, Greek and Celtic society is studied, followed by a sketch of the development of the city-state in Greece and Italy. The rise of imperial states is next traced, with an outline of their more important political, economic and religious problems, down to the development of the Roman principate under Augustus Caesar and its decay under the late emperors. The course concludes with a survey of the important social aspects of private life in the Greco-Roman world, and the notable religious ideas produced by ancient society.

Pupils seeking credit in this course must satisfy the instructor as to their preparation to digest the material of the course, and must present an acceptable written outline, term paper, or oral report of assigned outside reading, and pass a satisfactory examination on the

subject-matter of the lectures. Properly prepared pupils who do not seek credit may register for the course as visitors. (Two hours.)

Latin 14—A survey of the syntax of high school Latin, with special reference to the difficulties of the high school student. Daily exercises in prose composition. The material is chosen largely from current periodicals. (Two hours.)

Latin 15—The teaching of High School Latin. A strictly professional course of college grade; the material to be selected to meet the needs of the pupils, mainly from some one of the three following topics: (a) the psychology of high school Latin; (b) a review of the authors read in high school, with special attention to the problems confronting the teacher; (c) the equipment of the high school teacher in the matters of standard content, present day aims and methods, and available text books, reference works and materials. It is highly desirable that pupils entering this class should have had at least one previous reading course with the same instructor. (Two hours.)

Latin 16—A survey of the vocabulary of high school Latin, with special emphasis upon the formation of words, their ramifications of meaning, and their incorporation into the English language. (Two hours.)

Latin 17—Livy: The Hannibalic War, Books XXI-XXII. (Two hours.)

Latin 18—Horace: The Odes and Epodes. (Two hours.)

Latin 19—Ovid: Selections. (Two hours.)

Latin 20—Terence: Phormio. (Two hours.)

COURSES IN FRENCH

I. First Year French (French 1, 2, 3, 4)

French 1—Elements of grammar; pronunciation; conversation.

French 2—Elements of grammar; pronunciation; conversation; and rapid reading of easy prose. Chateaubriand's *Les Aventures du Dernier Abencerage*.

French 3—Elements of grammar; pronunciation; conversation; and reading of Feuillet's *Le Roman du Jeune Homme Pauvre*.

French 4—Advanced grammar; pronunciation; conversation; and reading of Racine's *Esther*.

II. Second Year French (French 5, 6, 7, 8)

French 5—Advanced grammar; pronunciation; conversation; and reading of Victor Hugo's *Hernani* and Racine's *Athalie*.

French 6—Advanced grammar; pronunciation; conversation; and reading of Corneille's *Le Cid* and *Polyeucte*.

French 7—Pronunciation; conversation; composition; and reading of Racine's *Iphigenie* and *Andromaque*.

French 8—Pronunciation; conversation; composition; and Moliere's *Les Precieuses Ridicules* and *Les Femmes Savantes*.

III. College Courses in French

French 9—Pronunciation; conversation; composition; and reading of Moliere's *L'Avare* and Maupassant's short stories.

French 10—Reading of Victor Hugo's *Les Miserables*.

COURSES IN ITALIAN AND SPANISH

Courses in Italian and Spanish, parallel with the courses in French, will be offered on sufficient demand.

COURSES IN GERMAN

I. First Year German (German 1, 2, 3, 4)

The first year's work consists of the reading of easy texts, and conversational exercises based on these. Easy questions in German on the text read are used to drill students in the grammatical principles of the language. The ground covered in the first year includes noun declensions, adjective declensions, comparison of adjectives, pronoun declensions, conjunction of weak and strong verbs in five tenses of the indicative and three forms of the imperative active, the simple tenses of the modals, irregular weak verbs, the most common prepositions governing the dative, those governing the accusative, and those governing both the dative and the accusative; some study of conjunctions; and word-order.

German 1—Devoted chiefly to the acquisition of the vocabulary. About twenty-five pages in a very easy text are read.

German 2—More systematic study of grammar. About sixty-five pages are read.

German 3—A continuation of the text read in German 2. About fifty pages are read.

German 4—Completion and review of the grammar outlined for the first-year work. The reading becomes gradually more difficult. Complete stories are reproduced in German orally and in writing.

II. Second Year German (German 5, 6, 7, 8)

The beginning of the second year's work is used to review the grammar covered in the first year. Then some uses of the subjunctive, the passive voice, verbs requiring the dative, etc., are studied.

German 5—Immensee, and grammatical drills based on the text.

German 6—Stories and poems selected from German literature, with appropriate grammatical study.

German 7—Continuation of the text used in German 6.

German 8—Continuation of the text used in German 6 and 7.

III. College Courses in German

In addition to the two-year high school course described above, the department will offer, on sufficient demand, additional courses of college grade, either academic in content, or special teachers' courses.

Note.—Classes of high school level are given a credit each of one-third unit; those of college level a credit of two hours each.

6. Department of Mathematics.

Mr. Caldwell

Mr. Boothe

Our first aim in this department will be to give every student completing any subject a mastery of all the principles involved. To accomplish this, a representative portion of every phase of the various subjects will be considered. Our second aim will be to give careful training in the best methods of teaching. To accomplish this, all board and tablet work must be models of neatness, showing logical arrangement. Our special aim will be to train the student in habits of orderly thinking. To accomplish this, we shall take special care that all thoughts be expressed in clear statements without superfluous words or useless repetitions.

As arithmetic is the one branch of Mathematics that most of our students will be expected to teach, we must make careful demands on all in our classification. Very few on entering will receive credit in either Arith. II or Arith. III.

Arithmetic 1—The state-adopted text will be used in this course. The subjects usually treated before percentage will be considered as basic work together with an occasional investigation of the principles of percentage and its application. Any student knowing arithmetic is his difficult subject should start with Arithmetic 1.

Arithmetic 2—The subjects considered in the course will be primarily percentage and applications involution, evolution and mensuration; there will also be a review of the important principles of Arithmetic 1. (One-third unit.)

Arithmetic 2 (Special 1)—In this class mental analysis of problems will be order of the hour. Pupils will be trained in the solution of problems according to the once popular methods of the former "Intellectual Arithmetics." (One-third unit.)

