10-1-1921

1921-22 Catalog

Eastern Kentucky State Normal School

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Of
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Kentucky State Normal School
Richmond, Kentucky
1921
Announcement of Courses
1921-1922

EASTERN KENTUCKY REVIEW
Vol. XV  OCTOBER 1921  No. 4

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Calendar

SESSION 1921-22

First Term
Enrollment of Students ................. Monday, September 19.
Class Work Begins ..................... Tuesday, September 20.
First Term Closes ..................... Friday, November 25.

Second Term
Enrollment of Students ................. Monday, November 28.
Class Work Begins ..................... Tuesday, November 29.
Holiday Recess ........................ December 22—Jan 2.
Class Work Resumes ................... Tuesday, January 3.
Second Term Closes .................... Friday, February 3.

Third Term
Enrollment of Students ................. Monday, February 6.
Class Work Begins ..................... Tuesday, February 7.
Third Term Closes ..................... Friday, April 14.

Fourth Term
Enrollment of Students ................. Monday, April 17.
Class Work Begins ..................... Tuesday, April 18.
Fourth Term Closes .................... Friday, June 23.

Commencement Week
Annual Sermon ........................ Sunday, June 18, 8 P. M.
Class and Field Day ................... Monday, June 19, 8 A. M.
High School Junior and Senior Reception ...... Monday, June 19, 8 P. M.
Presentation of Elementary Certificates .... Tuesday, June 20, 9:45 A. M.
Commencement Play .................... Tuesday, June 20, 8 P. M.
Presentation of Intermediate Certificates .... Wednesday, June 21, 9:45 A. M.
High School Commencement .......... Wednesday, June 21, 8 P. M.
Last Chapel Exercises Conducted by .... Thursday, June 22, 9:45 A.M.
President's Reception ................ Thursday, June 22, 8 to 11 P. M.
Annual Commencement Exercises .... Friday, June 23, 10 A. M.
Annual Alumni Business Meeting ....... Friday, June 23, 4 P. M.
Alumni Reception and Banquet ......... Friday, June 23, 8 P. M.

Summer School
Enrollment of Students ................. Monday, June 26.
Class Work Begins ..................... Tuesday, June 27.
Summer Term Closes .................. Friday, August 18.
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  HON. PAUL BURNAM, Secretary
HON. GEORGE 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.

H. L. DONOVAN, A. B., A. M., Dean of the Faculty

Education

Graduate Western Kentucky State Normal School, 1908; A. B., University of Kentucky, 1914; A. M., Teachers College, Columbia University, 1920; one year's experience in rural school; three years principal elementary school, Paducah, Ky.; two years Superintendent Graded Schools, Wickliffe, Ky.; one year Principal J. B. Atkinson School, Louisville, Ky.; three years Assistant Superintendent, Louisville Public Schools; one year Army Psychologist; one year Superintendent Catlettsburg Public Schools; present position 1921.

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.

PAUL A. BARNES

Director of Music

One year at Heidelberg University, Tiffin, Ohio; certificate as Pianist from Arnold School of Music, Tiffin, Ohio; certificate and diploma from the Cincinnati College of Music as Teacher of Public School Music; pupil of A. J. Gantvoort in Composition and Orchestration; pupil of the celebrated Albino Gerno in piano; Supervisor of Music at Ludlow, Ky.; Assistant Supervisor of Music in Cincinnati; present position 1921.
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.

ELIZABETH BURNAM

Voice and French

Graduate of Madison Institute; four years at New England Conservatory of Music, Boston, Mass.; instruction under Charles A. White and Signora De Fabritius; one year teacher of Voice and French at Reinhardt College, Waleska, Georgia; present position 1920.

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

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, Tennessee; instructor Manual Arts and Agriculture, Gallatin High School, Tenn.; instructor Manual Arts and Science, Peabody Demonstration School, Nashville, Tenn.; in 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 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.
R. A. FOSTER, A. B., A. M.

English


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, Miamia University; some time teacher Pennsylvania, New Mexico, and Clarksville Female College; instructor of Drawing, Birmingham High School; some time student at Teachers' College, Columbia, N. Y.; in present position 1910.

WREN JONES GRINSTEAD, A. M., Ph. D.

Latin and Modern Languages

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.

KATHARINE 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; four summers instructor at Sargent Summer Camp; instructor at Sargent Normal School Camp; in 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.
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. Present position 1920.

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.

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 and Field Agent

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 Quicksand 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.

EUGENIA LEMMON
Teacher and Critic, Grades 9 and 10

Graduate Girls’ High School, Louisville, Ky.; A. B. University of Louisville, 1919; Principal Milltown, Indiana, High School, 1920 Instructor English Department, Jeffersonville, Indiana, High School, 1921; in present position 1921.
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 upper grammar grades of Springfield Public Schools; present position 1920.

CHAS. D. LEWIS, B. Ped., A. M.
Director of Extension and Rural Education

Elementary and secondary training, private schools; B. Ped., Kentucky State University, 1901; A. M. in Education, University of Illinois, 1917; teacher, rural schools, 1895-97. Theodor Harris Institute, Pineville, Ky., 1901-02; Instructor and Professor of Biology, Berea Normal School, 1902-21; Professor of Rural Education and Director of Extension Training, Eastern Kentucky Normal School, 1921; member of Summer faculty, Peabody College for Teachers, Nashville, 1917. Author of the Waterboys and Their Cousins, Lippincott, and pamphlets as follows: Forms and Methods in Arithmetic, School Reorganization and Finance in Kentucky, A Study of Pupils from the Rural and Town Schools Working Together in the High School; various articles on education and science.

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, Public Speaking and Little Theatre

Graduate of Sienna College; graduate Louisville Conservatory of Music, Department of Dramatic Art and Expression; student of Phidelah Rice, Elizabeth Pooler Rice, Rachel Noah France of Boston, Blanche Townsend of New York, and a student of Leland Power's Summer School, Boston, Mass.; two years director 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 Giuseppi Randeggor, Hamilton College; pupil of Sol Marcosson, Cleveland Conservatory of Music; present position 1919.
MIRIAM NOLAND
Principal Rural School

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.

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.
Correspondence 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.

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 7 and 8

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.

CARRIE M. WATERS

Assistant Librarian

Graduate Winthrop Model School and Winthrop High School, Nashville, Tenn.; teacher's certificate from Peabody College, course in Library Economy, Nashville Carnegie Library; one year head of Reference Department, and for nine years head of Cataloguing Department in Carnegie Library, Nashville, Tenn.; in present position 1921.

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.

MAYME EWEN

Teacher of Extension Rural School

Graduate Stanton High School; graduate Eastern Kentucky State Normal School; one time student at State University; student Music Department, Stanton College; student Illinois Normal; Principal Elkin Graded School three years; rural school teacher four years; grade teacher in Ashland, Ky., past year; in present position 1921.
Faculty Organization

COMMITTEES
The President is ex officio a member of each committee

ALUMNI AND SENIOR CLASS
Grinstead, Hembre, Noland, Tyng, Boothe

BUILDINGS AND GROUNDS
Cox, Smith, Burnam, Telford Deniston

CERTIFICATION AND GRADUATION
Donovan, Foster, Caldwell, Boothe, Roberts

CLASSIFICATION AND STUDENT SCHEDULES
Robinson, Boothe, McClain, Deane, Carter, Gibson, Jayne, Miller, C. D. Lewis, Barnes, Burnam, Hammond, Hembree, Hume

CIVICS AND CITIZENSHIP
Keith, McClain, Robinson, Jayne, C. D. Lewis

CREDITS AND CREDENTIALS
Caldwell, Grinstead, Keith, Foster, Cox, Smith, Edwards, Denniston

EXTENSION, SCHOOL SERVICE, RESEARCH AND INFORMATION BUREAU
C. D. Lewis, Robinson, Jayne, Donovan, Edwards

LECTURE COURSE AND SCHOOL ENTERTAINMENTS
Foster, Grinstead, Miller, Barnes, Telford

HEALTH
Carter, Hammond, Smith, Hembree, Rice, Barnes

LITERARY AND DEBATING SOCIETIES—FORENSICS
Deane, Gibson, Robinson, McClain, Edwards, Foster

LIBRARY COMMITTEE
Reid, Donovan, Foster, Keith, Edwards, Grinstead, Smith
PHYSICAL EDUCATION AND ATHLETICS
Keith, Hembree, Hammond, McClain, Roberts

PUBLICITY AND THE "REVIEW"
McClain, Foster, Gibson, Miller, Florence, Lewis, Gentry

TEACHERS' BUREAU
Edwards, Donovan, Roberts

STUDENT WELFARE, DISCIPLINE AND GRIEVANCES
Boothe, Roberts, Deane, Smith, Keith

RULES AND REGULATIONS
This committee is made up of the heads of the general departments, the President, the Dean of Women, and the Registrar

RURAL EDUCATION AND RURAL SCHOOLS
Jayne, C. D. Lewis, Noland, Deniston, Carter, Rice

SOCIALS AND RECEPTIONS
Hume, Roberts, Tyng, Hembree, Deniston

VISUAL EDUCATION
Gibson, Deane, Smith, C. D. Lewis, Tyng

Y. M. C. A. AND MEN'S CLUBS
Smith, McClain, Hembree, Cox, Barnes

Y. W. C. A.
Roberts, Telford, Hammond

TRAINING SCHOOL
Director, and Faculty of Training School

VOCATIONAL EDUCATION
Deniston, Rice, Cox, Hume, Jayne
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
    G. M. Brock, Registrar
    Katherine Morgan, Stenographer
    Helen Woodward, Stenographer
    Mrs. Florence Rice, Stenographer
    Mrs. Cynda Karr, Housekeeper, Sullivan Hall

Robert F. Ramsey, Superintendent of Buildings and Grounds.
On January 6, 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; Hon. 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 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 reseated with handsome opera chairs.

**Ruric Nevel Roark Hall**—A handsome new building, named in honor of the 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 and the Business office.

**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. The 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 recently been added to our library.

**Memorial Hall**—This is a good dormitory for men. An annex has just been completed which enables it to accommodate sixty-six more students with two to the room. The new rooms are models with large, roomy closets and hot and cold water in each room. This Hall is in charge of a resident member of the faculty—at present Prof. Keith.

**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 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.

**Burnam Hall**—South of Sullivan Hall. "'Eastern'" is just completing a beautiful new dormitory for women, which will accommodate about 125 people. This is Burnam Hall, named by the Regents in honor of the late Judge A. R. Burnam, of Richmond, who did so much in securing the first large appropriation for the school, and who, to the day of his death, was a strong friend of the school. The rooms of the girls are models, with large, roomy closets—two in each room—and hot and cold water. It is believed that the plan of the rooms is the last word in dormitory planning. In the front of this building, there is a large lobby, or parlor, probably the most beautiful room on the campus. In the basement, but above the ground, are the kitchen, dining room, and large play room. The completion of this building enables us to accommodate approximately 400 women on the campus.

**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 two 50 K. W. 1,100-volt A. C. generators, and the switch board and the necessary instruments for the distribution of the electrical energy.

**Heating**—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 one of the best power plants 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.

**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.

The President's House is situated on the north-west 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 buildings and grounds, to have continuous oversight of the student-body that lives in the dormitories and uses the campus, and to be accessible to the public at all times.

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 lives a white 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 produc-
ing qualities. It is also the policy to build up a pure bred 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 pay expenses; and to furnish the dormitories work 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.

FUNCTION OF THE STATE NORMAL SCHOOL

The primary purpose of the 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 at 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 the 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 grades, inclusive.
   d. Rural Teachers' Course—Grades 1st to 8th, inclusive.
   e. Special Subject Course—High school subjects.

There are two courses in the Intermediate; one without Latin, one with Latin. The five courses listed under the Ad-
vanced 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.

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

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 best 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 are 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 a lower 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 eight 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 in 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 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 with 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 someone
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 child life 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 a 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 among 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 atmos-
phere. 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."

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 of 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 in 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. The 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 bimonthly 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 basketball 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.

THE LITTLE THEATRE

One of the greatest movements introduced into America, originated in Paris in about the year 1898.

Its far-sighted creators understood that in each individual there is a desire to give expression to his emotions in a greater or less degree. To curb and direct these emotions in the right channels would be a step towards advancement toward the cultural side of life, thereby increasing a keener appreciation and a more tasteful enjoyment of dramatic literature.

With such purpose the Little Theatre was brought into existence. It was received with hearty welcome in America, and today there are over two hundred and fifty little theatres in the United States.

This Little Theatre movement, which has created such widespread interest throughout the country during the past few years and especially in Kentucky during the last year, has invaded the campus at Eastern, and has become a drawing card for those students who feel that there is in every life a certain amount of pleasure that may be derived only when special activities are entered into. These activities may be of a mental or physical nature or they may be a combination of both.

There is an opportunity as a player in the Little Theatre to develop any talent that the member may possess either as an actor, a costumer, a creator of stage settings and lighting effects, or in producing anything of an original nature. It is not organized for any commercial purpose, altho it is glad of the opportunity to assist any other organization.

Last year the players’ efforts were crowned with success from the beginning. They were supported strongly by large and enthusiastic audiences. For the opening plays, Zona Gale’s “Neighbors,” Alice Gerstenberg’s “Overtones,” and Richard Harding Davis’ “Miss Civilization,” were chosen, each possessing superior quality both in subject matter and dramatic technique.

The candidates for this club, before being eligible for membership, must present evidence of their ability in the form of a “try-out” before the players. Immediately following a meeting of this kind the candidates are dismissed, and the club members proceed with the regular business, voting by secret ballot. Those receiving five-sixths of the votes of the members present are declared duly elected members of the club.
There is a splendid opportunity for those who do not make the club to attend the rehearsals and observe the coaching of the plays, thus enabling the observer to present better entertainments and plays in the schools of the state.

With such an excellent organization on the campus it is clear that this club is one of the greatest factors for good not only at the Eastern Kentucky State Normal School but for the entire State.

MEDALS

Eastern is encouraging oratorical and debating contests. Medals will be given this year to the winner of the Boys' Oratorical contest, of the Girls' Reading contests, of the Boys' Declamatory contest. Medals will also be given for the best essay and the the best debator in the Annual Debate. A loving cup will be given to the winning team in the Annual Debate.

SUMMER SCHOOL OF 1922

The Summer Session will open on Tuesday, June 27, 1922. 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 delightful 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.


"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 Ani-
mals; 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 Cynthia 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. 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 four dollars is charged each pupil a year. No fee is charged in these grades during the Summer Term. In the grades from the ninth to the twelfth, inclusive, a tuition fee of $50.00 a year is charged. 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 Training School, “Eastern” maintains a Rural School on the campus. This school is composed of country children exclusively and includes all of the regular eight grades. It is used for observation and cadet-teaching purposes. Here pupils interested in rural schools may observe daily the organization and the workings of a country school; and those taking out the Elementary Certificate, in order to teach in rural schools, may gain actual experience in teaching under supervision.

Kavanaugh—“Eastern” is, for the first time this year, cooperating with the County Superintendent and the County Board of Education in making an ideal one-teacher country school at Kavanaugh, a school about two miles east of Richmond. A full graduate of the Normal School has been engaged for the year, “Eastern” recommending her and the Board electing. On condition that the students of the Normal School may at all times observe the school at work, “Eastern” is assisting with equipment, supplementing the teacher’s salary and extending the term. Students will be transported to and from this school in the school automobile.
APPOINTMENTS—LIVING EXPENSES—FEES, ETC.

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

Rooms in Sullivan Hall and Burnam Hall (women’s dormitories), steam heated and electric lighted, are one dollar to one dollar and fifty cents per week for each student.

Rooms in the cottages (for women) are one dollar 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 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 the 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 in advance. Room rent and board will not be refunded except in the 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 term ........................................ .50
Handwork, per term ............................................. I, $1.00; II, 2.00
Musical Lessons, per term (two lessons per week) ............ 12.00
Musical 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**

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<tr>
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<td><strong>Total</strong></td>
<td><strong>$42.00 to $47.00</strong></td>
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</table>
Appointees—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 every fraction over two hundred and fifty. These students are the regular appointees to State Normal. All appointees receive free 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 terms 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, Garrattin, Garrard, Grant, Greenup, Harlan, Harrison, Henry, Jackson, Jessamine, Johnson, Kenton, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Lincoln, McCrory, 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.

