

9-1-1923

1923-24 Catalog

Eastern Kentucky State Normal School & Teachers College

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CATALOG
of
Eastern
Kentucky State Normal School
and Teachers College

Richmond, Kentucky

1923

Announcement of Courses
1923-1924



EASTERN KENTUCKY REVIEW

Vol. XVII

September, 1923

No. 2

Published bi-monthly by Eastern Kentucky State Normal School
and Teachers College and entered at the Post Office at
Richmond, Kentucky, as second class matter.

Important for Prospective Students.

1. Make room reservations early.
2. Have high school credits forwarded to the school by your high school principal.
3. Enter on time.

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CALENDAR

1923							1924							1925																	
JULY							JANUARY							JULY																	
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30	31																														

Calendar 1923-24.

FIRST SEMESTER 18 WEEKS

Enrollment of Students.....Monday, September 24.
Class work begins.....Tuesday, September 25.
Entrance ExaminationsSeptember 24 and 25.
Holiday RecessDec. 21, 1923-Jan. 2, 1924.
Class work resumesWednesday, Jan. 2, 1924.
First Semester closesFriday, January 25, 1924.

SECOND SEMESTER 18 WEEKS

Enrollment of StudentsMonday, January 28.
Class work beginsTuesday, January 29.
Entrance ExaminationsJanuary 28 and 29.
Mid-semester opensMarch 31.
Second Semester closesMay 30.

COMMENCEMENT WEEK

Annual SermonSunday, May 25, 8 p. m.
Class and Field Day.....Monday, May 26, 8 a. m.
Commencement PlayTuesday, May 27, 8 p. m.
Last Chapel Exercises Conducted by
Senior Class..... a. m.
President's Reception to Senior Class.....Wednesday, May 28, 8:00
to 11:00 p. m.
Commencement.....Thursday, May 29, 10:00
a. m.
Annual Alumni Business MeetingThursday, May 29, 4 p. m.
Alumni Reception and BanquetThursday, May 29, 8 p. m.

SUMMER SCHOOL 12 WEEKS

First Term (6 Weeks)

Enrollment of StudentsMonday, June 2, 1924.
Class Work beginsTuesday, June 3, 1924.
Entrance ExaminationsJune 2 and 3.
First Term of Summer School closes.....Friday, July 11.

Second Term (6 Weeks)

Enrollment of StudentsJuly 14, 1924.
Class Work begins.....July 15, 1924.
Entrance ExaminationsJuly 14 and 15.
Second Term of Summer School closes.....Friday, Aug. 22, 1924.

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 1926

HON. J. A. SULLIVAN, Richmond, Kentucky
Term Expires 1926

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; sometime 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 1916.

***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.

BOLDRICK, CARA **Art**

Graduate St. Catharine's Academy; student Art Institute of Chicago; student at Teachers College, Columbia University; studio work, two years; instructor of Art, Somerset High School two years; present position 1923.

*On leave of absence.

I. H. BOOTHE, B. Ped.**Mathematics**

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 Valparaiso 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.

LORNA BRESSIE, B. S.**Geography and Physical Education**

B. S., University of Chicago, the College of Arts, Literature and Science; preparation leading to M. S. degree in Geography Department of Ogden Graduate School of Science of the University of Chicago, completed, thesis only remains to be finished; assistant principal and instructor of Latin in Public School of Beecher, Illinois; departmental teacher of Geography in the Public Schools of Streator, Illinois; present position 1922.

JAMIE BRONSTON, A. B.**Principal Green's Chapel School**

Graduate Eastern Kentucky State Normal school; A. B. in Mathematics, University of Kentucky; one year teacher rural school in Kentucky; two years teacher graded school; three years principal Mt. Vernon Consolidated School, Woodford County, Kentucky; present position 1923.

PEARL BUCHANAN, B. L., B. A., B. O.

Graduate San Antonio Female College, 1913; B. A. and B. O., Southwestern University, 1915; graduate student University of Oklahoma, 1918; graduate student Northwestern University, 1921; student of Mary McCord of Boston; student of Dwight Wentz of Boston; student of Laura Kuykendall of New York; student of Dr. Robert McLean Cumnock of Cumnock School of Speech; student of Ralph Dennis School of Speech, Northwestern University; student Ina M. Peregro, Director of Little Theatre, South Bend, Indiana; two years instructor State Preparatory School, Claremore, Oklahoma; instructor City High School, Henryetta, Oklahoma; instructor University of Oklahoma; five years head of Dramatics and Public Speaking, Central High School, Muskogee, Oklahoma; in present position 1923.

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.