Arithmetic 2 (Special 2)—Devoted to a study of rural life problems. (One-third unit.)

Arithmetic 3—The primary aim will be method. To secure a passing grade, the student must use care in oral expression and written work. Occasional lesson plans will be developed. Arithmetic III will comprehend mastery of principle rather than text and shall not question whether problems should be practical, vocational or otherwise. (One-third unit or two hours.)

Arithmetic 3 (Special 1)—Methods of rapid calculation and abbreviated forms of solutions will be presented. Business Arithmetic will receive special attention. (One-third unit.)

Algebra 1—Simple addition, subtraction, multiplication, division; problems involving the parenthesis and substitution; abstract integral simple equations with one unknown; concrete problems developing the simple integral equation and factoring with its applications. (One-third unit.)

Algebra 2—Review of factoring; fractions, simple fractional equations with one unknown, simultaneous equations with two or more unknowns, involution and evolution. Graphs and concrete analysis problems will receive special attention. (One-third unit.)

Algebra 3—Theory of Exponents, Radicals, Quadratic Equations and General Review of principles of Algebra I and Algebra II. (One-third unit.)

It will be our aim in the comparatively short time devoted to Geometry to train the student in representative portions of all problems and theorems found in the average text; so that anyone completing our course may be able to teach the subject with success. However, to all prospective teachers of Geometry, we recommend the election of Geometry IV. This course will be offered not only for teachers but also for any others who for any reason may wish additional thoroughness.

Geometry 1—This course will include, besides a careful introduction to the subject, the simple problems and theorems connected with perpendicular and parallel lines, Triangles, Quadrilaterals, Polygons, the Circle and Loci. In this course much care will be used that the student be able from given premises to grasp new ideas and defend each by the proper law. Many original problems will be assigned. (One-third unit.)

Geometry 2—Theorems and problems connected with Ratio and Proportion, similar figures, Areas of Polygons in general; theorems

and problems concerning the Regular Polygon. There will be much original work in this course. (One-third unit.)

Geometry 3—This course will embrace a representative portion of the various theorems and problems found in the average text in Solid Geometry. (One-third unit.)

Trigonometry 1—This course will include the essential work of plane Trigonometry and will form an excellent basis for surveying. (One-third unit.)

EXTRA MATHEMATICS

Algebra IV—College Algebra. (Two hours.)

Algebra V—College Algebra. (Two hours.)

Geometry IV—A course intended for prospective teachers. It will emphasize Method, giving special attention to original problems and theorems. It will include also the more difficult portions of the model demonstrations of the text, especially those dealing with indirect proof and method of limits. (Two and one-half hours.)

Trigonometry II—Spherical trigonometry. (Two and one-half hours.)

Analytical Geometry I—Class organized on sufficient demand. (Two hours.)

Analytical Geometry II—Class organized on sufficient demand (Two hours.)

7. Department of Science.

Mr. Smith

Mr. Cox

Mrs. Deane

With the progress of civilization Science becomes of greater importance. The chemistry and the physics of the home, the farm, and the factory are of very great importance today. Botany and biology through a more careful study of the fundamental principles of plant improvement and growth are materially aiding in the production of the world's supply of food. Physiology and hygiene have become of vast importance in preserving the health of the nation and in preventing enormous loss of life from tuberculosis and typhoid fever. Nature study seeks to know the best in nature to the end of doing those things that make life most worth living. As a nation we are losing our appreciation of nature because of our commercialism. Nature study serves to keep alive this little spark of love which was planted in us by a Divine Being and which brings us to a closer appreciation of the things about us. The geography of the world, of commerce, and of industry is very essential to the continued happiness and prosperity of our people.

Physiology 1—This term's work will consist of Elementary Physiology and will include Hygiene, Sanitation, First Aid and Surgical Dressing. Much attention will be given to the study of preventable diseases and the conditions that will bring about their control.

Instruction and drill will be given in First Aid and Surgical Dressing with a view to making them as practical as possible. A number of experiments and tests will be made by the pupil and a carefully prepared notebook will be required.

Physiology 2—This will be a heavy term's work and will require some previous study in physiology to enter the class. A careful study of the anatomy, physiology and hygiene of the human body will be

made. Many experiments will be performed and tests made. A large number of microscope slides will be used in the study of the tissues, organs and parts of the body. Some work in comparative anatomy will be done on the cat, rabbit and the frog. A carefully prepared notebook must be made by each pupil. School and personal hygiene will also receive careful attention. (One-third unit.) (Two hours.)

Nature Study (Special 1)—A study of environmental material that will illustrate the type of work to be undertaken in the intermediate grades. While the instruction will be specific, it will supply the student with principles that will guide her in selecting and using environmental material wherever she may be located. One laboratory period will be given each week to field trips. (One-third unit.) (Two hours.)

Nature Study—In order that we may study nature at first hand, much time will be spent in the field. Some of the most interesting features of the work will be early morning bird study, strolls over the campus, excursions to Richmond lake, Peyton cave, Boonesboro, Cowbell Hollow, Pilot Knob, East Pinnacle, and other places of interest. We have a properly equipped room in which we use hundreds of lantern slides for the illustration of lectures and for class-room demonstration. Our slides are of the finest quality and cover a large range of subjects in nature. Special attention will be given to the study of trees, birds, flowers, fruits and insects. A collection of fifty insects and one hundred flowers, plants and leaves will be made by each pupil. Each specimen must be pressed, mounted and labeled. (One-third unit. (Two hours.)

Botany 1—This term's work will include a study of Morphology, Physiological Botany, Ecology, and Systematic Botany. The text will be supplemented by experiments, tests, drawings and descriptions of the various parts of the plant and its fruit. Several field excursions will be planned and each pupil will be expected to collect, analyze, press and mount fifty flowers representing at least twenty-five families. Special attention will also be given to fertilization, pollination, and the production of fruit. (One-third unit.)

Botany 2—This term's work will be confined largely to the study of cryptograms. The mosses, lichens, liverworts, horsetails, algae, ferns and fungi will be carefully studied. Poisonous and medicinal plants, plant diseases and sectioning will also receive considerable attention. Each pupil will be expected to make a small collection of permanent microscope slides. A carefully prepared notebook will be required of each pupil. (One-third unit.)