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 an 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 “Business Office,” where you will present your enrollment card, your appointment card and your pledge card, leaving these cards there. 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 “President’s office,” presenting your admittance card, where the President or an assistant will assist you in making out a definite daily program, giving subjects to be taken, hour of recreation, 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 President.

5. Go to class room and enroll at once, presenting your Daily Program Card. Any change of program must be made by the President or 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.
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." Correspondence courses were first offered by the Eastern State Normal late in the year 1919. The popularity of these courses was at once evident and the amount of work done in this way has been steadily growing.

The purpose of the Department of Extension of Eastern is to make the resources of the institution available in as many ways as possible to as many people as possible. People who are unable to avail themselves of the advantages offered in resident study have a just claim upon the State for some sort of educational opportunities. Also, people who can spend only a limited time in resident study are enabled to supplement this with additional instruction such as the normal school was created to give.

Just now Kentucky faces an educational crisis. Far reaching reforms were made by the legislature of 1920. If those reforms are faithfully carried out Kentucky's schools will make more progress in the next ten years than they have made in the past century. To meet the provisions of this new legislation several thousand teachers must be given high school training, who do not now possess it. It is impossible for the majority of them to spend more than an occasional short term doing residence work. Many will be able to do no residence work at all. If they were able to come the State institutions could not accommodate them. Correspondence work will help solve the problem.
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 wish to qualify to meet the high school requirements of the new school law. 4. 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 properly 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
G. M. Brock) for enrollment blank, which you will fill out and return to him, inclosing $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 inclosed 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

Admission.—A student will be admitted without examination upon payment of fees. In case an advanced subject is desired the applicant must be able to show that he is able to do the work.

Beginning.—Students may begin correspondence work at any time during the year. We will not guarantee however that there will not be some interruption of the work during the four weeks' summer vacation.

Fees.—An enrollment fee of $3.00 is charged, which is paid but once, no matter how many courses are taken or how long a time has elapsed between courses. There is also an instruction fee of $7.00 for each major subject taken, or $3.50 for each minor. No credit can be given for any work taken in the Extension Department without the payment of fees. 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.

TIME FOR COMPLETION OF COURSES

Courses must be completed in a reasonable length of time. Students are expected to take at least one single lesson each week, completing the course in twenty weeks. Allowance is of course made for sickness or for unusual home conditions. A student who for any reason does not report either by letter or lesson within a period of thirty days may forfeit his right to further instruction. A course may be completed as rapidly as the student has time to do the work.
LIMITATIONS

1. Not more than two subjects may be taken at one time if credit is desired toward one of our certificates. Students not working for a certificate and merely wishing to improve their scholarship or to get high school credits toward meeting the new requirements for teachers may take as many as four subjects at one time if there are no other duties to interfere with the work. Students are advised not to take more than two subjects at one time.

2. Not more than one-third of the work in any one department in any certificate course may be taken by correspondence by those who are working for that certificate.

3. Correspondence courses may not be taken by resident students except in unusual instances and then only by special permission. When those who have been taking correspondence work enter the institution to do work in residence before the completion of their courses, they are expected to drop all such correspondence courses during the period of resident study. Upon leaving school students may resume correspondence work where it was left off. Only by obtaining the written permission of all his instructors may a student complete his correspondence course while in residence.

CREDIT

The same credit is given for work done by correspondence as for work done in residence.

EXAMINATIONS

When a student has completed all the assignments of a course in a satisfactory manner an examination will be arranged to meet, as far as possible, the convenience of the student. Where it is inconvenient for the applicant to report at the Normal School, arrangements will be made to have the examination in the student’s own county under the supervision of some school officer. The examination questions will be made out by the instructor at Eastern, who has had charge of the course, and they will then be forwarded to the school officer who is to conduct the examination. After the examina-
tion is held, the applicant's papers will be sent to us for final grading. If the local school officer charges a fee for his services, this must be paid by the student.

TEXT BOOKS

The text books used are, in most cases, the same as those used in residence. However, it is sometimes necessary to use some one supplementary book in correspondence that is not used in residence because the student has access to the library for reference work. The books may be ordered from the publishers or the institution will furnish them 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 slight discount to cover wear and tear.

HIGH SCHOOL COURSES

All of the subjects listed below under the Elementary and Intermediate Certificate Courses are of high school rank. Each subject is one-third of a high school unit; three subjects are therefore one unit. Twelve subjects constitute one full year of high school work.

LIST OF CORRESPONDENCE COURSES OFFERED IN EACH CERTIFICATE COURSE

Elementary Certificate Course.—Agriculture 1, Bookkeeping 1, Management 1, English 2, English 3, Grammar 2, Grammar 3, Civics 2, History 2, History 3, Arithmetic 2, Arithmetic 3, Algebra 1, Algebra 2, Physical Geography, Physiology 2, Nature Study.


Advanced Certificate Course.—Agriculture 3, Method 3, Sociology, English 8, English 9, Grammar 4, Latin 6-7-8-9, Scientific French, History 8, Algebra 4, Chemistry 1-2, Economic Geography.
EXTENSION DEPARTMENT

C. D. LEWIS, DIRECTOR

History.—In addition to the Correspondence Department before described, Eastern is doing regular extension work in the field to assist in training teachers while in service. This work grew out of frequent requests from teachers in the field for assistance; the department is only a little over two years old. Several successful "centers" were conducted the first year, and during the past year the movement grew into the "summer schools" of which the institution conducted thirty in as many counties. This experience encouraged the Board of Regents to establish, as a regular part of the school, the Department of Extension, and elected Prof. C. D. Lewis, formerly and for many years of Berea College, as its director. He is now actively at work in the field.

Study Centers.—It is the hope and the plan of Eastern to establish one or more "centers" in every county in this Normal District. The minimum number of teachers for whom a center will be established, is ten, the number depending somewhat upon the distance the instructor must travel. The group of teachers meet the teacher once a week for two hours, usually on Saturday; but another day may be agreed upon. Each course offered is the same as those offered in residence, requires the same length of time (ten weekly lessons) and receives the same credit. All high school subjects will be taught in these centers except such as require too much equipment; and many of the college subjects are also offered. It depends upon the ability of the school to secure a competent instructor. One-third of all the courses required for any certificate may be taken in such centers; by special agreement, even more.

Instructors.—The teachers in these study centers are, in every case, specialists in the courses they offer. In some cases, they will be sent out by the school from the regular faculty; in others, the instructor may be a local one or a near neighbor. This is a matter to be agreed upon between the group and the Director.
Cost.—There is an enrollment fee of $3.00 which is paid but once by every student. A regular fee of $7.00 is charged for each course taken in the "centers." This fee assists in paying the salary and expenses of the instructor. No charge whatever is made for the services of the Director in organizing and inspecting these centers.

Books.—All books and stationery must be furnished by the students. In some cases—not many—books may be rented by classes from our book store. The text books used need not be the same as those used in the Normal School, but must be of equal rank. The books to be used will, in all cases, be agreed upon between the class and the instructor and may be procured for the class by the local dealer.

Examinations and Credits.—Examination questions are prepared and examinations are conducted by the teacher in charge. The teacher also grades the work and certifies the credits to the school on blanks prepared for that purpose. These credits are recorded just as if the work were taken in residence. At the close of the examinations, the questions and answers, after being graded, are sent to Eastern. The purpose of this is to keep the residence work and the extension work as nearly on a par as possible.

Advantages.—The great advantages of these classes are apparent; the economy of the service compared to non-residence work; the fact that teachers may take this training without ceasing to earn their salaries; the inspiration of meeting with others once a week, and the continuous growth as a result of it; the inevitable increase of salary as the days go by; the life certificate or college degree as the final reward; all these are advantages that must appeal to the teacher of vision and ambition.

Address all inquiries concerning this service to the EASTERN KENTUCKY STATE NORMAL SCHOOL, DEPARTMENT OF EXTENSION.

Conclusion.—The purpose of this extension service being to offer teachers opportunities for education and training while teaching, the Director will not confine himself exclusively to the promotion and direction of study centers, but will give attention to any form of activity that promises to attain that
end. He will assist in organizing and directing demonstration rural schools throughout the district, assist in promoting the two-room school movement, and consolidation where practicable and desired and; during the winter, conduct classes relating to rural schools in the Normal School.

Note.—The $3.00 enrollment fee entitles the student to correspondence work without the payment of an additional fee and vice versa.
DEPARTMENT OF RURAL SCHOOLS.

W. L. JAYNE

The Department.—The Eastern Normal District is largely rural; the one and two teacher schools are now and will continue to be the prevailing types in this section for years to come; the problem for the State is to make such schools as efficient as possible; and to train teachers for such schools and to promote a better organization in such schools is one of the big jobs for Eastern. So important is this work, that it has been deemed wise to create a department of Rural Schools, and to place at its head Prof. W. L. Jayne, a former county superintendent. The purposes of this department are to make a study and survey of the rural school field, to adapt the regular courses of study to the preparation of rural teachers, to offer additional courses for the specific training of such teachers, and to organize the resident students preparing for rural service into an enthusiastic and patriotic force.

Field Activities.—During the first and second terms, the head of this department spends a large part of his time in the field continuing the help of the school to our students who are teaching; visiting high schools in the interest of the student body of the future; addressing educational gatherings; counseling with superintendents, supervisors, and truant officers; visiting groups of schools and speaking to groups of teachers and performing such other duties as the President may direct or as he may discover the need of performing. In other words, he carries the Normal School to the field. A special duty is to help to build up the Correspondence Department.

Home Duties.—A part of the time of the head of this department during the first two terms is spent in the home office, and most of his time during the third and fourth terms, directing the activities of his department and instructing classes composed of groups of rural students.
Summer Work.—During the fifth or summer term, his duties lie exclusively in the field, assisting in summer schools, looking after the student body, and, in various ways, advertising the school and its advantages throughout this Normal District.
COURSES OF STUDY
COURSES OF STUDY

REGULAR NORMAL COURSES OUTLINED BY SUBJECTS

Elementary Certificate Course

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<tr>
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<tr>
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<td>1. Observation and Participation</td>
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<td>2. Psychology</td>
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<td>3. Method</td>
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<td>4. Management</td>
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<td>2. Expression 1</td>
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<td>3. English 2 and 3</td>
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<td>III. History and Civics:</td>
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<td>2. Geography 2</td>
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<td>3. Physical Geography</td>
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<td>4. Nature Study</td>
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<td>5. Agriculture 1</td>
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<td>6. Home Economics 1</td>
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<td>3. Music 1</td>
</tr>
<tr>
<td></td>
<td>4. Handwork 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSES</th>
<th>VII. Forensics, 3 terms</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>COURSES</th>
<th>VIII. Physical Education 1</th>
</tr>
</thead>
</table>

Intermediate Certificate Course

<table>
<thead>
<tr>
<th>COURSES</th>
<th>I. Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Observation and Participation</td>
</tr>
<tr>
<td></td>
<td>2. Psychology</td>
</tr>
<tr>
<td></td>
<td>3. Method</td>
</tr>
<tr>
<td></td>
<td>4. School Administration</td>
</tr>
<tr>
<td></td>
<td>II. English:</td>
</tr>
<tr>
<td></td>
<td>1. English 4 and 5</td>
</tr>
<tr>
<td></td>
<td>2. English 6</td>
</tr>
<tr>
<td></td>
<td>3. Expression 2</td>
</tr>
<tr>
<td></td>
<td>III. History:</td>
</tr>
<tr>
<td></td>
<td>1. Greek 4, Roman 5</td>
</tr>
<tr>
<td></td>
<td>2. English 6 and 7</td>
</tr>
<tr>
<td></td>
<td>IV. Mathematics:</td>
</tr>
<tr>
<td></td>
<td>1. Algebra 3</td>
</tr>
<tr>
<td></td>
<td>2. Plane Geometry 1 and 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSES</th>
<th>V. Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Botany 1 or Biology 1</td>
</tr>
<tr>
<td></td>
<td>2. Botany 2 or Biology 2 or</td>
</tr>
<tr>
<td></td>
<td>3. Physiology 3</td>
</tr>
<tr>
<td></td>
<td>4. Agriculture 2</td>
</tr>
<tr>
<td></td>
<td>5. Home Economics 2 or M. T.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSES</th>
<th>VI. Foreign Language:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Latin 1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSES</th>
<th>VII. Drills:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Music 2</td>
</tr>
<tr>
<td></td>
<td>2. Drawing 2</td>
</tr>
<tr>
<td></td>
<td>3. Music 3</td>
</tr>
<tr>
<td></td>
<td>4. Handwork 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSES</th>
<th>VIII. Forensics, 3 terms</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>COURSES</th>
<th>IX. Physical Education 2</th>
</tr>
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</table>

Advanced Certificate Course

<table>
<thead>
<tr>
<th>COURSES</th>
<th>I. Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to Teaching</td>
</tr>
<tr>
<td></td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td>Psychology 3</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>Psychology 4</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>Method 3</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>School Administration</td>
</tr>
<tr>
<td></td>
<td>1½ hours</td>
</tr>
<tr>
<td></td>
<td>Educational Measurements</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>History of Education</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>Rural Community Problems</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>Principles of Education</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>Observation and Participation</td>
</tr>
<tr>
<td></td>
<td>1½ hours</td>
</tr>
<tr>
<td></td>
<td>Practice Teaching</td>
</tr>
<tr>
<td></td>
<td>5 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSES</th>
<th>II. English:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English 7, or Expression 3</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>English 8</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>English 9</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>English 10</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>Advanced Grammar 4 or English 11</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>Elective in English</td>
</tr>
<tr>
<td></td>
<td>1 hour</td>
</tr>
</tbody>
</table>

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.
III. History and Civics:
- Medieval 8...or History 19 ........................................2 hours
- Modern 9 .................................................................2 hours
- Civics 3 .................. ..................................................2 hours

IV. Mathematics:
- College Algebra or Solid Geometry ................................2 hours
- Plane Trigonometry.........or Arithmetic 4 ...................2½ hours

V. Science:
- Home Economics 3
- or
- Manual Training 3 .................................................2 hours
- Economic Geography 4 ..............................................2 hours
- Agriculture 6 ...........................................................2 hours
- Physiology 4 ...........................................................2 hours
- Geography 5 ...........................................................2 hours
- Chemistry 3 and 4........or Physics 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. The course above is planned for students who have completed our Intermediate Course. The course will be changed when necessary to suit the needs of high school graduates.

Students who take the Intermediate Certificate will not be required to take Introduction to Teaching, Observation and Participation, and Psychology 3, but they will be expected to elect five hours of work in education in other courses.

REGULAR NORMAL COURSES
Arranged by Terms

Preparatory and Review Common School Courses

<table>
<thead>
<tr>
<th>Agriculture, Elementary</th>
<th>Grammar 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic 1</td>
<td>History 1</td>
</tr>
<tr>
<td>Civics 1</td>
<td>Penmanship 1</td>
</tr>
<tr>
<td>English 1</td>
<td>Physiology 1</td>
</tr>
<tr>
<td>Forensics</td>
<td>Reading 1</td>
</tr>
<tr>
<td>Geography 1</td>
<td>Spelling</td>
</tr>
<tr>
<td>Kentucky History</td>
<td>Theory and Practice</td>
</tr>
</tbody>
</table>
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 give written satisfactory evidence of same, or if a satisfactory examination upon the 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**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
<th>Third Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 1</td>
<td>Method 1</td>
<td>Management 1</td>
</tr>
<tr>
<td>English 2</td>
<td>English 3</td>
<td>Grammar 2</td>
</tr>
<tr>
<td>Arithmetic 2</td>
<td>Arithmetic 3</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Nature Study</td>
<td>Agriculture 1</td>
<td>Geography 2</td>
</tr>
<tr>
<td>History 2</td>
<td>History 3</td>
<td>Penmanship 2</td>
</tr>
<tr>
<td>Physical Education 1</td>
<td></td>
<td>Drawing 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Term</th>
<th>Fifth Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation 1</td>
<td>Expression 1</td>
</tr>
<tr>
<td>Grammar 3</td>
<td>Home Economics 1 or</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>Manual Training 1</td>
</tr>
<tr>
<td>Geography 3</td>
<td>Civics 2</td>
</tr>
<tr>
<td>Handwork 1</td>
<td>Physiology 2</td>
</tr>
<tr>
<td>Music 1</td>
<td></td>
</tr>
</tbody>
</table>

**Substitutes.**—Home Economics will be taken by women students and Manual Training by men; with the permission of the President, women may take Manual Training. Under certain conditions, Bookkeeping or Shorthand may be substituted for Home Economics or Manual Training and Typewriting for Drills. Horticulture is sometimes substituted for Agriculture. Latin may be begun in the Elementary Course by pupils who do not expect to take out a 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 any one 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 very strong eighth grade students to complete the above course in one normal year of forty-eight weeks, if all the work is done in residence.