REX W. COX, B. S., M. 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; M. S., Cornell University, 1923; 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 Stout Institute; 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. *Leave 1925*

RUTH DIX, B. S.**Home Economics**

Graduate of teachers course in Home Economics, Bradley Polytechnic Institute, Peoria, Illinois; Advanced work at University of Illinois; B. S. degree, Bradley Polytechnic Institute; two years instructor in Home Economics, high school Colfax, Illinois; three years instructor in Vocational Home Economics township high school Pana, Illinois; two years Home Demonstration Agent, Indiana, Purdue University Home Economics Extension Department and U. S. Department of Agriculture Co-operating.

MAY K. DUNCAN,**Teacher and Critic, Grades 3 and 4**

Graduate of Jessamine Institute; graduate Eastern Kentucky State Normal School and Teachers College; student Louisville Normal School; student Detroit Teachers College. Teacher and Primary Supervisor, Nicholasville City Schools; teacher Louisville Public Schools; present position 1923.

R. A. EDWARDS, A. B.**Director of Training School****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**

A. B. in English, University of Kentucky, 1916; graduate scholarship Princeton University, 1916-17; A. M., Princeton University, 1917; teacher rural school, 1911; Principal Central Grammar School, Somerset, Ky., 1914-1915; Assistant Principal and Teacher of English, High School, Peekskill, New York, 1917; Instructor U. S. Army Schools, 1918; Teacher of English and Mathematics, High School, Owensboro, Ky., 1919; Principal Morton Elliott Junior College, Elkton, Ky., and Teacher of Latin and English, 1919-21; present position 1921.

MAUDE GIBSON*Drawing, Painting and Penmanship**

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

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

A. B., 1899, and A. M. in Education, 1910, University of Kentucky; graduate English course, College of the Bible (Transylvania), 1902; Greek Certificate, University of Tennessee (summer session), 1906; four quarters' graduate study, University of Chicago; Ph. D. (Education, Latin, Ancient History) University of Wisconsin, 1916; one year's graduate research in Education, Columbia University; special-lecturer in Biblical Criticism, College of the Bible, Melbourne, Australia, 1906; three years teacher in rural schools of Nebraska and Kentucky; instructor in Esperanto, University of Tennessee (summer session), 1906; fellow in Education, University of Wisconsin, 1915-16; teacher of methods in Latin, Teachers College, Columbia University, summer sessions of 1922 and 1923; Research Associate, Institute of Educational Research, Teachers College, Columbia University, 1922-23; in present position 1906.

*On leave of absence.

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.

ELLA MAUDE HARMON, A. B.**Latin and History**

Graduate Eastern Kentucky State Normal School, 1914; A. B. in History, University of Kentucky, 1918; Summer School student, University of Kentucky, 1921, Columbia University, 1922; teacher Perryville High School, 1916-17 and 1920-22; present position 1922.

GEORGE N. HEMBREE, B. C. S.**Physical Education for Men**

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; student University of Illinois; present position 1920.

ELIZA HUGHES**Physical Education for Women**

Graduate of the New Haven Normal School of Gymnastics, New Haven, Connecticut; one year recreation leader of the Junior Department in the Church of the Redeemer, New Haven, Connecticut; present position 1923.

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.

*On leave of absence.

W. L. JAYNE, A. B.

**Director of Rural Training Schools
School Management**

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.

**Dean of Men
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.

MARY F. McKINNEY, B. S.

Teacher and Critic, Grades 7 and 8

Graduate of Eastern Kentucky State Normal School 1921; graduate of Peabody College for Teachers, B. S. degree, 1923; four years principal of Hunt High School, Clark county, Kentucky; present position 1923.

NANCY MYERS, A. B., A. M.

French and English

Student Stetson University, 1902-12; A. B. Berea College, 1913; A. M. Columbia University, 1923. Special student University of Besancon, France, 1921. Taught English and French for four years. For two years head of French Department, Blue Mountain College, Blue Mountain, Miss., present position 1923.

MIRIAM NOLAND

Principal Kavanaugh 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.

SMITH PARK, B. S. in M. E.**Mathematics**

B. S. in Mechanical Engineering, University of Kentucky, 1920. Traffic Engineer New York Telephone Co., 1920-21; present position 1923.

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.

JAMES RUSSELL ROBINSON, A. B. and A. M.**Registrar****History**

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; graduate student Chicago University, summer 1922; in present position 1918.