Geography 1, the Earth as a Globe—This course is designed especially for a review of the principles of geography, dealing largely with the following topics: Form, size, motions, latitude, longitude, seasons, zones, etc.

The second half of the term is given to a regional and detailed study of the North American continent. Such facts as will give an all round knowledge of the continent are taught—topics: political divisions, coast lines, topography, climate, resources, development of its cities and industries and distribution of inhabitants.

Geography 2—Study of the Continents—This course is a continuation of the study of the continents.

Europe is taught as a basal continent, and the individual country as the basis, because the political boundary lines make the nation the natural unit for study.

Second half term deals with the important features and facts of Asia, Africa and Australia. In this course emphasis is placed upon

the methods of preparation and presentation. (One-third unit or two hours.)

Geography 2 (Special 1)—A course covering the phases of geography that are important in the intermediate grade program. One laboratory period a week is given to a study of environmental material. (Two hours.)

Geography 2 (Special 2)—General Geography with the emphasis upon the subjects taught in the seventh and eighth grades, illustrating the teaching of geography as a science. One laboratory period each week will be given to laboratory exercises or to field trips. (Two hours.)

Geography 3 (Physical Geography 1)—An introductory course supplemented by reading illustrated lectures, and some laboratory work. (One-third unit.)

The topics discussed are: erosion, deposition, flood planes, atmosphere, currents, winds, relief forms, rainfall, climate, etc.

The equipment is new and modern, consisting of a stereopticon and stereoscopes, with pictures beautiful and incomparably useful, illustrating things which are beyond the range of immediate study; globes, the newest maps, and a reference collection of minerals, rocks and fossils.

An important and attractive number of new authoritative geographical books have just been added to the library.

Geography 4 (Economic Geography)—A course placing the emphasis on the principles of commerce—concentration of industries, transportation, government, and governmental activities in the commercial world. It is a study of the "world at work." A text is used as a guide in sorting the material and presenting the laws controlling commercial transactions; but the securing of data from government bulletins and reports, magazines, clippings, etc., relating to the "New Era" and the live questions is daily practiced. (Two hours.)

Geography 5 (Method in Geography)—This course includes a study of methods; the teacher's preparation of knowledge of books, maps, illustrative materials and their uses; suggested lines of improvement in Geography teaching, or the pedagogy of the subject.

Text—Sutherland's "The Teaching of Geography." (Two hours.)

Geography 6 (Advanced Physiography or Geology)—Elective—This course is a continuation of Physiography 1 along more advanced lines. The work is given in greater detail, and emphasis is placed upon man's geographical environment and his conscious reaction upon the same. It is recommended for teachers who are preparing for work in high schools. (Two hours.)

Geography 7 (Latin America)—This is a study of the position, topography, climate, natural resources, the Latin American markets, railway expansion, etc.

Text used as a basis for the work, supplemented by the use of "The Bulletin of the Pan-American Union," published in Washington, D. C. This bulletin discusses the promotion of financial and commercial relations between the United States and Latin America, and is therefore valuable as being the most up-to-date material available. (Two hours.)

Geology—A study of events occurring during the successive periods in the earth's history. The subjects, therefore, are:

I. The kinds of rocks.

II. Geological causes and their effects.

III. What the rocks tell of history. (Two hours.)

Physics 1—This term's work will include a study of the properties of matter, mechanics of solids, liquids and gases. Each pupil will perform thirty-six experiments and keep careful notes. A great effort will be made to make the subjects as practical as possible. A visit to the gas plant and flour mill will be made. (One-third unit.)

Physics 2—This term's work will include a study of the nature, laws and phenomena of electricity, magnetism, sound and light. A trip will be made to our own electric plant, the electric planing mill, the printing press, and to other places where electric power is used. Each pupil will be required to perform 36 experiments and keep careful notes. (One-third unit.)

Chemistry 1—This term's work will consist of a study of the non-metallic elements, with their combinations, reactions and the laws governing such chemical unions. Thirty-six experiments will be performed by each pupil and careful notes kept. (One-third unit.)

Chemistry 2—The second term's work will include a study of the metallic elements, with their combinations, reactions and the laws governing them. We also include in this term's work the chemistry of the orchard, milk and its care, human and animal foods, plant production, fertilizers, soil, clothing and paints. Each pupil will be expected to perform 36 experiments and make a carefully prepared notebook. (One-third unit.)

College Physics 1—This term's work will include a careful study of matter, energy, physical measurements, kinematics, dynamics and mechanics of fluids. The laboratory work will consist of 36 experiments with carefully prepared notes. (Two hours.)

College Physics 2—This term's work will include a careful study of sound and heat with their applications to our various needs. Laboratory work will consist of 30 experiments with careful notes. (Two hours.)

College Physics 3—This term's work will consist of the study of light with its application and the instruments used in adapting it to our needs. Laboratory work will consist of 30 experiments with careful notes. (Two and one-half hours.)

College Physics 4—This term's work will include a study of magnetism and electricity with a careful study of the various instruments used in applying them to the needs of our modern civilization. Laboratory work will consist of 36 experiments with careful notes. Text for these college courses will be Carhart's New College Physics. (Two and one-half hours.)

College Chemistry 1—This term's work will include the qualitative analysis of 10 known simple solutions and 20 unknown simple solutions. The reactions involved in these solutions must be written up and careful notes kept. (Two and one-half hours.)

College Chemistry 2—This term's work will consist of the qualitative analysis of 20 unknown compound solutions and 10 unknown compound solids. The reactions involved must be carefully written out and full notes kept. (Two and one-half hours.)

College Chemistry 3—This term's work will be largely synthetic, and will include the preparation of several reagents used in regular laboratory work, the preparation of tinctures, the reduction of refractory solids to solutions and the forming and testing of alloys and amalgams. Careful notes shall be kept. (Two and one-half hours.)

College Chemistry 4—This term's work shall be devoted to the study of the organic compounds of the hydrocarbon series. Laboratory work will consist of both analysis and synthesis among these compounds. (Two and one-half hours.)