Aims.—The principal aim of the Elementary Course is to prepare teachers with a common school education for service in the rural school, chiefly of the one and two-teacher types, as well as it can be done in the time given to it. It has been planned to meet actual conditions in Kentucky at the present time. A secondary aim is to give such students as may take it the equivalent of a two-year high school education.

Entrance Requirements.—Pupils who have completed the common school course of study as outlined in the State Course of Study for Elementary Schools and who have received a pupil’s diploma certifying the same, or a teacher’s certificate to teach, will be admitted to the Elementary Course without examination; but such pupils must satisfy the Registrar or the Credentials Committee by documentary evidence or otherwise of the fact of their completing said course. Pupils having appointments but not having such diploma or certificate, will be required to satisfy, the Registrar or the Credentials Committee by examination or otherwise, that they have completed the said course in a satisfactory manner, or they will be required to take all or a part of the Preparatory Course herein outlined. Before pupils are eligible to appointment for free tuition, they must be at least sixteen years old, of good moral character, and they must have completed the common school course of study.

Ends in View.—The Elementary Certificate Course has been planned with the following distinct ends in view:

1. To acquaint the prospective teacher with the various subjects and parts of subjects that can be and should be taught in the different grades of a country school.

2. To give her a grasp and knowledge of subject matter beyond what she is expected to teach.

3. To acquaint her with the best known devices and methods used in organizing a school and teaching the classes under actual rural conditions.
4. To give her confidence, ease and skill in teaching the different subjects.

5. To lead her to read books and other helps in her work and to increase her knowledge of the various sources from which she can gather material to aid in teaching.

6. To make her acquainted with the State Course of Study, its plans, its ideals and its uses.

7. To give her some experience in planning and teaching lessons under supervision.

8. To make her better acquainted with the relations between the rural school and the community it serves, and to reveal to her how the school may aid in building a richer community life.

Subjects Studied.—Every subject in the Elementary Course has been put into it for pragmatic or practical purposes; but whatever cultural or disciplinary value a given subject may have will be capitalized.

Four Questions.—The four questions following will be called to the attention of the pupils in this course:

1. Why is a given subject in the course?
2. What parts of a subject should be taught to a given class at a given time? Why?
3. How best teach a subject at a given stage of development in a given environment?
4. How may the results of teaching be tested so that the teacher may know that she is securing desired results?

<table>
<thead>
<tr>
<th>INTERMEDIATE CERTIFICATE COURSE A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Term</strong></td>
</tr>
<tr>
<td>Biology 1</td>
</tr>
<tr>
<td>Expression 2</td>
</tr>
<tr>
<td>Algebra 3</td>
</tr>
<tr>
<td>History 4</td>
</tr>
<tr>
<td>Latin 1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Fourth Term</td>
</tr>
<tr>
<td>Observation and Participation</td>
</tr>
<tr>
<td>English 6</td>
</tr>
<tr>
<td>Geometry 2</td>
</tr>
<tr>
<td>History 7</td>
</tr>
<tr>
<td>Latin 4</td>
</tr>
<tr>
<td>Music 3</td>
</tr>
</tbody>
</table>
Substitutes.—Manual Training is taken by men instead of Home Economics. Women may not take Manual Training except with the permission of the President. Bookkeeping or Shorthand may be substituted for Home Economics or Manual Training, and Typewriting may take the place of one or more drills with the consent of the President.

Intermediate Course B

In this course, substitute Physics 1, 2, 3 and Chemistry 1, 2 for the five courses in Latin. Also substitute Geometry 3, Agriculture 3, 4, 5 for Method 2, Biology 1, 2 and Home Economics 2.

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 continuing 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 any one can secure this 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.

Applicants 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.

Aims in the Course.—The aims of the Intermediate Certificate Course are two: 1. To prepare teachers for the elementary grades of the schools of the State, rural, village and urban. 2. To enable teachers to complete the last two years of high school at the same time they are working out the certificate.
Entrance Requirements.—Pupils who have completed the Elementary Course or any eight high school units in the Normal School, or who have completed the first two years of any standard high school, or the equivalent, enter the Intermediate Course without conditions and without examinations; but they must furnish the Registrar or the Credentials Committee with documentary evidence of the completion of such work or be required to submit to necessary tests.

Types of Pupils.—Pupils who enter the Intermediate Course from the Elementary will take the said Intermediate Course as outlined in the foregoing. Those who enter from the 10th grade of a standard high school will be credited with the work done in high school only so far as it fits into the purposes of the course; they will also be required to take the courses in education outlined in the Elementary Course, in this way prolonging, possibly, the time required to secure the certificate.

Course B.—Pupils who take "Course B" are understood to be completing their high school work as a preparation for a special advanced course and not for the purpose of securing the Intermediate Certificate. If such pupils desire to secure the certificate, it will be necessary to modify the course so as to secure the standard amount of work in education.

ADVANCED CERTIFICATE COURSE

First Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Teaching</td>
<td>Psychology 3</td>
</tr>
<tr>
<td>English 7 or Expression 3</td>
<td>English 8</td>
</tr>
<tr>
<td>Geography 4</td>
<td>Geography 5</td>
</tr>
<tr>
<td>Plane Trig. or Arithmetic 4</td>
<td>History 8 or 13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Term</th>
<th>Fourth Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 4</td>
<td>School Administration</td>
</tr>
<tr>
<td>English 9</td>
<td>English 10</td>
</tr>
<tr>
<td>Physiology 4</td>
<td>Latin 6</td>
</tr>
<tr>
<td>History 9</td>
<td>Civics 3</td>
</tr>
</tbody>
</table>

NOTE.—The course above is planned for two types of students: (1) Students who have completed the regular Intermediate Course. (2) Four year graduates of high schools. The former take the whole course as listed; the latter take the same course, adding the drills, but taking the alternate subjects when they are listed.
Second Year

First Term
Observation and Participation
Grammar 4 or English 11
Agriculture 7
Latin 7

Second Term
Practice 1
Method 3
Chemistry 3 or Physics 3
Latin 8
Geometry 3 or Algebra 4

Third Term
Practice 2
History of Education or
Educational Measurements
Chem. 4 or Physics 4
Latin 9

Fourth Term
Principles of Education
Rural Community Problems
H. E. 3 or M. T. 3
Latin 10

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 the ten additional hours' work selected from the courses offered in the minor subjects; Penmanship, Drawing, Music and Handwork. These courses count 1 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 any one 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. Modifi-
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.

ALL CLASSES OFFERED TWICE A YEAR

The three certificate courses—Elementary, Intermediate and Advanced—contain approximately 100 different and regular classes. The various changes in and additions to the courses in order to provide for different types of teaching service increase this number to a considerable extent.

The classes in the Elementary and Intermediate Courses, approximately thirty each, are distributed among five terms' work, about six classes to the term. The forty classes, approximately, in the Advanced Course, are distributed in two years' work with four terms to the year.

"Eastern" undertakes to offer the entire 100 classes at least twice each year during the first four terms. During the fifth, or summer term, such a part of the 100 classes as there is a demand for will be offered; and, in addition, quite a number of special or elective classes.

All the classes listed elsewhere for the first and third terms will be offered during both the first and third terms, and all classes listed for the second and fourth terms will be offered during both the second and fourth terms, i.e., if a subject be listed for the fourth term, e.g., it will be offered also during the second term. All classes listed for the fifth term in the Elementary and Intermediate Courses will also be offereed at least twice a year.

Prospective students may depend upon the foregoing absolutely in selecting the terms they desire to attend. In the event only of there being too small a demand for a given class during a given term, will such classes be cancelled; and if a class which a student has a right to expect to find running be cancelled, such student will be permitted, temporarily at least, to substitute some other class for the one cancelled.
The foregoing are the rules. "Eastern" undertakes, however, to offer any advertised course during any term provided there be a sufficient reasonable demand. (Not fewer than 10 students.) Pupils should not, therefore, be deterred from coming to school at the beginning of any term because the courses desired are not listed. It would be a good idea if such students would write us before coming and inquire whether subjects not advertised will be offered during a given term.

The student body during the fifth, or Summer Term, differs in many ways from the attendance in any other term. It is made up to a great extent of two types of students: Teachers who have been teaching during the year; and students who are remaining during the Summer Term to complete some course. Of course, there are many others, but these are two of the largest groups. Such being the case, the Fifth Term is becoming more and more a professional term. In order to accommodate the varied student body during this term, "Eastern" offers all of the courses in education for which there is any reasonable demand, most of the courses in English, all the drill subjects, and such courses from the other departments as experience has taught us will be wanted or for which there develops, after the term is organized, a reasonable demand. In addition to the regular listed courses offered during the Summer Term, "Eastern" offers many others which can not here be outlined.

CLASSES OFFERED DURING FIRST SEMESTER

Arranged by Terms and Courses

I. Elementary Course:

First Term
Psychology 1
English 2
Arithmetic 2
Nature Study
History 2
Expression 1 (5)
Physical Education 1

Second Term
Method 1
English 3
Arithmetic 3
Agriculture 1
History 3
H. E. 1 or Man. Tr. 1 (5)
Physical Education 1

Third Term
Management 1
Grammar 2
Algebra 1
Geography 2
Civics 2 (5)
Penmanship 2
Drawing 1

Fourth Term
Observation 1
Grammar 3
Algebra 2
Geography 3
Physiology 2 (5)
Handwork 1
Music 1
### II. Intermediate Course:

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 1</td>
<td>Physiology 2</td>
</tr>
<tr>
<td>Expression 2</td>
<td>English 4</td>
</tr>
<tr>
<td>Algebra 3</td>
<td>Biology 2</td>
</tr>
<tr>
<td>History 4</td>
<td>History 5</td>
</tr>
<tr>
<td>Latin 1</td>
<td>Latin 2</td>
</tr>
<tr>
<td>Physics 1</td>
<td>Physics 2</td>
</tr>
<tr>
<td>Agriculture 3</td>
<td>Agriculture 4</td>
</tr>
<tr>
<td>Agriculture 2 (5)</td>
<td>Latin 5 (5)</td>
</tr>
<tr>
<td>Music 2</td>
<td>Music 3</td>
</tr>
<tr>
<td>Physical Education 2</td>
<td>Physical Education 2</td>
</tr>
</tbody>
</table>

#### Third Term

| Method 2 | Observation and Participation |
| Geometry 1 | English 6 |
| History 6 | Geography 2 |
| Latin 3 | History 7 |
| Chemistry 1 | Latin 4 |
| Home Economics 2 (5) or Manual Training 2 (5) | Chemistry 2 |
| Physics 3 | Agriculture 5 |
| Handwork 2 (5) | Geometry 3 (5) |
|  | Drawing 2 (5) |

#### Fourth Term

| Observation and Participation |
| English 6 |
| Geography 2 |
| History 7 |
| Latin 4 |
| Chemistry 2 |
| Agriculture 5 |
| Geometry 3 (5) |
| Drawing 2 (5) |

### III. Advanced Course:

#### First Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Teaching</td>
<td>Psychology 3</td>
</tr>
<tr>
<td>English 7 or Exp. 3</td>
<td>English 8</td>
</tr>
<tr>
<td>Geography 4</td>
<td>Geography 5</td>
</tr>
<tr>
<td>Plane Trig. or Arith. 4</td>
<td>History 8 or 19</td>
</tr>
</tbody>
</table>

#### Third Term

| Psychology 4 | School Administration |
| English 9 | English 10 |
| Psychology 4 | Latin 5 |
| History 9 | Civics 3 |

#### Fourth Term

| School Administration |
| English 10 |
| Latin 5 |
| Civics 3 |

### Second Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
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<tbody>
<tr>
<td>Observation and Participation</td>
<td>Practice 1</td>
</tr>
<tr>
<td>Grammar 4 or English 11</td>
<td>Method 3</td>
</tr>
<tr>
<td>Agriculture 6</td>
<td>Chem. 3 or Physics 3</td>
</tr>
<tr>
<td>Latin 7</td>
<td>Latin 8</td>
</tr>
</tbody>
</table>

#### Third Term

| Practice 2 | Principles of Education |
| History of Education or Educational Measurements | Rural Community Problems |
| Chem. 4 or Physics 4 | H. E. 3 or M. T. 3 |
| Latin 9 | Latin 10 |
CLASSES OFFERED DURING FIRST SEMESTER
Arranged by Subjects and Terms

I. Education:

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
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<tbody>
<tr>
<td>1. Psychology 1</td>
<td>Method 1</td>
</tr>
<tr>
<td>2. Management 1</td>
<td>Observation 1</td>
</tr>
<tr>
<td>3. Biology 1</td>
<td>Psychology 2</td>
</tr>
<tr>
<td>4. Method 2</td>
<td>Observation and Participation</td>
</tr>
<tr>
<td>5. Introduction to Teaching</td>
<td>Psychology 4</td>
</tr>
<tr>
<td>6. Psychology 3</td>
<td>School Administration</td>
</tr>
<tr>
<td>7. Observation and Participation</td>
<td>Practice 1</td>
</tr>
<tr>
<td>8. Practice 2</td>
<td>Principles of Education</td>
</tr>
<tr>
<td>9. History of Education</td>
<td>Rural Community Problems</td>
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II. English:

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<tbody>
<tr>
<td>1. English 2</td>
<td>English 3</td>
</tr>
<tr>
<td>2. Expression 1</td>
<td>Expression 1, 2 and 3</td>
</tr>
<tr>
<td>3. Grammar 2</td>
<td>Grammar 3</td>
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<td>4. Expression 2</td>
<td>English 4</td>
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<td>5. English 5</td>
<td>English 6</td>
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<tr>
<td>6. English 7 or Exp. 3</td>
<td>English 8</td>
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<td>7. English 9</td>
<td>English 10</td>
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<tr>
<td>8. Grammar 4</td>
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III. Mathematics:

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<tbody>
<tr>
<td>1. Arithmetic 2</td>
<td>Arithmetic 3</td>
</tr>
<tr>
<td>2. Algebra 1</td>
<td>Algebra 2</td>
</tr>
<tr>
<td>3. Algebra 3</td>
<td>Geometry 3 or Alg. 4</td>
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<tr>
<td>4. Geometry 1</td>
<td>Geometry 2</td>
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<tr>
<td>5. Plane Trig. or Arith. 4</td>
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IV. History or Civics:

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<tbody>
<tr>
<td>1. History 2</td>
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<tr>
<td>2. Civics 2</td>
<td>Civics 3</td>
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<td>History 7</td>
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<td>5. History 9</td>
<td>History 8 or 19</td>
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V. Science:

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<tbody>
<tr>
<td>1. Geography 2</td>
<td>Geography 3</td>
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<tr>
<td>2. Geography 4</td>
<td>Geography 5</td>
</tr>
<tr>
<td>3. Biology 1</td>
<td>Biology 2</td>
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<tr>
<td>4. Physics 1</td>
<td>Physiology 2</td>
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<tr>
<td>5. Physics 3</td>
<td>Physics 2</td>
</tr>
<tr>
<td>6. Chemistry 1</td>
<td>Chemistry 2</td>
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<tr>
<td>7. Chemistry 3</td>
<td>Chemistry 4 or Physics 4</td>
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<tr>
<td>8. Physiology 4</td>
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</table>

VI. Agriculture:

<p>| | |</p>
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<tbody>
<tr>
<td>1. Agriculture 2</td>
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<tr>
<td>2. Agriculture 3</td>
<td>Agriculture 4</td>
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<tr>
<td>3. Agriculture 6</td>
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VII. Home Economics:

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<tbody>
<tr>
<td>1. Home Economics 2</td>
<td>Home Economics 1</td>
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<tr>
<td>2. Home Economics 4</td>
<td>Home Economics 3</td>
</tr>
<tr>
<td>3. Home Economics 5</td>
<td>Home Economics 6</td>
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</table>

VIII. Manual Training:

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<tbody>
<tr>
<td>1. Manual Training 2</td>
<td>Manual Training 1</td>
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</tbody>
</table>
**IX. Latin or Foreign Languages:**

1. Latin 1
2. Latin 3
3. Latin 7
4. Latin 9
5. Latin 10

**X. Drills:**

1. Physical Education 1
2. Handwork 1
3. Drawing 1
4. Music 1
5. Penmanship 2

**ADJUSTMENT BETWEEN DEPARTMENTS REGARDING SPECIALIZATION**

1. Entrance requirements and advanced courses for pupils majoring in other departments than education shall be based on the following classification of the departments into groups:


2. For all groups, fifteen high school units are required for entrance; including three units of English, one of algebra and one of plane geometry.