College Chemistry 5—This term's work will consist of the quantitative analysis of several compounds and a careful study of the principles that underlie such analysis. Careful notes will be taken and a note book will be prepared. (Two and one-half hours.)

College Chemistry 6—This term's work will consist of the qualitative analysis of several of the more complex compounds and careful study of the rules and principles that underlie their successful determination. A note book will be carefully prepared. (Two and one-half hours.)

Biology 1—Designed primarily as a basis for the courses in psychology and sociology as well as for the courses in physiology, nature study, agriculture, etc. The emphasis is upon the broader principles of growth and development with especial attention to the theory of evolution and the law of heredity. A laboratory period (two class hours) each week will be devoted to simple laboratory exercises or to field trips and the study of environmental material. The latter part of the course will be devoted to a study of the nervous system. (One-third unit or two hours.)

II. SPECIAL DEPARTMENTS.

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| 1. Art. | 5. Music. |
| 2. Expression. | 6. Physical Education. |
| 3. Home Economics. | 7. Commerce. |
| 4. Industrial Arts. | |
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1. Art Department.

Miss Gibson

Mr. Boothe

DRAWING

Drawing 1—This covers the work of the first, second, third and fourth grades for one year and includes the following:

1. Construction work—paper cutting and folding.
2. Color work in crayon, water colors and pencil.
3. Mother Goose rhymes illustrated.
4. Original drawings of games, etc.
5. Correlation of drawing and language work.
6. Perspective drawing.

Drawing 2—Work covered in fifth, sixth, seventh and eighth grades, as follows:

1. Principles of perspective.
2. Conventional designing.
3. Original designs for book covers, wall paper, etc.
4. Drawing from still life.
5. Study of birds and flowers.
6. Illustrative of some familiar poem.
7. Constructive design.

Drawing 3—Advanced—1. Copy work from good pictures.

2. Special designing for decoration of china.
3. Pen and ink work.
4. The study of the human figure and pose drawings.
5. Sketching from nature.

Drawing 4—Method—In this class we learn to teach drawing after having taken the required three terms' work. This includes the following:

1. Making monthly outlines.
2. Making lesson plans.
3. Class criticism and suggestions.
4. Student teaching before class of fellow students.
5. Story telling and illustrating.
6. Picture study—from the old masters.
7. Mounting and preparing specimens of work for exhibition and school room decoration.

Throughout all four terms artists and their work are discussed one period each week.

Drawing 5—Industrial Drawing, Decorative Designing, Printing in Blocks, Lettering.

Drawing 6—Interior decoration of houses. This work is made practical, to be applied in homes kept up by a modest income.

Designing of costumes for women and children.

Drawing 7—Painting in Oils; Pastel Painting; Art History.

Drawing 8—China Painting; Pottery Designing; Modeling in Clay; Art History.

At least two terms of drawing are required before students can enter drawing 4, 5, 6, 7 or 8.

PENMANSHIP

Penmanship 1 and 2—Penmanship will be offered in two terms. Penmanship 1 and Penmanship 2. The Simplified Zanerian System is taught. Much stress is placed upon a free, easy, rapid, arm-movement, coupled with a simple, distinct form of writing. Much attention is given to Method in Penmanship. There is a growing interest in this subject, and many skillful teachers are being sent out.

Penmanship 3 and 4—Penmanship 3 and 4 will be offered for any who desire to pursue this subject farther. This is principally Ornamental Penmanship. A splendid opportunity is offered along this line for those who want to specialize in this subject. A diploma in this course is a recommendation as a teacher of Penmanship. In addition to this, a Course in Lettering will be offered.

Each course in this department has a credit value of one-sixth unit.

2. Department of Expression.

Miss Miller

EXPRESSION I

Voice (Technical)—Basic principles of right vocal habits, correct breathing, articulation, tone production, resonance, radiation, freedom and control, pronunciation.

Gesture (Scientific Study)—Physical exercises in preparation for spontaneous gesture and coordination of mind and muscles; poise freedom and harmonious movement.

Development of Expression—Literary analysis and drill upon wide range of selections for individual results. To promote natural growth in animation, creative power and atmosphere, through the stimulation of sympathy and understanding.

Shakespeare—"The Merchant of Venice." Reading of text and character study.

Recital—Platform recitation for criticism and guidance. Drill on selections of individual choice to be presented before the school. (One-third unit.)

EXPRESSION II

Voice (Technical)—Force, stress, pitch, climax, rate, pause and inflection.

Gesture (Scientific Study)—Exercises for grace; facial expression, pantomime.

Story Telling—To aid growth in expressive power; individual training in the art of telling the story.

Shakespeare—"Romeo and Juliet." Reading of text and dramatic study. Presentation of scenes for criticism.

Recital—Special study for public reading of poetry and prose; humor and pathos. (One-third unit.)

EXPRESSION III

Voice (Expressive)—Relation of voice to imagination and emotion; as an interpreter of mental states. Melody, inflection and quality.

Gesture (As an Art)—In relation to forms of literature and dramatic significance in oral interpretation. The effect of emotion upon gesture.

Story Telling—Selection and adaptation of material for the grades. Opportunities for practice in Story Telling.

Shakespeare—"Hamlet." Reading of the text and character study.

Recital—Special study for public presentation of dramatic, musical and dialect reading. Arrangement of programs. (Two hours.)

EXPRESSION IV

Methods—Teaching Expression

Practice Teaching—Observation. Practical class work by the student under direction of instructor. Criticism.

Interpretation—Expressive study of description, narration and poetry. Drill on advanced ideas of expression.

Theory of Amateur

Stage Production—Intelligent selection and coaching of plays. Dramatic games as an introduction to Juvenile Dramatics. How to produce children's plays. Scenery, lighting, costume and make-up.

Recital—Abridgment, adaptation and preparation of selections for public reading. (Two hours.)

EXPRESSION V

Practice Teaching—Selected classes from grade and high school. Private recital pupils of Expression I.

The Drama—The development of the drama. Chief contemporary dramatists. Modern plays.

Dramatic Art—Preparation of plays for public presentation.

Dramatics—Rehearsal of plays for public presentation.