3. For the classical group, entrance credits must include four units of English, and six of history and foreign languages with not less than three of either.

4. For the scientific group, entrance credits must include two units each of history and foreign languages, and six of natural sciences and mathematics; with not less than three of either.

5. For the industrial group, entrance credits must include one unit of physics.

6. A student will be regarded as specializing when his application is approved by the heads of the major department, minor department and the Dean.

7. A student majoring in any other department other than education, must take ten hours in English, twelve hours
in Education (except in industrial major courses), ten hours in his minor subject, and from sixteen to twenty hours in his major subject. In the industrial group, six hours only of Education are required.

8. Electives not prescribed in the foregoing rule, must be distributed over all three groups, and over five departments. All electives must be acceptable to the head of the major department.

9. Each prescribed course must be acceptable to the heads of the major department, minor department and the Dean.

10. Any head of a department shall have the right to challenge the certification of any pupil who has not complied with the terms of this adjustment.

11. No elementary or intermediate certificate shall be granted to advanced students for the fulfillment of any portion of a special course, unless the courses which he has taken would warrant his certification under the regular course.

12. Deficiencies in entrance requirements in particular departments to the extent of not more than two units may be made up after entrance, with the consent of the head of the major department; provided that courses taken for this purpose shall not be counted in the minimum prescription.
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 or rural 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 the 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 the student to do enough work in one or two subjects, e. g., History and Mathematics, to enable him to teach such subjects in high school. These courses are offered in response to the demands of the high schools of 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

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.
Errata and Omissions

Page 11—Line 31—"Charles A. Keith, B. A. and M. A., Dean of Men"
Page 15—Line 5—"Hembree"
Page 15—Line 7—"Telford, Deniston"
Page 15—Line 16—"Deniston"
Page 16—Line 5—"Florence Lewis"
Page 17—Between lines 3 and 4—"Junior..........................R. A. Foster"
Page 30—Lines 36 and 37—"A signifies excellent work; B, good work; C, average work; and D, poor work."
Page 40—Line 20—"When board is paid for less than a term"
Page 57—Line 47—"History of Education or"
Page 58—Line 16—"Chemistry 4 and 5, or Physics 4 and 5, or Biology 1C or 2C"
Page 58—Line 20—"VIII. Phys. Ed. (Four terms, four times a week.)"
Page 64—Line 4—"Chemistry 4, or Physics 4, or Biology 1C"
Page 64—Line 11—"Chemistry 5, or Physics 5, or Biology 2C"
Page 67—Line 40—"Chemistry 4, or Physics 4 or Biology 1C"
Page 67—Line 44—"History of Education, or Rural Community Problems"
Page 67—Line 44—(Fourth Term) "Educational Measurements"
Page 67—Line 47—"Chemistry 5, or Physics 5, or Biology 2C"
Details of Courses of Study

I. GENERAL DEPARTMENTS

1. Education.
2. Agriculture.
3. English.
4. History and Social Science
5. Latin and Modern Language
7. Science.
1. Department of Education

Mr. Donovan  Mr. Lewis  Miss Reid
Mr. Jayne  Mr. Edwards

REQUIRED COURSES

Psychology 1—(Education 1).—This is an elementary course in psychology. First, the relation existing between biology, physiology, and psychology will be explained. A careful study of the central nervous system will be made, followed by an investigation of how the brain gathers, records, and reproduces experience, analyzes and synthesizes it, and expresses it in conduct. The purpose of this course is to give the student a knowledge of the simplest types of human behavior and an understanding of psychological terminology. (One-third unit.)

Method 1—(Education 2).—A careful study of the technique of teaching will be made. The State Course of Study will be the text used in this course, supplemented by the Baltimore County Course of Study and Kendall & Myrick's book, "How to Teach the Fundamental Subjects." Emphasis will be placed on what to teach and how to teach. An opportunity to plan and teach a few lessons in the training school may be given students in this course. (One-third unit.)

School Management 1—(Education 3).—The first course in school management deals with problems of school and classroom organization and control. Emphasis will be placed upon a study of the pupil, the relation of the teacher to the curriculum, governing and maintaining morals, lesson assignment, the recitation, teaching how to study, measuring the work of the school, the meaning of educational statistics, attendance records, reports and the personality of the teacher. (One-third unit.)

Observation 1—(Education 4).—This course is required of all students who have not completed a four-year high school course and who are working for the Elementary Certificate. The work is arranged so that the student spends at least one-half the time observing the work of the critic teacher in the classroom and the remainder of the time in discussion of the methods and practices observed and practice teaching in the rural schools. All observation is directed so that students know what to look for in each recitation. Note books are required that may be a help to the student teacher when she tries out in her own school the methods, devices, projects and classroom procedure noted in the Training School. (One-third unit.)

Psychology 2—(Education 5).—This course is a continuation of the work done in the first term of Psychology. A study of the laws of learning and their application to the teaching process will be made. A text book will be used as well as much reading required in the library. (One-third unit.)

School Administration—(Education 6).—This course includes a study of the school laws of Kentucky with special emphasis upon the county administration law, attendance law, certification of teachers, and the report of Kentucky Survey Commission. One purpose of the course is to familiarize students with the most modern movements in public school administration. The class will study consolidation, taxation, the school budget and distribution of school
funds, vocational education and guidance, an adequate system of records and reports; and the duties and responsibilities of school boards, superintendents, principals, supervisors, attendance officers and teachers. (One-third unit.)

Method 2—(Education 7).—This course will deal with methods of teaching various subjects in the curriculum of the elementary school, together with a consideration of important aims and principles which influence method. Special attention will be given to the teaching of reading, literature, language, composition and spelling in the first four grades.

Observation and Participation—(Education 8).—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 the following term.

Introduction to Teaching C—(Education 9).—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 telling." It is a preparation for everything that follows; and, therefore, is offered the first term of the course in the institution. (One hour.)

Psychology 3C—(Education 10).—An elementary course combining the important topics of both general and educational psychology, and forming the basis of the specific courses in educational theory and practice. The chief emphasis should be upon: (a) instinctive tendencies; (b) habit formation; (c) memory, association, and economy of learning; (d) the effective life; and (e) the thought-processes.

Psychology of the Elementary School Subjects 4C—(Education 11).—This course includes: (1) A thorough and complete analysis of all psychological processes involved in the learning of a given subject, or in the acquisition of skill in it, and of the order and manner in which these processes intermesh. (2) The devising of means by which these processes may be measured and tested so that the facility in their operation may be determined quantitatively. (3) The discovery of the most economical procedures by which each particular step in the entire process may be developed. (Two hours.)

Method 3C—(Education 12).—The project method of teaching will be the subject of this course. What constitutes the socialized recita-
tion will be given serious consideration. A study of those projects and problems in which children are interested will be made. Students will be required to plan lessons according to the project method. The projects in which the rural school children are interested will differ somewhat from those which interest city children. Both types will be studied. A text will be used in this course and the students will be required to read many of the interesting magazine articles which have been prepared on this special method of teaching. (Two hours.)

Educational Measurements C—(Education 13).—This course involves a study of achievement tests and scales and their application in the measuring of the work of the schools as well as a diagnosis of results discovered by a measurement. The students in this course will study the method of measuring the elementary school subjects. In measuring the arithmetic, Courtis' Tests, Woody's Arithmetic Scale, Stone's Reasoning Test, Monroe's Reasoning Test, etc., will be used. The Thorndike Reading Scale, Monroe's Standardized Silent Reading Test, etc., will be used in connection with the reading. The Ayres' Spelling Scale, the Ayres' Writing Scale, the Thorn- dike Writing Scale and numerous other standardized tests will be studied and used by the students of this course. Measuring the Results of Teaching by Monroe will be the text used. (Two hours.)

Rural Community Problems C—(Education 14).—This course deals with the problems of rural community life and organization as seen and handled by the thoroughly socialized rural school. The historic development of the rural community will be studied as an introduction, followed by a careful consideration of the rural school as the organizing center for the upbuilding of home, the church, social life, economic interests, public utilities and civic ideals.

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 1C.—(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 2C.—(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 C.—(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.)

The Principles of Education C.—(Education 18).—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 courses, 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.)

ELECTIVES IN EDUCATION

Psychology 5C.—(Education 19)—Elective. This course deals with man's equipment of instincts and capacities; the operation of the laws of learning; and individual differences and their causes. (Two hours.)

Psychology 6C.—(Education 20)—Elective. In this course a study of mental measurements will be made. The use of group and individual intelligence tests will be demonstrated. Special attention will be given to the gifted, the retarded, and the mentally defective. The class will examine the efforts being made to adjust the course of study to the needs of these children. (Two hours.)
Library Methods C.—(Education 24.)—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 Superintendents’ 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

Introduction to High School Teaching.—(Education 21).
Special Methods.—(Education 22).
The Junior High School.—(Education 23).

These courses will be offered when there is a demand for them.

2. Agriculture Department.

Mr. Cox Mr. Carter

Agriculture 1H.—Required for the Elementary Certificate. This course deals with the fundamental principles in the field of Agriculture including studies in crop production, soils, animal husbandry, and horticulture. (One-third unit.)

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

Agriculture 3H.—Farm Crops. A study of the common cereal and forage crops, seed identification, crop requirements, injurious insects and plant diseases. (One-third unit.)

Agriculture 4H.—Animal Husbandry. A study of the common farm animals, including their feeding and management. (One-third unit.)

Agriculture 5H.—Farm Management. Organization of the farm, types of farming, rental systems, and other phases of the management of the farm (One-third unit.)

Agriculture 6C.—A general course in agriculture for those students in the Advanced Certificate course who have had no previous work in Agriculture. (Two hours.)

Agronomy 1C.—(Agriculture 7)—A study of the principal cereal crops in relation to their adaptation, culture, improvement, storage and marketing. (Two and one-half hours.)

Agronomy 2C.—(Agriculture 8)—The principal forage crops in relation to their adaptation, culture and improvement. (Two hours.)

Agronomy 3C.—(Agriculture 9)—Soils. The origin, formation, classification and physical properties of soils, requirements of crops, plant foods, losses and gains of plant food, fertilizers and other factors of soil fertility. (Two and one-half hours.)

Agronomy 4C.—(Agriculture 10)—Soils. Continuation of Agronomy 3C. (Two and one-half hours.)
Animal Husbandry 1C.—(Agriculture 11)—Types and breeds of farm animals, including studies in their adaptation and improvement. (Two hours.)

Animal Husbandry 2C.—(Agriculture 12)—Continuation of Animal Husbandry 1C. (Two hours.)

Animal Husbandry 3C.—(Agriculture 13)—A study of feeds and the feeding of animals. (Two hours.)

Dairy Husbandry 1C.—(Agriculture 14)—Breeds of dairy cattle, their care and feeding, milk production, and the testing of milk for butter fat and adulterations. (Two and one-half hours.)

Horticulture 1C.—(Agriculture 15)—Fruit production, grafting and budding, harvesting and marketing. The laboratory work emphasizes the actual practice in pruning and spraying of trees. (Two and one-half hours.)

Horticulture 2C.—(Agriculture 16)—Vegetable gardening. Home and market gardening, construction of hot beds and cold frames, culture, storage, and marketing of vegetables. (Two hours.)

Farm Mechanics 1C.—(Agriculture 17)—The common farm machines and motors. (Two and one-half hours.)

3. English Department.

Mr. Foster  
Mrs. Deane

English 1H.—(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 2H.—(Composition)—This course is a continuation of English 1H. 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 biography. 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 3H.—English 2 and 3 constitute a semester in English Composition. English 3 is, therefore, a continuation of English 2 and follows it immediately. See description of English 2.

English 4H.—(American Literature)—This course constitutes a thorough study of the representative selections of the several periods of American life, in which the national and spiritual life is portrayed. Attention will be directed to the life and character of the author, especially in the interpretation of American ideals and aspirations through his productions. (One-third unit.)

English 5H.—(English Literature)—The literature of the English nation up to the classical period is studied in a similar manner as that described in English 4, the emphasis being placed upon its interpretation of English national life.
English 6H.—(English Literature)—This is a continuation class of English 5 in which the literature of the latter periods of the English nation is studied. Both of these classes will place stress upon the literature produced more than upon history of the subject. English 5 is a prerequisite. (One-third unit.)

English 7C.—(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 predecessor 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 8C.—(Composition)—A brief review of punctuation, grammar and rhetoric, and a thorough study of the form of exposition. Weekly themes will be required, and time devoted to the reading and analysis of representative prose selections. (Two hours.)

English 9C.—(Composition)—A continuation of 8, including a study of narration and description. Much time will be given to theme writing and correction. A study of methods of vitalizing composition and methods of theme correction will be made in the last five weeks. (Two hours.)

English 10C.—(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.)

English 11C.—This course is similar in purpose to English 2 in the Elementary Course. The class will review the essentials of composition and work out methods of presenting the same. It is essentially a method course designed to train teachers to teach the subject of composition thoroughly and well in the grades, and the first two years of the high school. (Two hours.)

English 12C.—(Literary Criticism)—The purpose of the course is to give prospective English teachers ideas of what to look for in the study and interpretation of literature. It also considers the function of literature and its right to be in the curriculum. Required of English Majors, elective to others. (Two hours.)

English 13C.—(The English Bible)—This course is intended to lead to a more intelligent interpretation and appreciation of the great literature of the Bible. A large part of the Bible will be read outside class, and certain of those that are especially rich in literary value, will be studied intensely. Elective. (Two hours.)

English 14C.—(Browning)—A study of Browning’s chief lyrics, narratives, monologues and dramas, together with the Ring and the Book. Elective. (Two hours.)

English 15C.—(Contemporary Literature)—This is primarily a reading course of representative selections of the modern drama, the novel and the short story. Its aim is to give the student acquaintance with recent literature and to enable him to be a better judge of what he reads. Much library work will be required. Elective to seniors. (Two hours.)

English 16C.—(Lyric Poetry)—A thorough study of this form of literature. Its aim is to lead the student to a fuller appreciation of good poetry, and to recognize the importance of a full memory in the teaching of literature. Elective. (Two hours.)
Grammar 1H.—This is an elementary class for students not sufficiently advanced to enter the higher classes in grammar.

Grammar 2H.—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 3H.—The work in this course embraces a 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 4C.—In this course, the essentials of grammar will be reviewed and methods of teaching the same carefully worked out. The design of this course is to prepare high school graduates to teach the subject of grammar thoroughly and well in the grades, as well as to teach it in high school. (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 2H.—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 3H.—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 United States History as it should be done in the schools. (One-third unit.)

History 4H.—(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 kinds 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 5H.—(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 taught. 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 6H.—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 7H.**—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 Carta, 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 8C.**—(Medieval)—It shall be the purpose of this term to give the student a survey of the period between the fall of Rome and the discovery of America. The idea of continuity of history is preserved by considerations 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 9C.**—(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 10C.**—This is an elective course of college work in Kentucky History. It will attempt to give the student a fairly thorough knowledge of the History of the Commonwealth and at the same time to give a new interest in this history through its relation to the larger history of the nation. (Two hours.)

**History 11C.**—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 12C.**—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 13C.**—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 14C.**—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 15C.—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 16C.—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 problem 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 17C.—(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 consumption 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 18C.—(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.)

History 19C.—This course is to the Advanced Course what History 3 is to the Elementary Course. The class is made up exclusively of high school graduates and of those who have had the equivalent of a high school education. It is a course in United States History in which are pointed out the essential facts of history and the method of organizing those facts. The student who completes this course should be conscious of the important things of history, the methods of organizing those things and the best methods of presenting them in the class room. (Two hours.)

History 20C.—This course will cover the period from about 1890 to the present time. It will attempt to give the student an idea of the power of America, through a study of its “Big Business;” to bring out in clear relief the standing of America among the nations of the earth; to enumerate as fully as possible the ideals for which America stands and to show thereby the destiny that should belong to America. It will be a course in patriotism. (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 2H.—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.)