Recital—Writing of introductions. Planning repertoire. Preparation and presentation of scenes from plays, in which two or three characters hold the stage. (Two hours.)

3. Department of Home Economics.

Miss Sullivan

Miss Rice

Home Economics 1—A course in elementary food and clothing designed to acquaint the prospective teachers with these subjects and to prepare them to teach them in the elementary schools. The principles involved in cooking, in the selection of foods, and in planning and preparing meals will be taught. In clothing, the fundamental stitches and their application to undergarments will be taught. A course required of students who are taking the Elementary Certificate Course. (One-third unit.)

Home Economics 2—This course is a continuance of Home Economics 1. In foods emphasis is placed more on the scientific principles involved in food selection and preparation. In clothing emphasis is placed on elementary dressmaking. We undertake to teach the students what to teach and how to teach it. A course required of students who are taking the Intermediate Certificate Course. (One-third unit.)

Home Economics 3—Home Economics Problems. A study of the functions of Home Economics in the elementary and secondary schools and their bearing on the course of study. Methods of teaching and planning of course of study. Students are given laboratory practice in foods, emphasizing the influence of various conditions upon the diet, and the relation of food to health.

Prerequisites, Home Economics 1 and 2. Required of students who are in advanced Certificate Course and of students in fourth term of the Junior College Course in Home Economics.

Recitation 2 hours; laboratory 4 hours. (Two hours.)

SPECIAL ELECTIVES FOR "COURSE B"

Home Economics 4—Institution Cooking. A study of the problems involved in large quantity cooking; efficiency of different methods of serving; use of modern equipment. The organization of the school lunch room. Laboratory practice in the school cafeteria. Prerequisites, H. E. 1, H. E. 2 and H. E. 3. Recitation two hours; laboratory six hours (One-third unit.)

Home Economics 5—Dressmaking The entire time of the class will be devoted to the art of sewing for the purpose of establishing both theory and practice. A study of drafting, cutting and making simple garments. A comparative study of ready-to-wear versus made-at-home clothing will be made. Fabrics will be studied to an extent to lead to more judicious buying. Two recitation hours and four laboratory hours per week. (One-third unit.)

Home Economics 6—Home Management. A study of the evolution of the modern home, and the basic principles of home management. Marketing, family budgets, systematizing work of the household and putting it on a professional basis will be the themes of study. (One-third unit.)

Home Economics 7—Child Welfare—Study of problems involved in infant feeding and childhood; school lunches; clothing for children. Two recitation hours per week; four laboratory hours. (One-third unit.)

Home Sanitation—This subject deals with healthfulness of location, drainage and surroundings of a dwelling; heating; necessity of proper amount of sunlight; ventilation; smoke, dust and dirt; overcrowding; drinking water; disposal of household waste; care of food; preventable diseases.

Broadhurst's "Home and Community Hygiene."

Four recitation hours per week. (Two hours.)

Elementary Clothing—Hand and machine sewing, drafting of patterns, cutting and making of simple garments. Study of cost, suitability and durability of materials and trimmings.

Baldt's "Clothing for Women."

One recitation hour; four laboratory hours per week.

Prerequisite, Art and Design, Home Sanitation.

(One and one-half hours.)

Elementary Clothing—A continuation of course. One recitation hour; four laboratory hours per week. (One and one-half hours.)

Home Problems—(See H. E. 3.) Recitation, two hours; laboratory four hours per week. (Two hours.)

Textiles—Study of fabrics, names, characteristics, manufacture, weaves, widths, prices and adulterations. Woolman and McGowan's "Textiles."

Prerequisite: Sophomore standing. Two recitation hours; four laboratory hours per week. (Two hours.)

Dressmaking—A continuance of Elementary Clothing. Use of dress forms, cutting, fitting and making of dresses. Fale's "Dress-making." Prerequisite, Art and Design. Textiles. Recitations two hours; laboratory six hours. (Two and one-half hours.)

Foods—A study of foods, principles regarding their preparation. purposes in cooking, composition, changes effected by heat, cold and

fermentation. Cost in relation to nutritive value of foods, sources of food and influences of same upon cost. Sherman's "Food Products." Prerequisite, Physiology, Physics and Chemistry. Botany a parallel course. Recitation three hours; laboratory six hours. (Three hours.)

Foods—A continuance of course. Three recitation hours; six hours laboratory. (Three hours.)

4. Industrial Arts Department.

MANUAL TRAINING AND HANDWORK

Mr. Deniston

Mr. Carter

Mrs. Hume

The work in manual training is arranged, first, to aid those who must for some time to come teach both industrial art subjects and academic subjects in the grades or high schools of the state; second, to provide thorough preparation for students who desire to become special teachers, directors and supervisors of industrial art subjects; third, to furnish courses for students who desire to enrich the traditional lines of liberal study.

The required courses are planned for the first class, and for the second and third classes subjects are offered for individual election.

The demand for competent teachers of the industrial arts exceeds the total supply of such teachers from all sources. In many localities teachers are sought who can teach both the manual training work and the common branches, and better salaries are offered for this class of teachers than for teachers who can teach the common branches only.

Students doing their major work in this department should begin shop work and mechanical drawing at the same time. For 1920-21 the department offers the courses described below.

Manual Training 1—A course in elementary bench work involving problems which may be worked out in the fifth, sixth and seventh grades. Part of the time will be devoted to the construction of farm projects, using inexpensive material, readily available in rural communities. (One-third unit.) Required for the Elementary Certificate.

Manual Training 2—This course is a continuation of Manual Training 1, and includes teaching problems suitable for the eighth grade and first grade of high school. Required for the Intermediate Certificate. Prerequisite, Manual Training 1. (One-third unit.)

Manual Training 3—Elementary Mechanical Drawing. This course includes the making of a set of drawings in pencil. A time limit is set upon each drawing suitable for the average student. Practical, time saving movements are explained and demonstrated. The work covers the study of lettering, drafting room conventions, methods of drafting room practice, perspective drawing, and projection. The organization of a course in mechanical drawing is explained and demonstrated. Freehand sketches of problems are given to the student to make working drawings. Required for Advanced Certificate. (Two hours.)