Civics 3C.—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 with 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 4C.—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 Mr. Foster Mr. Caldwell

DEPARTMENT OF FOREIGN LANGUAGES

The work in foreign languages prescribed by the Normal Executive Council comprises: (a) Five courses, or one and two-thirds units, for those who enter the Intermediate Course without any foreign language; and (b) five courses, or ten semester hours, for those who enter the Advanced Course from the Intermediate with one and two-thirds units of Latin, or from an accredited high school with two or more units of Latin or modern languages.

The Intermediate Course in Latin will normally comprise Courses 1 to 5. The substitution of French or other modern language for Latin in this course may be made only with the approval of the President.

The courses to be taken by advanced pupils will be determined by the head of the department for each pupil, according to his high school training and the grades in which he expects to teach. Generally speaking, the following will be the requirements for particular classes of pupils:
(1) Pupils majoring in vocational subjects under the Smith-Hughes Act are not required to take any foreign language.

(2) Pupils entering from the Intermediate Course with one and two-thirds units of Latin should take the following sequences: (a) Latin 6; (b) Latin 16; (c) the Cicero courses (7, 8, 9), or the Vergil courses (11, 12, 13). In special cases Latin 10 may be substituted for one of the courses in these sequences.

(3) Pupils entering from an accredited high school with only two units of Latin should take sequences b and c in the foregoing item, with the addition of Latin 10.

(4) Pupils entering with three units of Latin, or with four units (if not intending to teach in high school), should take the following sequences: (a) Latin 10 and 16; (b) Foreign Languages 21; (c) two courses in Education, English or History; but such courses must be specifically approved in each case by the head of the department of foreign languages. The Vergil or the Cicero courses, if not offered for entrance, may be substituted for sequences b and c.

(5) Pupils entering with four units of Latin, and intending to teach in high school, should take (a) Latin 10, 15 and 16; (b) Foreign Languages 21; (c) an approved course from another department, as described above.

(6) Pupils majoring in some other academic department may reduce the amount of foreign languages on terms agreed by the heads of the two departments and approved by the President.

(7) Pupils majoring in foreign languages will be expected to enter with four units of Latin and two of modern languages. They will then take not less than sixteen hours nor more than twenty of foreign languages, as prescribed by the head of that department, with a corresponding reduction in other departments, under agreement similar to that mentioned in the foregoing item.

All advanced courses presuppose a reading knowledge of the languages offered for entrance, and the head of the department reserves the right to require of any pupil such courses or such supplementary work as will make up any deficiencies in this respect.

**COURSES IN LATIN**

*First Year Latin (Courses 1, 2, 3): 1 Unit*

**Latin 1.**—The indicative system; the first three declensions of nouns, adjectives and pronouns; the fundamental case constructions; reading, vocabulary drill, inflection and the writing of Latin. (One-third unit.)

**Latin 2.**—The elementary principles of word-formation; adjectival, adverbial and pronominal forms and uses; the relative clause; infinitives; comparison; reading, inflection and the writing of Latin. (One-third unit.)

**Latin 3.**—The first-year work completed; subjunctive, participal and verbal constructions; the complex sentence; indirect discourse, reading, vocabulary drill, inflection, and the writing of Latin, and general preparation for Caesar. (One-third unit.)

The course in Latin 3 is semi-professional, in that pupils who have finished the high school course, and who expect to teach in high school, are expected to take it. College credit is given for it, under certain conditions. Special attention is given to the project method in beginning Latin, and to the relation of Latin to English word and sentence structure.
The first year's work (Latin 1, 2, 3), with one additional term prescribed by the head of the department, may in special cases be taken for college credit, at the rate of two semester hours per course, by pupils who enter from an accredited high school with two units of a modern language and no Latin.

**Second Year Latin (Caesar; Courses 4, 5, 6): 1 Unit**

**Latin 4.**—The Helvetian War (Caes. B. G. I. 1-29), or an equal amount of other easy narrative, with vocabulary, inflection and composition drill. (One-third unit.)

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

**Latin 6.**—Selection from B. G. I, and III-VII, or from other narrative prose or poetry. Much rapid reading at sight is done; the historical content is emphasized; and special attention is given to the historical background, and to the work of Caesar in laying the foundations of Latin civilization in western Europe, and establishing the Rhine as the frontier against the German barbarians. (One-third unit, or two hours.)

**Third Year Latin (Cicero; Courses 7, 8, 9): 1 Unit**

**Latin 7.**—The Oration for the Manilian Law, with special attention to the early life of Cicero, and to the place of Pompey in Roman history. (One-third unit, or two hours.)

**Latin 8.**—The consulship of Cicero, as revealed in the Orations against Catiline, the Letters, and Sallust's Catiline. The first and third orations are read, with other material at sight or in special assignments. There is regular composition based on the text. (One-third unit, or two hours.)

**Latin 9.**—The career of Cicero after his consulship, as seen in the Oration for Archias and other orations, 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.)

**Fourth Year Latin (Vergil; Courses 11, 12, 13): 1 Unit**

**Latin 11.**—Aeneid I, with special attention to the metrical reading of Latin verse. (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 Vergil's other works, or from other Augustan 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.)

The courses in Cicero and Vergil are given in alternate years. The Vergil courses will be given in 1921-2; the Cicero courses in 1922-3.

**COLLEGE COURSES IN LATIN**

**Latin 10C.**—Ancient Society. A course of lectures and assigned library readings in English, dealing with the structure and development of society in the ancient Mediterranean lands. The lectures trace the origins of the ancient commonwealth in the tribal societies
of the early Semitic and Mediterranean races; the rise of city and territorial states; and the overshadowing of these by the great empires of antiquity. After an outline study of the more important political, social, economic and religious institutions of Greco-Roman imperialism, the course of decay is followed, culminating in the state of society in the Christian Germanic kingdoms of the late fifth century. (Two hours.)

Latin 14C.—Latin Prose Composition. A study of the syntax of high school Latin, with special reference to the difficulties of the high school student. There are daily exercises in prose composition from a standard text, supplemented by class lectures and discussions, and by material from current periodicals, and from the student’s own composition. Students are advised to take Latin 16 before undertaking this course. (Two hours.)

Latin 15C.—Observation and Method in First Year Latin. A strictly professional course for pupils who enter from an accredited high school with four units of Latin, and who expect to teach in high school. Those who enter this course will also enroll for Latin 1, 2 or 3, in which they will observe the methods followed, and occasionally assist in the conduct of the class. (Two hours.)

Latin 16C.—Latin-English Word Formation. A study of the vocabulary of high school Latin, and particularly of those methods of word formation which have been adopted into English. The course is prefaced by a historical study of the development of literary and popular Latin, the decay of Latin, the rise of Romance and particularly of the French language, the development of the English to the time of Shakespeare, and the influence of Latin and French upon English. (Two hours.)

Latin 17C.—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.)

GENERAL COLLEGE COURSES IN FOREIGN LANGUAGES

Foreign Languages 21C.—Linguistic Psychology. A course of lectures, library readings, and class discussions, treating of the origins of language in the race and the individual; the manner in which the mind functions in talking or listening; the origin and nature of written speech; and the elements of the psychological problems confronting the teacher of English or of a foreign language.

Any courses which may be established in the department of education, dealing with the linguistic process in general; in English, dealing with comparative grammar or comparative literature; or in History, dealing with the social aspects of French civilization, may be recognized by this department as the equivalent of foreign language courses; but the acceptance of such courses will depend in each individual case on the consent of the head of this department.

COURSES IN FRENCH

First Year French (Courses 1, 2, 3): 1 Unit.

French 1.—Conversation and pronunciation; the elementary structure of the French sentence, particularly of the verb stress group. Reading and writing of easy material, prepared at sight, or from dictation. (One-third unit, or two hours.)
French 2.—The method of the previous course, extended and enlarged; completion of the commoner tenses of the regular and common irregular verbs; and the reading of about 50 pages of easy stories. (One-third unit or two hours.)

French 3.—Completion of the first year work, with about 100 pages of easy stories. The indicative and conditional systems completed; the principles governing the inflection of irregular verbs; and a review of noun, adjective, pronoun and prepositional idioms. (One-third unit, or two hours.)

Second Year French (Courses 4, 5, 6): 1 Unit

French 4.—Reading of an easy French novel or play, with further study of sentence structure, and writing from dictation. (One-third unit, or two hours.)

French 5.—A somewhat more difficult novel, with extension of grammatical study, and attention to word formation. (One-third unit, or two hours.)

French 6.—A third novel or play, with a review and synthesis of word and sentence structure, especially in comparison with English. (One-third unit, or two hours.)

The courses in second year French comprise about 300 to 400 pages of easy reading, with suitable practice in inflection, writing from dictation, and French composition. The main attempt however will be to develop the habit of rapid and accurate reading. Texts will be selected from time to time in accordance with the needs of the class. These courses may under certain circumstances be taken for college credit in lieu of Latin.

COLLEGE COURSES IN FRENCH

French 7C.—Corneille's Le Cid; Racine's Andromaque. (Two hours.)

French 8C.—Moliere's Le Bourgeois Gentilhomme; Hugo's Hernani. (Two hours.)

French 9C.—French lyric poetry. (Two hours.)

French 10C.—French short stories. (Two hours.)

French 16C.—Scientific French. A rapid reading course, designed to prepare students with two units or more of high school French for advanced study of French scientific material, particularly in education. Special attention is given to the rapid grasping of the French verb stress-group, to vocabulary, and to the principles of French word formation. (Two hours.)

COURSES IN SPANISH AND GERMAN

On sufficient demand, courses will be established in Spanish and German, parallel with those in French.
6. Department of Mathematics.

Mr. Caldwell

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.—This in one of the courses of the preparatory course designed for students who have not satisfactorily completed the common school arithmetic; the State-adopted text is used in this course. The essentials of the text book will be reviewed and mastered.

Arithmetic 2H.—This course is essentially a content course although attention will be continuously called to the method of teaching it. A high school text will be used and about half of it mastered. (One-third unit.)

Arithmetic 2H.—(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 method of the former "Intellectual Arithmetics." (One-third unit.)

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

Arithmetic 3H.—This course is a continuation of Arithmetic 2. The same text book is used and completed. Much attention is given to method. The attention of students will be called to the parts of arithmetic that ought to be taught in the common schools of the State. It is essentially a method course, designed to prepare teachers to teach in the rural schools. (One-third unit.)

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

Arithmetic 4C.—This is a course in arithmetic designed for high school graduates in the advanced course. Many of the students in this class will not have had arithmetic since they were in the grades. Hence the purpose of the course is a review of the essentials of arithmetic and a study of the methods of presenting the same. Students who have had Arithmetic 2 and 3 in the Elementary Course, will not be required to take this course but may elect some other mathematics.

Algebra 1H.—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 2H.—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 3H.—Theory of Exponents, Radicals, Quadratic Equations and general review of principles of Algebra I and Algebra II. (One-third unit.)

GEOMETRY

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 any one completing our course will 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 1H.—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 2H.—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 3C.—This course will embrace a representative portion of the various theorems and problems found in the average text in Solid Geometry. (Two hours.)

TRIGONOMETRY

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

EXTRA MATHEMATICS

Algebra IVC.—College Algebra. (Two hours.)
Algebra V C.—College Algebra. (Two hours.)
Geometry IVC.—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 with those dealing with indirect proof and method of limits. (Two and one-half hours.)

Trigonometry IIC.—Spherical Trigonometry. (Two and one-half hours.)
Analytical Geometry I C.—Two hours.)
Analytical Geometry II C.—Two hours.)

Differential Calculus Integral Calculus.
7. Department of Science  

Mr. Smith  Mr. Cox  Mr. Carter  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 2H.—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 microscopic 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.)

Physiology 3H.—Designed for intermediate pupils and consists of a course in hygiene and sanitation which can be applied in the schools and the homes of our State.

Physiology 4C.—Physiology 4 is a course in Sanitation and Hygiene, designed primarily to train the teachers to take care of their own health and that of their students. It is primarily a health course. In addition to health, the purpose of this course is to train teachers how to teach the subject in their schools. (Two hours.)

Nature Study H.—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.)
Nature Study C.—This course should consist of advanced work in nature study that is designed to acquaint the pupil with environmental material of a more advanced type. Collections of insects, fruits, medicinal plants, classes of wood, kinds of soil, photographs, pressed or dried specimens of the cryptogams, fossils, nests, and many other interesting things in nature. Many excursions will be planned and some work will be offered in photography and slide making.

Botany 1H.—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 2H.—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 2H.—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 2H.—(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 the study of environmental material. (Two hours.)

Geography 2H.—(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 3H.—(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 stereoptican 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 4C.**—(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 5C.**—This is a course in geography for advanced students and bears the same relation to the Advanced Course that Geography 2 bears to the Elementary Course. Simply stated, the course will be made up of a review of the essential facts of geography, a proper method of organizing those facts and the best ways and means of presenting those facts in the grades. In other words, it is to teach teachers how to teach geography.

**Geography 6C.**—(Advanced Geography 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 7C.**—(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 1C.**—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.)

**Geology 2C.**—This term’s work will consist of a strong course in historical geology with laboratory, notebook and field excursions.

**Physics 1H.**—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 2H.**—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 thirty-six experiments and keep careful notes. (One-third unit.)
Physics 3H.—This term’s work will consist of the application of the principles of Physics to every day life and a more extended study of some of the elements already touched upon. Laboratory work will consist of the making and setting up of classroom apparatus.

Chemistry 1H.—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 2H.—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.)

Chemistry 3H.—This term’s work will consist of qualitative analysis in which the pupil will analyze 10 knowns and 20 unknowns keeping careful notes on same.

Physics 4C.—This term’s work will include a careful study of matter, energy, physical measurements, kinematics, dynamic and mechanics of fluids. The laboratory work will consist of 36 experiments with carefully prepared notes. (Two hours.)

Physics 5C.—This term’s work will include a careful study of sound and heat with their application to our various needs. Laboratory work will consist of 30 experiments with careful notes. (Two hours.)

Physics 6C.—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.)

Physics 7C.—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.)

Chemistry 4C.—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.)

Chemistry 5C.—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.)

Chemistry 6C.—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.)

Chemistry 7C.—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.)

Chemistry 8C.—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.)

Chemistry 9C.—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 1C.—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.)

Biology 2C.—This course is devoted largely to microbiology with plenty of laboratory work.
II. SPECIAL DEPARTMENTS.

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

Miss Gibson Mr. Boothe

DRAWING

Drawing 1H.—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 2H.—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 3C.—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 4C.—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 5C.—Industrial drawing, Decorative Designing, Printing in Blocks, Lettering.

Drawing 6C.—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 7C.—Painting in Oils; Pastel Painting; Art History.

Drawing 8C.—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 Palmer method 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 further. 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 Reading and Public Speaking.

Miss Miller

EXPRESSION I

Voice.—Correct breathing, basic principles of right vocal habits, voice control, tone production, articulation, pronunciation, modes of utterance, quality of voice, inflection and time.

Gesture.—Exercises in preparation for spontaneous gesture and co-ordination of mind and muscles; poise and harmonious movement.

Evolution of Expression.—Volume I, in which is offered a careful study of literary analysis and drill upon a wide range of selections for individual results. To promote natural growth in animation, smoothness and volume, creative power and atmosphere through the stimulation of sympathy and understanding.

Daily Recital.—Platform recitation for criticism and guidance. (One-third unit.) Required for Elementary Certificate.

EXPRESSION II

Voice.—Continuation of Expression I, with more difficult charts and voice exercises on which to work.

Gesture.—Exercises for grace; foot and arm gesture chart.

Evolution of Expression.—Volume II, in which are famous orations, scenes from noted plays; selections of prose and poetry; humor and pathos.

Daily Platform Recital.—Student presentation of prescribed work before the class for criticism and guidance. (One-third unit.) Expression I and II required for Intermediate Certificate.

EXPRESSION III C

Voice.—Same as Expression I.

Gesture.—Exercises in preparation for spontaneous gesture and co-ordination of mind and muscles; exercises of grace. Foot and Arm Gesture Chart.

Evolution of Expression.—Volume I, in which are offered a careful study of literary analysis and drill upon a wide range of selections for individual results, to promote natural growth in Animation,
Smoothness and Volume; famous orations and selections of prose and poetry; humor and pathos.