Manual Training 4—High School problems taking up third and fourth year work involving a correlation of applied design with practical shop work. Required for the Advanced Certificate. Prerequisite, Manual Training 1, 2 and 3. (Two hours.)

Manual Training 5—Mechanical Drawing—An elementary course in mechanical drawing covering the care and use of drawing instruments, lettering, orthographic projection, revolution, sections, intersections, working drawings, development of surfaces, isometric and

cabinet projection as applied in drawing of joinery and carpentry, practical application of drawings in shop work, tracing and blue printing, planning of courses of study for upper grammar grades and first year of high school. (Two hours.)

Manual Training 6—Machine Drawing—A more advanced course dealing with machine drawing, considered with special reference to the needs of high school work. It includes the development of various curves, helix and application in V and square threads, conventional thread, bolt and nut, making freehand sketches of machine parts, detailed drawings of machine parts; assembled drawings, tracings and blue prints. (Two hours.)

Manual Training 7—Carpentry—This course covers the fundamental principles involved in the construction of wood frame building. The work includes lectures and discussions on the method of staking out, excavating, materials and their prices, different kinds of construction, and building regulations. It includes practical work in making full size details of frame building, various uses of the steel square in framing, especially the various cuts of rafters. The course includes both inside and outside finish. (Two hours.)

Manual Training 8—Wood Turning—This course deals with various methods in turning in hard and soft wood; it includes work between centers, face plate and chuck turning, finishing and polishing, and the sharpening and care of tools used, as well as lectures on the history of turning and the lathe. Speed for different types of stock, the various materials used in turning, turning as a trade, management, organization, and the teaching of wood turning are also included. Attention is given to planning courses of study, equipment, materials, buying and installation. The latter part of this course is devoted to design and making of products suitable to the decoration of cabinet work. (Two hours.)

Manual Training 9—Concrete Construction—A study of the fundamental principles involved in concrete construction as related to building, farm and the home. Materials and mixtures, care and use of tools and equipment, practical work in constructing forms and mould, projects involving pouring and finishing, plain concrete construction, such as fence post, farm utilities, sidewalk, curbs, building blocks, walls, steps, silos, cisterns, troughs etc. Lectures on various uses of cement composition, sources of materials and history. (Two hours.)

Manual Training 10—Mill Work—This course aims to give instruction in the operating and care of wood working machinery as a preparation for teachers who have occasion to use machines in getting out stock and for the added purpose of giving an insight into this field of work which will serve to enlarge the teacher's knowledge with reference to the production of articles in wood through the use of machines. The practical work includes cutting of stock for other courses and stock for construction in mill work problems according to the practical demands of the school. (Two hours.)

11. Elementary Cabinet Making—The purposes of this course are to study furniture making as it may be taught to high school and vocational classes, and to consider the organization and teaching of such work in the schools. The work consists of the making of a piece of furniture involving upholstering, selected or designed by the student. While the work is largely individual, there will be an opportunity for the class as a whole to receive instruction upon details of construction, gluing, scraping, sanding, finishing, upholstering, and costs of materials. Prerequisite, Elementary Mechanical Drawing and Manual Training 1 and 2. (Two hours.)

12. Advanced Cabinet Making and Mill Work—This course is provided for the purpose of instruction and practice in the care and use of woodworking mill tools and machinery, and in methods of preventing accidents in operating. Work is required in the upkeep and care of tools and machinery. The practical work consists of: making mill bill, figuring lumber bill, selection of material, cutting stock, face marking, laying out stock, machining stock and necessary bench work. Related information will be given concerning drying and care of lumber finishing of products, proportioning of joints, different ways of doing the work, trade terms and order in which to give dimensions. Prerequisite, Intermediate Drawing and Intermediate Cabinet Making (Two hours.)

13. Wood Turning—After getting a brief acquaintance with the problems of elementary wood turning, students may elect the advanced work and master some of the details of more difficult wood turning. Such work may cover: turning between centers, face plate, chuck work, fitting problems, built up work, table leg and pedestal turning. Prerequisite, Manual Training 1 and 3. (Two hours.)

14. Forge Practice—The work in the course consists of practical applications of the following operations: drawing, bending, twisting, splitting, fullering, upsetting, punching, riveting, and welding. Instruction is given in the rudiments of case hardening and tempering of tool steel. Instruction is given in the history of the trade, selection of forge shop equipment, forge fuels, care of fire and brief instruction in the manufacture and identification of metals used. This course is for beginners or students having little experience in forge work. Prerequisite, Manual Training 3. (Two hours.)

15. Farm Mechanics—A course involving work in wood, metal and concrete, and includes the making of such projects in wood, as work bench, wagon jack, single tree, evener, poultry appliances, and concrete forms; in concrete one or two problems in plain and reinforced construction; in forgery, a series of projects adapted to farm use. A study is made of farm implements and repair of same. A drainage project will be worked out in full. Students of agriculture and those teaching in rural and county high schools will find this a profitable course. No prerequisites. (Two hours.)

16. Intermediate Mechanical Drawing—This course is organized for teachers of mechanical drawing and persons who have had some practical experience in drafting. The purpose of this course is to prepare teachers of mechanical drawing to handle the subject in the public schools. Special emphasis is placed on the necessity for careful preparation on the part of the teacher; proper methods of presenting material, and the planning of courses of study. Considerable time is given to lectures and student demonstrations. The class makes a series of drawings selected from different phases of mechanical drawing, perspective drawing and practical representation. The problems are demonstrated from the professional standpoint. Prerequisite, Elementary Mechanical Drawing. (Two hours.)

17. Advanced Mechanical Drawing—In this course it is the aim to make the scope suit; that the needs of the student be met, by allowing him to select either machine drawing or architectural drawing. The machine drawing covers work in free-hand sketches of machine details from models, details and assembly drawings, conventions and machine parts, covers gearing and a study of drafting room practice. The architectural drawing covers work in conventions, typical details and a plan for a small bungalow. Prerequisite, Elementary Mechanical Drawing. (Two hours.)

HANDWORK

Handwork 1—Tools—Scissors, needles, looms.

Material—Paper, raffia, cardboard, cotton, native products.

Uses—To teach accuracy, originality, systematic use of the fingers, self-expression, spacing, designing, study of textiles.