Daily Platform Recital.—Presentation of prescribed work before class for criticism and guidance. (Two hours.)

Required of graduates from accredited high schools who are candidates for Advanced Certificates.

Expression IV, V and VI are elective.

**EXPRESSION IVC**

**Voice.**—Relation of voice to imagination and emotion, as an interpreter of mental states.

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

**Evolution of Expression.**—Volume III and IV.

**Daily Platform Recital.**—For criticism and guidance of famous soliloquies and selections from the noted classics. (Two hours.)

**EXPRESSION VC**

**Story Telling.**—Opportunities for practice in Story Telling. Selection, preparation and adaption of material for grades.

**Daily Platform Recital.**—Of famous orations, student's delivery of his own orations, extemporaneous addresses, public speaking and debating.

**EXPRESSION VIC**

Fulton and Trueblood's Philosophy of Expression.

**Dramatics.**—Observation and participation in coaching, designing of stage settings, lighting, costuming and presentation of plays in the Little Theatre Club.

**Daily Recital.**—Planning of repertoire for recitals and entertainments of all kinds of dramatic nature. Preparation and presentation of scenes from plays in which two, three or more characters hold the stage. Practice coaching.

**STUDENTS SPECIALIZING IN EXPRESSION**

This is a course offered to those who wish to specialize in the art of Expression with the purpose of becoming a teacher of the work or a concert reader.

Before a certificate can be granted in this work, it is necessary that the candidate complete the prescribed course in Expression I, II, III, IV, V and VI; compose and act two pantomines at least ten minutes in length; have a repertoire of not less than fifteen readings, the reading of an entire play and one public recital.

3. Department of Home Economics.

(To be selected) Miss Rice

**Home Economics 1H.**—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 for students who are taking the Elementary Certificate Course. (One-third unit.)
Home Economics 2H.—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 3C.—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 the 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 two hours; laboratory 4 hours. (Two hours.)

SPECIAL ELECTIVES FOR "COURSE B"

Home Economics 4C.—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. (Two hours.)

Home Economics 5C.—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. (Two hours.)

Home Economics 6C.—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 theme of study.

(Two hours.)


Two recitation hours per week; four laboratory hours. (Two hours.)

Home Sanitation C.—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 1C.—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 2C.—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 C.—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 C.—A continuation of Elementary Clothing. Use of dress forms, cutting, fitting and making of dresses. Pale’s “Dress-making.” Prerequisite, Art and Design. Textiles. Recitations two hours; laboratory six hours. (Two and one-half hours.)

Foods 1C.—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 2C.—A continuation of course. Three recitation hours; six hours laboratory. (Three hours.)

4. Industrial Arts Department.

MANUAL TRAINING AND HANDWORK

Mr. Deniston                     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 in the industrial art subjects 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 1921-22 the department offers the courses described below.

Elementary Bench Work (M. T. 1H).—A course in elementary 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. Required for the Elementary Certificate. (One-third unit.)

Intermediate Bench Work (M. T. 2H).—This course is a continuation of Elementary Bench Work and includes teaching problems suitable for the eighth grade and first grade of high school. Required for the Intermediate Certificate. Prerequisite, Elementary Bench Work. (One-third unit.)
Elementary Mechanical Drawing (M. T. 3C).—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. Free-hand sketches of problems are given to the student to make working drawings. Required for Advanced Certificate. (Two hours.)

Intermediate Mechanical Drawing (M. T. 4C).—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.)

Advanced Mechanical Drawing (M. T. 5C).—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 freehand 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.)

Elementary Cabinet Making (M. T. 6C).—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, scrap ing, sanding, finishing, upholstering, and costs of materials. Prerequisite, Elementary Mechanical Drawing and Intermediate Bench Work. (Two hours.)

Advanced Cabinet Making and Mill Work (M. T. 7C).—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 Elementary Cabinet Making. (Two hours.)

Wood Turning (M. T. 8C).—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 in-
cluded. 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. Prerequisite, Intermediate Bench Work and Elementary Mechanical Drawing. (Two hours.)

Forge Practice (M. T. 9C).—The work in the course consists of practical application 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. (Two hours.)

Concrete Construction (M. T. 10C).—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, sills, cisterns, troughs, etc. Lectures on various uses of cement composition, sources of materials and history. Prerequisite, Elementary Bench Work and Elementary Mechanical Drawing. (Two hours.)

Farm Mechanics (M. T. 11C).—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 of 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.)

Method in Manual Training (M. T. 12C).—This course is planned to cover problems in the organization and teaching of manual training in the public schools. A study of the history of manual training, its place in our school systems, equipment, planning of courses, arrangement of shops, and method of teaching will be given the student. Prerequisite, Elementary Bench Work. (Two hours.)

HANDWORK

Handwork 1H.—Tools—Scissors, needles, looms.
Material—Paper, raffia, card board, 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—Card board, wall paper 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, paste board.
Use—Frames for pictures, needle books, mat holders.
Finger exercises, training fingers and brain to work in harmony.
(One-sixth unit.)

Handwork 2H.—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 combinations, 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 to same color combination design.

Primary Knitting—Combination of colors, designing.
Raffia Construction—Material, Raffia, colored and white.
Use—Knitting, tying, branding, knitting, bags for knitting, sewing bags, mats, etc.

Baskets—Tools—Awls, cutters, pliers.
Material—Reed, native products, viz., willow, honeysuckle, 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 love of the beautiful.

5. Department of Music.

Paul A. Barnes, Director Miss Telford, Piano
Miss Million, Violin

Of all subjects introduced into the public school 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 the Eastern Kentucky State Normal School aims to provide a course in training, not only of the subject itself, but also in the art of teaching and correlating it with the other work of the school room.

REQUIRED COURSES

Music 1H.—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, in-
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 2H.—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 3H.—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.

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. (One-third unit.)

Music 4, 5, 6, and 7C.—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 instruments, and understand its technique, 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, Schumann, Schubert, Greig, MacDowell, including concertos by Mozart, Hummel, Mendelssohn and others. History of music, accompanying the ensemble playing.

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 Technique, 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.

Students in voice, violin and piano, who are working for Teachers' Certificates, are expected to cover all theoretical work in Music IV, V, VI and VII.

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 his 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 foot ball, 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 callisthenics, formation of leader’s squads; physical measurements and corrective work; and games and plays suitable for gymnasium use. Required for the Elementary Certificate.


FOR WOMEN

Miss Hammond

PHYSICAL EDUCATION I

1. PLAY
   (a) Games, simple ones which may be used for large numbers in rural school or city grades. Team play is emphasized.

2. GYMNASTICS
   (a) Setting up Drill and Corrective Exercises, very simple. Posture is emphasized.
   (b) Story Plays, setting up and corrective exercises in story form.
   (c) Marching and Rhythmic Running.

3. HABITS OF HEALTH
   (a) Physical Examination, by school physician.
   (b) Weighing and Measuring, of each student at regular intervals.
   (c) Bodily Defects, suggestions for correction.
   (d) Health Habits, daily report on these.

4. HYGIENE
   (a) Healthful Habits of Living, explanation and discussion.
   (b) County Physician and Nurse, their purpose and duties.
   (c) Rural School Physical Education, a program.
   (d) Keeping “Fit,” importance of every teacher’s doing this.

PHYSICAL EDUCATION II

1. PLAY
   (a) Games, additional material with an opportunity for teaching.
   (b) Athletics, a brief discussion with study of a few athletic events.
   (c) Rhythmic Plays, very simple.

2. GYMNASTICS
   (a) Setting up and Corrective Exercises, slightly more difficult than Physical Education I, with an opportunity for teaching.
   (b) Story Plays.
   (c) Marching and Rhythmic Running, with opportunity for teaching.

3. HABITS OF HEALTH
   (a) Same as Physical Education I.

4. HYGIENE
   (a) General Interest in Health, means to be used in arousing interest of all pupils in attaining and keeping health.
   (b) Malnutrition, its diagnosis, cause, prevention and cure.
   (c) School and Community Hygiene.
PHYSICAL EDUCATION III

1. PLAY
   (a) Games, additional material with teaching.
   (b) Theory of Play.
   (c) Athletics, the value of and conducting of athletic contests.
   (d) Rhythmic Plays.

2. GYMNASTICS
   (a) Setting up and Corrective Exercises, more advanced than Physical Education II. Teaching.
   (b) Elementary Marching, rapid review with student teaching.

3. HABITS OF HEALTH
   (a) Health Rules and Health Games, the making of scrap books, posters, etc., in illustration of these. Also, systems of grading for keeping of health habits.

PHYSICAL EDUCATION IV

1. PLAY
   (a) Games, some new material; coaching stressed.
   (b) Rhythmic Plays, more advanced than Physical Education III. Teaching.

2. GYMNASTICS
   (a) Gymnastic Lesson, planning and teaching of this by the student.
   (b) Marching Tactics, more difficult than Physical Education II. Teaching.

3. HABITS OF HEALTH
   (a) Same as Physical Education I, II, III.

4. HYGIENE
   (a) Material Such as "Cho-Cho and the Health Fairy," the study and teaching of these.
   (b) Common Diseases, study of such of these as hookworm and whooping cough, stressing community prevention.
   (c) Common Defects, study of such of these as tonsils and adenoids.

PHYSICAL EDUCATION V

(Special Course)

This course is made up entirely of more difficult games, rhythmic plays and marching tactics material and offers no opportunity for teaching.

COSTUME

The costume for all classes in Physical Education is as follows:
1—White middy blouse.
2—Black middy tie.
3—Black bloomers.
4—Black cotton or lisle hose.
5—Tennis or gymnasium shoes.
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.**—Introductory Set. The object of this set is to illustrate the applications of the principles of accounting and the method of recording transactions in a business conducted by an individual or sole proprietor. The transactions are recorded in the books of account which consist of the purchases book, sales book, cash book and journal. These books are known as books of original entry. In addition to the use of these books, the student is taught to make bills, write receipts, prepare a statement of the business and close the ledger. The ledger is referred to as a book of subsequent or final entry. Baker's Twentieth Century Text and Forms are used. (One-third unit.)

**Bookkeeping 2.**—Partnership Set. The object of this set is to illustrate the principles of accounting in a business conducted as a partnership, and to give further practice in the classification of accounts, and the recording of transactions. It presents accounts with partners, fixed assets and reserves, trading accounts, operating expenses, adjusting entries at the close of the fiscal period, special sales book, purchases book and cash book, special business forms and important general information.

A sufficient number of transactions is given to enable the student to appreciate the importance of accuracy, neatness, and a systematic record. He must understand not only the principles of accounting, but also their practical application, in order to make his services valuable to himself and others. Baker's Twentieth Century Text and Forms are used. (One-third unit.)

**Bookkeeping 3.**—Corporation Set. The object of this set is to illustrate the application of the principles of accounting in a business conducted as a corporation, and give further practice in classifying accounts and recording transactions. The special features of this set in addition to corporation accounting are as follows: accounts with selling expenses, branch store account, accounts in connection with a manufacturing business, special ruling in all books of original entry, notes receivable book and notes payable book as books of original entry, cash journal, and many other scientific methods of recording transactions. Baker's Twentieth Century Text and Forms are used. (One-third unit.)
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.)
THE TRAINING SCHOOL

The chief purpose of the Training School is to furnish a laboratory for the student teachers in the Normal, where they may observe, under expert direction, the very best methods of instruction in all the grades; and where they may teach under close supervision. It is here that theory and practice meet, with the result that the teachers who complete this work satisfactorily are prepared to take positions in the public schools of the State with a reasonable assurance of success.

Grades 1 to 10 are used for observation and practice teaching, and constitute the Training School proper. The teachers of these grades are styled critic teachers. A director has the supervision of these ten grades.

This department intends to exemplify in its courses of study and methods of instruction the best ideals in American education. The curriculum briefly outlined here is only a synopsis that may be used as a guide. Special subjects, such as music, arts, and physical training, are supervised by the special teachers in the Normal School.

Outline of Curriculum

GRADE 1


Phonics—(About 100 minutes per week).—The purpose of the work in phonics is to make the pupils independent readers, and should be used as a means rather than an end, and in the beginning should be kept separate and distinct from the reading lessons. The short and long sounds of the vowels, the consonants and some phonograms, constitute a working basis in this grade.

Language—(About 150 minutes per week).—The language lessons should be correlated with reading lessons, stories told by teacher, and with nature study. Habits of talking clearly, distinctly, correctly and well, should be cultivated.

The work includes: Conversation lessons; oral reproduction of stories; original stories; dramatization; corrective language games; poems.

Spelling.—The children write from dictation the words taught in phonics. No oral spelling is given in this grade.

The writing lessons in this grade consist almost entirely of blackboard work. Special attention is given to position, movement, correct formation of letters, and neatness. Lessons consist of words and short sentences.

Numbers—(From none to 100 minutes per week).—Counting with and without objects; counting by 1's, 10's, 5's and 2's to 100; combinations through 10 in addition and subtraction; study of clock face; teach measuring, using inch, foot, yard; teach U. S. money, cent, nickel and dimes; writing numbers to 100; correlation of number and construction work.

Industrial Arts—(60 minutes per week).—Primary handwork provides an objective, permanent type of expression which commands the keen interest of all children. The work includes: paper tearing; free hand paper cutting; paper folding; construction of boxes, dolls' furniture, etc.; weaving, clay modeling.
Fine Arts—(100 minutes per week).—Holiday booklets, borders, paper cuttings, and drawings correlated with story telling and reading whenever possible. Subjects expressed in color with crayon and water colors.

Music—(75 minutes per week).—Ear training, voice training and development of rythmic sense.

Nature Study—(60 minutes per week).

Physical Training—(150 minutes per week).—Simple class gymnastics, play, and hygiene.

GRADE II

English—Reading (360 minutes per week).—Reading Literature, Book I; Reading Literature, Book II; Winston Readers, Book I; Winston Readers, Book II; The Art Lit. Reader, Book II; The Elson Reader, Book I, The Elson Reader, Book II; The Story Hour Reader, Book I; The Story Hour Reader, Book II; Nan and Ned in Holland; The Tree Dwellers; The Early Cave Men.

Phonics—(75 to 100 minutes per week).—Diagraphs, dipthongs, combinations and a number of phonic principles which aid the pupil in working out the pronunciation of new words.

Language—(180 minutes per week).—This work increases the child’s store of poems, teaches idioms, and gives a gradual power over the written form.

Basis for Work.—Observation of plant and animal life; description and narration, using pictures and objects; oral reproduction of stories; dramatization; poems; corrective language games; Little People of Other Lands; the holidays.

Spelling—(60 minutes per week).—Oral and written spelling of such words as children need in their written work.

Penmanship—(75 minutes per week).—The Palmer System of Handwriting is used.

Numbers—(130 minutes per week).—45 combinations in addition and subtraction, counting by, and tables of 10’s, 5’s, 2’s, 3’s and 6’s; column adding; simple problems in subtraction; simple fractions: ½, ¼, ⅛; U. S. money; telling time; reading and writing numbers to 100; standard units of compound numbers such as: pint, quart, gallon, inch, foot, yard.

Industrial Arts.—This work includes: posters portfolios; group work such as circus-parade or sand table projects; construction of furniture, cornucopias, picture frames, etc.

Fine Arts—(75 minutes per week).—Interest the child in the great world of nature through the art of drawing, simple designing, circus border, animals, and color work appreciation of some masterpiece.

Music—(75 minutes per week).—Simple Rote songs, and training of voice and ear.

Nature Study—(75 minutes per week).

Physical Training—(150 minutes per week).—Simple class gymnastics, play, and hygiene.

GRADE III

English—Reading (290 minutes per week).—The reading is based upon the State Course of Study with the following supplementary books: Young and Field’s Literary Reader; Lights to Literature; Free and Treadwell; Story Hour Reader; The Elson Reader, Book III;
Bigham’s Murry Animal Tales; drill in phonetics where needed; story method used extensively:

**Language**—(145 minutes per week).

**Oral Language.**—Oral telling of stories and personal experiences. Conversation lessons based on children’s observations and experiences. Oral composition is largely a class product, and furnishes a basis for the written class story. Stories and poems are dramatized, children being allowed their own vivid interpretation.

**Written Language.**—Written reproduction of short stories. Dictation, letter writing (open punctuation observed), picture studies.

**Technical Work.**—Use of capitals in first line of poetry, in titles and in direct quotations.

**Punctuation.**—The apostrophe in the possessive singular; period in abbreviations; comma to separate series of words, to set off words of address, to precede or follow a quotation, to follow “yes” or “no;” hyphen at end of lines where a word is left unfinished; use of quotation mark in unbroken quotation. Sample contractions and abbreviations. Points and form. Use of margin, indentation, spacing, etc. Special drill through language games is given for the correction of common errors in the grade.

**Lieper’s Language in Grades** in hands of the teacher.

**Spelling**—(100 minutes per week).—Words taken from other lessons. Words (adapted to grade) misspelled on written work. Buckingham’s Extension of the Ayres’ Spelling Scale.

**Penmanship**—(75 minutes per week).—The Palmer Method of Writing; Palmer manuals in hands of pupils; Palmer penmanship paper and pen points used.

**History**—(30 minutes per week).—Stories correlated with other subjects. Special days observed such as Thanksgiving, Washington’s birthday. Early history of Kentucky. Simplified story of life of Daniel Boone.

**Arithmetic**—(200 minutes per week).—Column addition of numbers of three figures including dollars and cents, involving “carrying;” subtraction, the making of change, also drill work providing numbers of four figures, in which some of the figures in the subtrahend exceed those of the minuend. (Austrian method used.)

**Multiplication**—Multiplication tables completed and multiplication of numbers of three or four figures by numbers of one figure.

**Division.**—Numbers of four figures by divisions of one figure. Fractions, halves, thirds, fourths, sixths, eighths.

**Counting.**—Forward and backward by 5’s, 10’s, 2’s, 3’s, 4’s, 6’s from one to 100. The forty-five addition facts drilled upon until automatic.

**Measurements.**—Ounce, pound, eight-inch, square, foot, etc., Problems involving one or two steps.

**Text**—Hamilton’s Primary Arithmetic.

**Geography**—(75 minutes per week)—Home Geography.—Study of Richmond with reference to sources of food supply, clothing, and shelter. Compare with children of other lands, study State of Kentucky (product map of State of Kentucky). A brief study of the world as a whole. Surface of land.


**Nature Study.**—Flowers; weeds; preparation for winter; spring; birds; first flowers.
Industrial Arts.—Paper cutting, raffia and reed work, etc. Home Economics, correlated with nature study and geography.

Fine Arts.—(90 minutes per week).—Containing the work of first and second grades, with the addition of simple lettering, spacing, first steps in perspective and principles of light and shade.

Music.—(75 minutes per week).—Practical sight singing begins in this grade.

Physical Training.—(150 minutes per week).—Class gymnastics, play, hygiene and corrective work.

GRADE IV

English.—Reading (230 minutes per week).—Readers: Young and Field; Free and Treadwell; The Elson Reader, Book IV; Carpenter’s Reader of North America, Around the World; Poems Every Child Should Know; The Winston Reader. One period a week should be spent in the library connected with the room, where children are allowed to choose their own reading. Some stories should be read to children such as Stories of King Arthur, and Robin Hood. Stories from reading books should be dramatized allowing the pupils to work out their own acts and scenes.

Language.—(160 minutes per week).—Oral compositions, conversation lessons continued, special attention to clearness and definiteness of statements. Special drills in usage to correct common errors, teach use of table of contents, poems memorized, troublesome verb forms, negative, etc.

Written Language.—Friendly letter forms. Correspondence with children in other schools. (Open punctuation observed.) Dictation, original work of one or more paragraphs. Invitations. Simple paragraphing should be taught. Written reproductions of stories. Technical work of previous grade continued and extended. Observation of special days, such as Hallowe’en, Thanksgiving Day, Christmas, etc. Lieper’s Language in teacher’s hands.

Spelling.—Words children need in written work. Words from other lessons. Use of Buckingham’s Extension of the Ayre’s Spelling Scale. Practice in syllabication. Use of dictionary begun in this grade.

Penmanship.—Same as grade three.

Arithmetic.—(200 minutes per week).—Work of previous grade reviewed and extended to include multiplication by more than one figure. Drill for speed and accuracy in combinations, in fundamentals, and through arithmetic races. Four operations completed. Long division introduced and dwelled upon. Measurements and denominate number work as actually used by class. Addition and subtraction of fractions in which denominators are simple enough to reduce by inspection. Multiplication of whole numbers by mixed numbers.

Text: Hamilton’s Primary Arithmetic.

Geography.—(120 minutes per week).—Home or observational geography is continued. Work of third grade verified by the use of text. Field work in connection with first study of the text. Earth as a unit; idea of pole and equator developed. Continents and oceans located on globe. North America studied. Simple map drawing. Map reading and study of symbols. A study of Kentucky Geography.

Text: Bringham and McFarland.

Nature Study.—Same as grade three.
History.—Stories of national holidays, stories of Kentucky, Boone and early settlers. Stories of the Greeks and of the Romans are used, both because of the children's interest in myths of these people, and as a part of the background for later study of American History.

Industrial Arts.—Problems that the children must work out such as measuring and constructing boxes and furniture from card board. Some raffia and reed work.

Home Economics.—Correlated with other subjects.

Fine Arts—(90 minutes per week).—The same as in grade III, with vegetable and flower painting, and making of formal designs.

Music—(75 minutes per week).

Physical Training—(150 minutes per week).—Gymnastics, games, hygiene and individual corrective work.

GRADE V

English—Reading (195 minutes per week).—In this grade children should begin to know and appreciate good literature. Oral and silent reading is stressed, vitalized by dramatization and socialized work. Each pupil is required to own and use a dictionary. Drill lessons to produce clear enunciation. Assignments of new lessons are clear and definite. Through topic reports, questioning, conversational reviews, etc., the lesson content aids good expression.

Books studied and read: The Elson Reader, Book V; Lights to Literature, Book V; Fifth Year Language Reader; Baldwin's Reader, Fifth Year; Cyr's Reader, Book V; The Young and Field Literary Reader, Book V.

Language and Composition—Language (160 minutes per week).—The aim is to secure free and spontaneous expression. Material is obtained from all subjects. Oral and written work consists of reproduction, narration description, explanations, and original stories. About three-fourths of the work is oral; and most of the written work is done in letter writing form, thus affording the child an audience. Drill on capitals, abbreviations, quotations, correct forms, punctuation, etc.

Text: Potter, Jeschke and Gillet's Oral and Written English.

Poems Memorized: Longfellow's, The Rainy Day; Whittier's, The Corn Song; Higginson's, The Four Leaf Clover; Longfellow's, The Children's Hour; Cone's, Dandelions; and Bryant's, The Yellow Violet.

Spelling—(90 minutes per week).—Words selected from all subjects, Buckingham's Extension of the Ayres' Spelling Scale.

Writing—(75 minutes per week).—The Palmer Method of Business Writing.

Arithmetic—(220 minutes per week).—The aim is to make the work in Arithmetic realistic and vital, conforming to the demands of our business world. Work of the previous years is reviewed in abstract and concrete forms. Common and decimal fractions are developed. Denominate numbers, mensuration, and business forms are utilized.


Geography—(157 minutes per week).—A brief study of the continents and countries, stressing the most interesting features of the lives and industries of the people; the climate, physical conditions, etc., which so vitally influence man's relation to the earth.
Special lessons are given on certain products, industries, routes, etc. Carpenter’s Geographical Readers are used.  
Text: Brigham and McFarland, Book I.  

History—(100 minutes per week).—The early explorers and founders of our nation are studied. The lives of great Americans down to the present time are learned through biographical sketches. Purcell’s, The Story of Old Kentucky, used as a history reader. Foote and Skinner’s Explorers and Founders of America.  

Industrial Arts.—Handwork, manual training, and Home Economics correlated with other school subjects.  

Fine Arts—(75 minutes per week).—Attention is paid to design and perspective in drawing. Illustration of short poems, making of posters, and application of designs they have learned. Art appreciation.  

Music—(75 minutes per week).  

Physical Training—(15 minutes per week).—Hygiene is stressed. Plays and games, gymnastics, modern health crusade, individual corrective work.  

**GRADE VI**  

English—Reading (180 minutes per week).—Continuation of fifth grade, comprehension and rapidity receives more stress; selections longer and more complete. Attention given to authors, simple figures of speech, selecting the important word or central idea from a group of words. Drills on distinct pronunciation and clear enunciation.  

Books read: The Elson Reader, Book Six; Lights to Literature, Book Six; Colonial Days; The Young and Field Literary Reader, Book Six; Story of the Greeks.  

Language and Composition—Language (182 minutes per week).—Aim is to lead the pupils to express themselves clearly and in good English. A review of sentences, punctuation, capitals, plurals and possessives is given. Biographical studies of some authors in connection with their works. More than one-half the work is oral composition.  

Poems memorized or studied: The Birds of Killingsworth; The Bare-foot Boy, Whittier; The Village Blacksmith; The Old Clock on the Stairs, Longfellow; Our Country; Contentment, Holmes; The Fountain, Lowell; The Sandpiper, Thaxter; Kentucky Belle, Woolson; March, The Death of the Flowers, Bryant.  


Spelling—(90 minutes per week).—Words from all subjects. Buckingham’s Extension of Ayres’ Spelling Scale.  

Writing—(73 minutes per week).—The Palmer Method of Business Writing.  

Arithmetic—(220 minutes per week).—A thorough continuation of fifth grade work. Fractions completed. Tables and forms practical for the business world mastered. Percentage introduced.  

Text: Hamilton’s Intermediate Arithmetic.  

Geography—(160 minutes per week).—The main ideas in Geography are thoroughly learned in their relation to the life of man. In addition, there is a detailed study of North America, the United States and its dependencies, South America. Pupils sketch outline maps, and make maps of rainfall, products, and distribution of population. The Carpenter’s Geographical Readers aid greatly in research work.  

Text: Brigham and McFarland, Book II.
History—(110 minutes per week).—The aim in this grade is to inculcate in our boys and girls the high ideals and principles of our democracy through a study of our great men, the makers of our nation, an introduction to an intelligent study of our own history is obtained through the development of European culture that forms the basis of English History.


Industrial Arts.—In the fifth and sixth grades the girls will be given simple explanations of the composition of foods and their uses in the body; the combinations of simple foods in the three meals to give balance in the diet; the preparation of palatable dishes; the serving of simple meals; housekeeping problems arising from the keeping of the kitchen and dining room and habits of cleanliness and order in personal appearance and equipment. For the boys work in the manual arts is provided in the shops of the Normal School, various projects are carried out.

Fine Arts—(75 minutes per week).—Designs for initial letters, monograms, posters and other practical uses. Freehand lettering, simple perspective, landscape drawing, and art appreciation.

Music—(75 minutes per week).

Physical Training—(150 minutes per week).—Continuation of previous work, weekly talks and discussion on sanitation and health, food, drink, digestion, care of the skin, ventilation, colds.

GRADE VII

English—(250 minutes per week).—Grammar.—Text: Potter-Jeschke-Gillet's Oral and Written English. Special attention given to grammatical principles that contribute to correct speech. Particular stress upon "sentence sense." Special drills upon fourteen verb errors. Study of grammatical facts; as, parts of speech, essentials of the sentence, modifiers, phrases, clauses, and classes of sentences according to use and form.

Composition.—Both oral and written composition, embodying simple narration, description and exposition. This is founded upon personal experiences, and material from daily civics, history, literature, and geography. Letter writing, both of business and social letters is taught fully; particular attention as to form.


Spelling.—Ayres' Scale of a Thousand Words. The Hundred Demons List. The Champion Spelling Book. Words from daily work. Lessons taught by study recitations.

Penmanship.—Palmer method of Business Penmanship.

Mathematics—(Five 30 minute periods per week).—Application of arithmetic, particularly in such lines as relate to the home, to industry, and to the various school subjects; initiative geometry.

Wentworth-Smith-Brown's Junior High School Mathematics. Book I.
History—(Five 30 minute periods per week).—Text: Dickson's American History for Grammar Schools. Supplementary work in other histories adapted to grade. Informal Community Civics. Current Events. Chiefly taught by projects and socialized recitations. Special training in map work, graphic diagrams, and drawings as means of expression.


Industrial Arts—Home Economics.—This work will be followed in the seventh grade by more difficult problems in food preparation and serving; the study of typical manufacturing processes. The care of foods before and after cooking; and the choice of foods for various occasions.

Manual Arts.—Projects in woodwork.

Fine Arts.—Continuation of work in lower grades with more attention to originality of pupils.

Music.—Appreciation, chorus.

Physical Training.—Boys and girls in separate classes. Gymnastics, athletics and hygiene.

GRADE VIII

English—(250 minutes per week)—Grammar.—Text: Potter- Jeschke-Gillet's Oral and Written English, Book II. Special attention given to grammatical principles that contribute to correct speech. Particular stress upon sentence sense. Special drills upon adjective and adverb errors. Study of grammatical facts dealing with the parts of speech and study of sentence-structure. Special study of correct speech as regards number, person, case, tense, etc.

Composition.—Both oral and written composition based on civics, science and literature. Variety given by personal experiences for material. Letter writing with particular study of subject matter of letters. Stress laid upon fluency and principles of organization of composition.


Penmanship.—Palmer's Method of Business Penmanship.

Mathematics—(Palmer's Method of Business Penmanship).—Applied arithmetic, particularly in such lines as relate to the commercial, industrial and social needs of our country.
Algebra.—The use of algebra in practical life, the development and evaluation of practical formula solution of simple forms of linear equations, the four fundamental processes with simple algebraic expressions.

Wentworth-Smith-Brown's Junior High School Mathematics, Book II.

History and Civics.—(Five 30 minute periods per week)—Civics—Dunn, "Community Civics," or H. C. Hill's "Community Civics." Special study of Richmond, Madison County, and Kentucky from pioneer days. Entire year's work socialized by organization of class into a Civics Club. Special projects worked out in co-operation with other classes. Field trips to all points of interest and instruction in vicinity. Supplemental reading on all topics.

American History.—Emphasis will be placed on our industrial, commercial and agricultural growth. In the teaching of the periods of the history the following six lines of development will be followed, viz: territorial, commercial, industrial, agricultural, diplomatic and political.

Text: Dickson's American History for Grammar Schools, reviewed and completed; or Mace's School History.

Science—(Four 30 minute periods per week).—General Science: Text: Van Buskirk and Smith's The Science of Everyday Life. This subject gives the student an appreciative understanding of much everyday scientific phenomena, and lays the foundation for the study of more advanced sciences. Many projects are worked out by students.

Industrial Arts.—In the eighth grade the girls will be given problems in economy, hygiene, art and conservation in selecting clothing; a study of the manufacture of cloth and the home conditions and lives of the producers of the world and problems in garment construction.

The boys have the opportunity of doing projects in the Manual Arts shop in wood work.

Fine Arts.—The same as in grade seven.

Music.—The same as in grade seven.

Physical Training.—Boys and girls in separate classes. Gymnastics, athletics and hygiene.

GRADE IX

English—(Five 40 minute periods per week).—Elson-Keck's "Junior High School Literature," Book III, and Ward's "Sentence and Theme." The work in these texts will be supplemented with a study of certain English Classics, required for college entrance and selections from the individual reading list. The composition material will be selected as far as possible from the school activities.

Mathematics—(Five 40 minute periods per week).—Algebra, practical application and correlation with arithmetic and geometry, the four fundamental operations, the evolution of formulas, factoring, solution of simple and simultaneous linear equations, simple forms of quadratic equations.

Wentworth-Smith-Brown's Junior High School Mathematics, Book III.

History—(Five 40 minute periods per week).—Botsford's Ancient History. This course is elective, five times a week. Certain social and political phases of our modern life, as they originated and developed during the early years of the race to the fall of the Roman Empire, will be studied.
Science—(Five 40 minute periods per week).—Physiology, Hygiene and Sanitation. This course is elective and may alternate with tenth grade science.

Text: Ritchie’s Human Physiology, and a text to be selected on civic science and sanitation. Practical hygiene taught daily. Work made concrete by use of plaster replicas of parts of body, by skeleton, and diagrams and drawings. Red Cross First Aid Courses. Special emphasis on Dietetics.

Latin—(Five 45 minute periods per week).—Scott’s Elementary Latin completed. Elective.