Preparatory Course to Vocational Training—Paper Folding.

Tools—Scissors.

Material—Paper and paste.

Use—Accuracy, neatness, originality, spacing, color study, personal touch and self-expression.

Objects—Ships, boats and boxes.

Paper interlacing and weaving—colors, designing, spacing, tracing and line, animal cutting, arranging for school decoration and study.

Construction Work—Tools—Scissors and ruler.

Material—Cardboard, wallpaper and paste.

Uses—Boxes for collars, desk sets, boxes for pens, pencils, etc.

Shape—Square, oblong, triangle—study of the ruler, dimensions, spacing, accuracy, design.

Cross Stitch—Tools—Needles and scissors.

Material—Floss, Java canvas.

Use—Simple sewing, bags, coffee-pot holders, mats, study of textiles, use of fingers and color combinations.

Raffia Winding—Tools—Needles, scissors.

Material—Raffia, pasteboard.

Use—Frames for pictures, needle books, mat holders.

Finger exercises, training fingers and brains to work in harmony.
(One-sixth unit.)

Handwork 2—This course is intended for more advanced grades. It is to give more advanced work in the different subjects taught in the primary work. In this subject we give the teachers an opportunity of instructing the work in the grades. The use of more complicated patterns for mats for tables, caps, bags, etc.

Knitting—Sweaters, scarfs, caps and advanced work in the same.

Crocheting—Quilt designing.

Use—To teach the children love for home decoration, beauty and refinement, use of fingers and color combination, etc.

Stencil Cutting—Tools—Design, brush, knife.

Material—Paper colors.

Use—Covers for simple booklets, blotter covers, decorations for construction work, eye, brain and finger training.

Weaving—Tools—Large and small needles, frames, etc.

Material—Cotton, wool and silk.

Use—Study of fabric, simple stitch of same color combination design.

Primary Knitting—Combination of colors, designing.

Raffia Construction—Material—Raffia, colored and white.

Use—Knotting, tying, branding, knitting, bags for knitting, sewing bags, mats etc.

Baskets—Tools—Awls, cutters, pliers.

Material—Reed, native products, viz., willow, honey suckle, etc.
(One-sixth unit.)

Use—Scrap baskets, sewing baskets, flowers, fruits. To train the eye, hand and brain to work in harmony. The use of the native material and the love of the beautiful.

5. Department of Music.

Dr. S. S. Myers, Director

Miss Telford, Piano

Miss Million, Violin

Of all subjects introduced into the public schools during the last half century, music is conceded to be one of the most valuable in moral, social and ethical training. It appeals to the best that is in the child and is a powerful element in training for good citizenship.

The music department of Eastern Kentucky State Normal School aims to provide a course of training, not only in the subject itself, but also in the art of teaching and correlating it with the other work of the school room.

REQUIRED COURSES

Music 1—In order to teach any subject the teacher must first know that subject and possess a working knowledge of it. Music 1 provides a course of training in the first principles of singing, including voice and ear training, the scale, the staff, signs and characters of notation, tone lengths, note values and rhythmic forms. The ultimate aim is to train the student to sing intelligently, to read plain music at sight, and to appreciate the best there is in music. (One-sixth unit.)

Music 2—Any student having satisfactorily completed Music 1, or having satisfied the director of music that he or she has had previous training equivalent to the same, may enter Music 2, which deals with method as applied to teaching music in the primary grades, including the psychology of the subject as related to that of the child and to school and community life. (One-sixth unit.)

Music 3—The work done in this class relates to the theoretical and scientific side of music, embracing scale and key structure, key relationship, modulation, digression, melodic and harmonic forms and major and minor modes. It also includes an outline of method covering the work of the upper grades. (One-third unit.)

Music 4, 5, 6 and 7—For the advanced work in the Music Supervisor's Course, four terms in Melodic structure, and analysis, harmony and composition will be offered. Persons to whom we recommend this course, and who complete these special "credits" will be competent to teach public school music.

Normal Choral Society—It is also the aim of the Music Department to maintain a musical atmosphere in the school through the work of the mixed chorus, glee clubs and orchestra, giving a Music Festival annually, in May. In this festival all these organizations take part, assisted by the best solo artists that can be procured from outside. Thus the students gain a musical experience which broadens their view, creates a taste for the highest and best in music and enables them to take something worth while back to their home, school and community. All students in the Music Department are required to take the chorus work, unless for good and sufficient reason they are excused by the Director or the President of the institution.

Glee Clubs—The men's glee club and the ladies' glee club are purely volunteer organizations, the members being selected with a view to securing only the best voices. These clubs are expected to sing at public functions and other special occasions when desired. Students desiring to avail themselves of membership should apply to the Director of Music.

Orchestra—Students who possess any string, reed, wood-wind or brass-wind instrument, and understand its technic, should bring their instruments with them and be admitted to the orchestra.

PIANOFORTE

Miss Brown E. Telford

Elementary—Special attention is given to the fundamental principles of piano technic, finger exercises and scales, rhythmic control, notation and sight-reading. Practical exercises, sonatinas, and pieces suited to the individual student.

Intermediate—All forms of technical exercises, scales, chords, drills, arpeggios, double thirds and octaves, care being given to tone production, phrasing, the use of the pedal and sight reading. Studies by Czerny, Clementi and others, with pieces by Mozart, Haydn, Bach and Beethoven.

Advanced—Technical work continued with increased velocity, accent, accent scales, double thirds and sixths. Special attention is given to muscular and good nerve control when playing with the weight of the arm.

Studies by Clementi, Chopin and Liszt, and pieces by Bach, Chopin, Schuman, Schubert, Greig, MacDowell, including concertos by Mozart, Hummel, Mendelssohn and others. History of music, accompanying and ensemble playing.

SPECIAL VOICE LESSONS (In Class)

Dr. Myers

This work embraces the first principles of singing, breath control, voice placing and the proper use of the lips, tongue and jaw in tone production. Special stress is laid upon breathing, pure and resonant vocality, the development and strengthening of the vocal organs and phrasing and shading in ensemble and solo work.

VIOLIN

Miss Million

Elementary—Homann's Violin School, or Wohlfahrt Op 38; Wohlfahrt Op. 74, Book I; Winn's Daily Essentials (three octave scale studies); Familiar melodies and classics in the first position; Supplementary material according to the ability of the student.

Intermediate—For position work; Homann's School, Book IV and V; Wohlfahrt, Op. 74, Book II; Schradieck School of Violin Technic, Part I.

Advanced—Sevick School of Bowing; Kayer Etudes, Op. 20, Books II and III; Mazas' Special Studies; Schradieck Scale Studies; Kreutzer.

The field of teaching pieces is practically unlimited since in addition to the classics and modern violin solos, all the standard piano solos and opera selections are arranged for violin in varying degrees of difficulty.

6. Physical Education Department.

FOR MEN

Mr. Hembree

The greatest thing desired in this department is that prime physical condition called fitness—fitness for work, fitness for play, fitness for anything a person may be called upon to do.

The aim of physical training is to develop man to his highest efficiency and to what nature intended him to be. Careful and systematic exercise of the body is a necessity to the fully trained teacher if he would build up a reserve of bodily energy from which he may draw in time of need. A feeble body weakens the mind. If you desire that your pupil should improve in mental abilities, let him improve the corporal strength which is subject to their direction. Let his body have continued exercise.

As competitive athletics is everywhere recognized as being essential and conducive to loyalty and school spirit in its best sense, Normal basket ball, base ball and track teams receive regular and systematic coaching.

Graded calisthenics, marching, apparatus work and games form the basis of class work in the gymnasium.

REQUIRED COURSES

Athletics 1—This work will consist of practice of fundamental gymnasium work; floor formations and tactics; setting-up exercises, practice in leading calisthenics, formation of leader's squads; physical measurements and corrective work; and games and plays suitable for gymnasium use. Required for the Elementary Certificate.

Athletics 2—Advanced gymnasium and field work. Theory and practice of coaching, formations, management of teams in respect to training, first aid, interpretation of rules. Required for the Intermediate and Advanced Certificates.

FOR WOMEN

Miss Hammond

The suggested costume for general wear is a white middy and tie, bloomers and shoes of black. For Physical Education IV, a Grecian tunic of white cheesecloth or any inexpensive thin material, 12 to 14 inches from the floor, over short white knickerbockers.

Physical Education 1—Elementary Marching. Calisthenics, Games (tennis, basket ball, etc.) Wands, Mother Goose and Folk Dances.

Physical Education 2—Military drill, dumb bells, games, field and track athletics, national dances.

Physical Education 3—Advanced marching, Indian clubs, games, apparatus, aesthetic dancing.

Physical Education 4—Rhythmic steps, exercises for grace, games, classical and interpretative dancing.

Physical Education 5—Theory and Practice of Teaching Physical Education—Aims, principles and methods, lesson plans for grades.

Hygiene (educational)—Health preservation and promotion, communicable diseases in schools, discovery and treatment of chronic health defects.

Games—Graded for school room, gymnasium and play grounds.

First Aid to the Injured—A lecture and demonstration course of instruction in handling emergencies.

No girl will be permitted to play basket ball or take part in any such strenuous form of exercise, unless she can present a doctor's certificate of physical fitness.

Hiking will form an important part of the Physical Education Course.

7. Commercial Department.

Mr. Boothe

Mr. Hembree

Shorthand 1—Principles of Shorthand. A study of the first fifteen lessons in Gregg Shorthand with supplementary exercises. (One-third unit.)

Shorthand 2—Dictation. A brief review of word signs, phrasing and vocabulary of the Gregg Manual, after which dictation will be given of both familiar and unfamiliar matter. Stress will be laid upon speed in this course. (One-third unit.)

Typewriting 1—Elementary Typewriting—Touch Method. Beginning work in typewriting covering position at machine, memorizing of keyboard, proper touch and correct fingering, with instruction in the care of the machine. Some practice in business correspondence will be given. (One-sixth unit.)

Typewriting 2—Typewriting—Business Letter Writing—A study of approved forms and circular letters, including legal documents, arranging and copying rough drafts, manifolding and tabulating. (One-sixth unit.)

Bookkeeping 1—Elementary Accounting—The principles of double entry bookkeeping. The journal, cash book, sales book and ledger are explained. Four sets of accounts will be written. (One-third unit.)

Bookkeeping 2—Intermediate Accounting—The use of the six-column journal will be introduced. Bill book, invoice book, sales ledger will be illustrated. Three sets of accounts will be written. (One-third unit.)

Bookkeeping 3—Bank Accounting—This includes a study of state and national banking laws, methods and principles of banking and savings accounts. A set of books illustrating several days' business will be written. (Two hours.)

Methods in Commercial Education—This includes a study of the entire commercial field. Equipment, the Course of Study; special methods, equipment of teachers, relation of commercial school to the community. (One hour.)

Corporation Finance—A study of the organization and promotion of corporations. This is intended to give the student a clear idea of the organization and operation of our large companies. (Two hours.)

Spelling—Office Practice and Methods—The latest device in office equipment will be studied, modern methods of filing and handling incoming and outgoing mails will be taken up.

Salesmanship and Business Efficiency—A study of the underlying principles of salesmanship, the psychology of making a sale. Demonstration sales will be given from time to time. (Two hours.)

A third term of speed shorthand or dictation.

A third term of speed typewriting.

Penmanship 1—Learning to write a good hand.

Penmanship 2—Special practice in commercial correspondence, applying the principles of rapid, arm movement business writing. (One-sixth unit.)

Business English (English 1)—Elementary principles involved in writing correct English. A study of the sentence, paragraph, grammatical clearness, effectiveness and punctuation. (One-third unit.)

Business Correspondence (English 3)—Business letter writing in all its phases will be studied. Advertisement writing of various kinds, display work for newspapers and magazines. A study of the writing of business themes having advertising value. (One-third unit.)

Commercial Arithmetic (Arithmetic 2)—Rapid calculations. A thorough study of Arithmetic from the modern commercial viewpoint. (One-third unit.)

Commercial Law—A treatment of the general principles of common law as applied to business, together with a study of Kentucky statutes and decisions concerning commercial interests. (Two hours.)