Industrial Arts—Elective. In the high school class the girls will be given food and clothing studies in relation to healthful and economic living; problems of earning and spending wisely and studies dealing with making the living place a healthful, attractive home wherever it may be.

The boys in this grade may enter classes of manual arts, mechanical drawing, or agriculture upon the consent of their teacher.

Fine Arts and Music.—Classes in the Normal open to high school students.

Physical Training.—Separate classes for boys and girls.

GRADING X

English—(Five 45 minute periods per week).—Halleck’s History of American Literature, Calhoun’s “Readings in American Literature,” a study of the prose types including the Short Story, the Romance and the Novel, the Exposition and the Essay, meeting the required work for college entrance. The class will complete a number of productions from the reading list.

Mathematics—(Five 45 minute periods per week).—Plane Geometry—Wentworth-Smith’s Plane Geometry.

History—(Five 45 minute periods per week).—Robinson’s History of Western Europe. This is an elective course, five times a week. This course will give a broad and general view of the development of Western Europe from the last days of the Roman Empire to the present time, with emphasis being placed on the more recent periods.

Science—(Five 40 minute periods per week)—Geography.—This course is elective and alternates with ninth grade science. First semester is Physical Geography. Text: Tarr’s New Physical Geography. Second semester, Commercial or Industrial Geography. Text to be selected.

Latin—(Five 45 minute periods per week).—Elective. Caesar’s Gallic War, with selections from other easy narrative material. Selections from Book I; Books II and IV complete; selection from Books III, V and VI. Texts: Walker’s Caesar. Scott’s Latin Composition for the Second Year.

(The following classes in the Normal School are open to students of this grade upon condition: Home Economics, Agriculture, Manual Arts, Drawing, Music.)

GRADING XI

English—(Five 50 minute periods per week).—Halleck’s History of English Literature, Manley’s “English Prose and Poetry,” a study of the poetic types, the Narrative Poem, the Drama, and the Lyric Poem. Rapid reading from the parallel reading list is also required.
Mathematics—(Five 50 minute periods per week).—(Student may elect two). Algebra ½ year, Milne's Algebra; Commercial Arithmetic ½ year; Solid Geometry ½ year.

History—(Five 50 minute periods per week).—American History and the study of current events. This is a required course for graduation, five times a week. Special emphasis will be placed on industrial, commercial and agricultural growth and our relation to foreign powers. Text: Hart's New American History. Current Events: The Literary Digest and other periodicals.

Science.—Physics. The course includes lecture table demonstrations by the teacher and laboratory exercises by the pupils. Not less than 40 experiments must be done. Elective.

Text: Hoadley's Essentials of Physics.

Latin.—Conducted in connection with the Cicero Terms (Latin 7, 8, 9) in the Normal School.


French.—High school students take French in Normal School classes.

GRADE XII

English—(Five 50 minute periods per week).—Third Year Senior High School. This course is designed to give the student a keener appreciation and broader conception of the development of our literature, in its different periods, from the earliest English to the latest American authors. In addition to this the class will also receive work whereby it may gain an insight into the relation of the English and American Literature to the best productions of the periods of German, French, Russian and Italian Literature. A part of the course will also be devoted to the study of Rigdon's "Grammar of the English Sentence."

It is understood that throughout the separate courses in Literature, the classes will also devote a certain part of their time to the review of the principles of composition and the writing of composition based on community and school activities. In the Senior year, advanced composition work will be taken up, preparatory to College Entrance as well as the more practical phases of the work.

History—(Five 50 minute periods per week).—Americanism and Citizenship. This is an elective course, five times a week, but each student is urged to enter the class because of the immediate use derived from the subject matter, that of the aim to gain a correct attitude of his responsibility toward the community and the state.

Science—(Five 50 minute periods per week).—Chemistry. For high school pupils this subject alternates with Physics and is elective. Taught in lecture room and laboratory.

Text: Kahlenberg and Hart.

French.—High school students electing French enter the classes in the Normal School.

Latin.—Conducted in connection with Virgil terms (Latin 11, 12, 13) in the Normal School. Text: Knapp's Virgil.
Alumni

CLASS 1907
Bailey, Eva Harrodsburg
Jeffers, Jennie Greenville
Mason, Mabel Richmond
Rice, Alma R. Richmond
Sullivan, Hattie M. Williamsburg

CLASS 1908
Abner, Jas. R. Barbourville
Dale, C. S. Epworth
Daniel, William E. Red Bush
Davis, Ruth W. Carlisle
Gaines, Alberta Bullittsville
Gray, Caroline M. Williamsburg
Morris, Emma Russell

Barbourville
Sullivan, Flora J. Williamsburg
Ward, W. B. Inez
Womack, Alma Oldtown

CLASS 1909
Anderson, Leslie Stanford
Chandler, S. B. Sp
Davis, H. L. Ashland
Fallis, O. B. Richmond
Gifford, C. H. Sardis
Holbrook, C. S. Red Bush
Jones, J. C. Barbourville
Morgan, Elizabeth W. LaGrange
Pettus, Ia. Lancaster
Scott, Cathryn V. Richmond
Starns, D. H. Williamsburg

CLASS 1910
Baker, Clyda Hazard
Baker, Eunice Hazard
Bergmeyer, Gretchen Dayton
Boothe, I. H. Richmond
Bradford, H. T. Brooksville
Brooks, David River
Campbell, J. B. Barbourville
Caudill, W. M. Hollybush
Colyer, Mary Lee Richmond
Culiton, T. B. Crab Orchard
Cundiff, E. F. Somerset
Davis, Allen Freestone
Farley, Lela Rockhold
Evans, Mattie Plummer’s Landing
Ferguson, Burdeaux Winchester
Ferguson, R. C. Fannin
Gragg, Everett Somerset
Greenleaf, Van Richmond
Hamilton, Geo. D. Stout, O.
Houchins, Jennie Vanarendel
Hughes, Bessie Edenton
Irvine, J. S. Science Hill
Jones, O. V. Owenton
Long, Agnes Harrodsburg
Lander, Alice E. Richmond
McDougle, Ivan E. Richmond
McHargue, Sue B. London
Maynard, James G. Catlettsburg
Moneyhan, Edith Augusta
Mooneyhan, Edna Apollo
Morgan, Libbie Libbie
Mullikin, O. L. Sardis
Neace, John G. Booneville
Prose, Bertha Trad
Qualls, Webber Olive Hill
Richardson, EdgarE. Science Hill
Rolling, Lena Gertrude Richmond
Sasser, Mrs. Alice Tuttle
Scott, Elizabeth Helena; Ark.
Scoville, Elizabeth Atlanta
Sheriff, Robert Owenton
Tartar, Gertrude Cains Store
Taylor, Eva Somerset
Tye, J. J. Barbourville
Webb, Arnold Blair’s Mill
White, Catherine Richmond
Hylton, Cora Cody
Davis, James S. Dickman
Cox, Lula Junction City

CLASS 1911
Alcorn, Nora Greenwood
Arnold, Sue V. Wheatley
Amburgy, Maryland D. Amelia
Buchanan, Lelia Gore Bradford
Brammer, John C. Susie
Carter, Frank M. Flora
Dyche, Emily Byers London
Dodson, Flora Monticello
Elmore, Mary Lancaster
Everage, Mary Hindman
Faulkner, Garnet Catlettsburg
Huffaker, Leona Lawrenceburg
Jackson, Sadie Rea Catlettsburg
Luttrel, Paul Tacket’s Mill
Moore, George Mansfield Corbin
Meece, Virgil Franklin Somerset
Petttus, Mary Rebecca Stanford
Parard, Marie Josephine Ashland
Politt, Clara Edna Middlesboro
Roberts, Byron Mason Wheatley
Reed, Everett Hampton Mayself
Reid, Homer Lloyd Somerset
Schwartz, Kathryn A. Covington
Tinder, Delia Lancaster
Ward, Sarah Ellen Paintsville
Walker, Fay Rowlett Owenton

CLASS 1912
Chambers, Jay Lea Kensee
Daniels, Flora B. Catlettsburg
Ewen, Mabel Russell Stanton
Glass, Fannie Booneville
Gullett, Will Press Cannel City
Hamilton, Anna Laurie Richmond
Jordan, Victor A. Barbourville
Johnson, Sheila Fort Thomas
Morgan, Arvon T. Owenton
Kelley, Nora Starke Euclid
Kelley, Sara Maude Euclid
Lester, Lena Elizabeth Tuscalo
McNutt, M. L. Gore Bradford
Morriss, Marian Allen Warsaw
Rayburn, Maude Mae Emerson
Mathias, Anna Carlisle
Rich, Ada Lancaster
Schirmer, Margaret Elizabeth
Thurman, Ninnie B. Nashton
Trent, Ada Lawrenceburg
Vaught, Allie A. Somerset
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<td>Williams, John L.</td>
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<tbody>
<tr>
<td>Barnett, Rebecca Jayne</td>
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<td>Richmond</td>
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<tr>
<td>Lamb, Naomi N.</td>
<td>Campbell</td>
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<td>Lamb, Ettie</td>
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<td>Liles, Ella</td>
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<td>Lutes, Maude Alma</td>
<td>Primrose</td>
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<td>Maupin, Ama Dillingham</td>
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<td>McComis, Magee</td>
<td>Carlisle</td>
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<tr>
<td>Moyer, Fannie</td>
<td>Berea</td>
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<tr>
<td>Phillips, Rebekah A.</td>
<td>Liberty Road</td>
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<tr>
<td>Richie, William</td>
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<tr>
<td>Smith, C. E.</td>
<td>Yale</td>
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</table>
Vogel, Clara Louise ............Newport
Wade, Saline ..................Bagdad
Walker, Belle McM...Lawrenceburg
War, Forest ..................Richmond
White, Mabel .................Richmond
Watkins, Alice E .............London
Yates, Margaret M ...........Kingston

CLASS 1916
Adams, Louise Rhorer .........London
Akers, Elizabeth ............Princeton
Asher, James J .............Hyden
Bates, Joseph B .............Kite
Bennett, Verna ..............Wilmore
Blackburn, Lena ..........Covington
Brady, Maud Evlyn ........Greenup
Bedford, Emma Chanslor ...Lexington
Baker, Emma Beryl ...........Richmond
Cain, Oliver Walter ..........Bradley
Cubbage, Ann Mary ..........Owenton
Dietrich, Loris..............Springfield
Downard, Mary Elizabeth ..Sunrise
Dobrowsky, Rose .............Richmond
Early, Nellie Katherine ...Corbin
Gibson, Ellen Christina .....Lexington
Goldenberg, Carrie .........Vanceburg
Hays, Willetta ..............Richmond
Hoskins, Ruth Gibson .......Pineville
Jones, Brilla .................London
Kelly, Robert Le ............Eliz.
Knox, Lilly Ulah ............Rosslyn
Lancaster, Jennie Mae ......Ghent
Lutes, Lloyd Hardin ......Paint Lick
Little, Robert E ............Moores Creek
McClure, Bernice ..........Mt. Sterling
McWhorter, Howard R .......Ashland
Monahan, Harry F ..........Germantown
Lawson, Nancy Wood ......Lot
Morgan, Ida .................Sickford
Merritt, Ethel ...............Elkin
Mills, L. H ..................Barbourville
Mason, Matilda ..............Shelbyville
Mills, S. A ..................Hammond
Nichols, Lois DeGarmo ....Springfield
Noe, Fannie .........Paint Lick
Noland, Miriam ..........Richmond
O’Brien, Betty ..............Covington
Rucker, Lucile .........Ludlow
Ramsey, Alice ..............Winchester
Roland, Laura Beatrice ....Dodge
Ruby, Golden .................Frankfort
Rucker, J. G .................Catlettsburg
Shearer, Mollie ..........Monticello
Shearer, James R ............Hindalco
Shearer, Lee .................Hindalco
Stone, Stella Hubble .......Somerset
Sturgill, Norah Marie ...Hindman
Spurlock, Eugene ..........Kirkville
Smith, Joshua ...............Ary
Smith, Prudence Allen ....Dwight
Stone, Lucile ...............Burgin
Turpin, Mary Kathryn ....High Bridge

Thomas, Albrow B ............Hindman
Taylor, Hiram H .............Sharpburg
Waters, Virginia Henshaw ..Goshen
Wilson, Lea Frances ....Levee
Williams, Mrs. John L ....Pineville
Wills, Omar Robbins .......Covington

Baughman, Sadie S ....Hustonville
Bourne, Mayme ..........Nicholasville
Brooks, Olla Ray ..........Stamps-Greene
Brookston, James ........Richmond
Brophy, Mary Irene ....Jackson
Burton, Marietta E ........Danville
Carter, Va. Watts ..........Lancaster
Carpenter, Katie D ..........Harrodsburg
Champion, Ethel ..........Lawrenceburg
Chandler, Eda S ..........Owingsville
Clere, Easter L ..........Catlettsburg
Cochran, Avonla ............Berry
Coffey, Rena .................Danville
Cooper, Anna E ............Bradford
Crowe, Ida B ...............Paris
Crowe, Ida M ...............Paris
Dalton, Lora I ..............Zula
Demmin, Lillian W ..........Covington
Dilgard, Louise ...........Ashland
Dotson, J. E ...............Coleman
Ernst, Viola M ...............Covington
Evans, Myame ..........Winchester
Falin, Winnie ..............Burr
Paris, Macie ................Richmond
Gallbraith, McClellan ..Richmond
Gilkeren, Florence .......Winchester
Gillespie, C. G ..........Yale

Goldenburg, Mary G ..........Vanceburg
Harris, Mattie B ..........Nicholasville
Haughaboo, Susan ....Maysville
Hefflin, Francis I ..........Winchester
Hefflin, Serena ..........Winchester
Henry, Evelyn Frice ..........Harrodsburg
Hill, Emery D ............Germantown
Hord, Anna M ..............Richmond
Hubbard, Dillard ..........Crane Nest
Jones, Carrie B ............Hindman
Kenny, Katherine B .........Paris
Keyser, Sarah E ..........Vanceburg
Lambert, Linwood K .......Russ
Lyon, Rachel C ..............Hustonville
Marrs, Grace A ..........Prestonsburg
Martin, Frances ............Waddy
Martin, Lloyd L ..........Crank Orchard
McKee, Miriam ..........Lawrenceburg
McKee, Martha Y ...........Richmond
Moore, William ..........Booneville
Morgan, Luther Franklin ..Cauton
Murphy, Alfred L ............Strunk
Nolan, Stella ..............Poor Fork
Lagarde, Katherine ....Ashtabula
Parker, Ruth R ............Grint
Patrick, A. Hester .........Carlisle
Perry, Bernard L ..........Butler
Patt, Sara Mildred ..........Catlettsburg
Frather, A. P ..........Mt. Olivet
Roach, Dora E ..........Lawrenceburg
Robertson, Imogen ..........Augusta
Rowland, Clayton ..........Scoville
Saunders, Jean ..........Fronston
Schaeffeld, Effie ..........Richmond
Searey, Mary B ..........Lawrenceburg
Slack, Ida Mae ..............Dover
Sloan, Myrtle ..........Eubank
Smith, Katie B ..............Richmond
Smith, H. Woodson ..........Barbourville
Sword, Adeline H ..........Crystal
Tibbals, Sarah ..........Somerset
Trimble, Kathleen ....Somerset
Vickery, J. E ..........Bethesda
Vories, Marion H ..........Campbellsville
Walker, Ellen ..........Richmond
Webb, Vermont G ............Richmond
Winn, Grace ..........Witt
Yeager, Carroll ..........Thealka
The thirty-five graduates, Class of 1921, from twenty-three counties, were distributed as follows: One from Anderson, two from Bath, two from Bell, one from Bourbon, two from Boyd, one from Boyle, one from Breathitt, one from Campbell, one from Clark, one from Clay, one from Franklin, one from Grant, one from Harrison, one from Jessa-
mine, one from Kenton, two from Lincoln, one from Lee, five from Madison, one from Magoffin, four from Mercer, one from Owsley, one from Pendleton, one from Pulaski, one from Rowan.

**SUMMARY 1920-21**

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Enrollment</th>
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<tr>
<td>Normal School</td>
<td>1,425</td>
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<tr>
<td>Model School</td>
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<tr>
<td>Model Rural School</td>
<td>56</td>
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<td>Extension Summer School</td>
<td>1,322</td>
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<tr>
<td>Correspondence and Extension Department</td>
<td>321</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>3,322</strong></td>
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