ANNA A. SCHNIEB, A. B., A. M.**Education**

Graduate Indiana State Normal School, Terre Haute, Indiana; two years a student University of Indiana; A. M. Teachers College, Columbia University; graduate student Chicago University; teacher for three years, Montpelier, Indiana; critic, Fort Wayne, Indiana; Assistant Principal City Normal, Fort Wayne, Indiana; teacher Department of Education, William Woods College, Fulton, Missouri; teacher State Training College, Cape Girardeau, Missouri, present position 1923.

GEORGE DRURY SMITH, B. S., A. B.**Science and Nature Study**

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.

R. DEAN SQUIRES, A. B.**Latin and Mathematics**

Elementary and secondary training public and private schools Bourbon County, Kentucky; A. B., Central University, Richmond, Kentucky, 1901; three terms Teachers' College, Columbia University, New York, 1912, 1913, 1914; three years teacher public schools Montgomery County, Kentucky; seven years Superintendent Township Consolidated School, Indiana; nine years Superintendent City Schools, Carlisle, Kentucky.

JOHN ORR STEWART, JR., A. B.**Director of Music**

Bachelor of Arts, Cedarville College, 1911; Artist Diploma, Voice, Cincinnati Conservatory of Music, 1915; attended Cincinnati College of Music, Voice Scholarship, 1911-12; attended Cincinnati Conservatory of Music, Voice Scholarship, 1912-1915; studied with Gorno, Hoffman, Saar, Sederburg, Stillman Kelley, Leighton Public School Music, Blanche Woody, twenty-four weeks' post graduate summer work, Cincinnati Conservatory of Music since 1915; post graduate voice coaching and observation of teaching methods spring 1920, New York City with Sergei Klibansky, Wm. S. Brady, Frederic Haywood and Percy Rector Stephens; Ohio Life Certificate in Public School Music; taught Voice and Theory, Mt. Union Br. Conservatory of Music, New Philadelphia, Ohio, 1915-16; taught Voice Pennsylvania State Normal School, Indiana, Pa., 1916-January, 1919; resigned to enter Army Y. M. C. A. work at Camp Lee, Va.; associated with Bristow Hardin, Pianiste, Norfolk, Va., 1919-20; Director of Music, Piqua, Ohio, Public Schools, 1920-21. Director of Music, Montgomery County Schools, Dayton, Ohio, 1921-22; in present position 1922.

HAMBLETON TAPP, A. B.**English**

A. B. degree, Centre College, 1922; assistant in English, Centre College; principal of consolidated Graded and High School, Stone, Kentucky, present position 1923.

BROWN E. TELFORD**Piano**

Graduate of Lewisburg Seminary and Conservatory of Music; student under Herr Edwin Schnider, who is a graduate of the Leipzig Conservatory of Music; student under Mr. Frederic Shaller Evans and Mr. Bristow 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 5 and 6**

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 Catalogueing 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; - sometime 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.

EDNA ZELLHOEFER, A. B.**English**

Graduate Illinois State Normal University, Bloomington, Ill.; A. B., University of Illinois; graduate student, one semester, University of Illinois; instructor in English in high school of Sparland, Le Roy and Rockford, Illinois, and La Cross, Wis.; in present position 1922.

STUDENT ASSISTANTS

Hettie Leathers, Assistant at Kavanaugh.

June Williamson, Assistant in Training School.

Margaret Carter, Assistant to Dean of Women in Sullivan Hall.

Virginia Routt, Assistant to Dean of Women in Burnam Hall.

*On leave of absence.

Faculty Organization.

COMMITTEES

The President is ex-officio a member of each committee. Committees other than those which meet at stated intervals meet on the call of the Chairman who gives at least one week's notice of such meeting.

Alumni and Senior Class

Foster, Noland, Tyng, Harmon, Bronson

Certification and Graduation

Donovan, Robinson, Foster, Caldwell, Boothe, Roberts.

Classification and Student Schedules

Keith, Stewart, Zellhoefer, Carter, Deniston, Dix, Schneib, Buchanan
Boldrick, Jayne, Hembree, Tapp, Park, Harmon.

Credits and Credentials

Caldwell, Grinstead, Donovan, Foster, Robinson.

Entrance Examinations

Edwards, Squires, Robinson, Smith, Deane, Bressie.

Lyceum Course and Entertainments

Grinstead, Stewart, Buchanan, Caldwell, Telford.

Library Committee

Reid, Grinstead, Foster, Keith, Edwards, Smith, Donovan.

Athletics

Carter, Edwards, Hammond, Hembree, Deniston.

Societies and Forensics

Squires, Buchanan, Grinstead, Roberts, Smith.

Publicity and Student Publications

Tapp, Zellhoefer, Deniston.

The Review

Robinson, Foster, Edwards.

Students Welfare, Discipline and Grievances

Smith, Park, Keith, Roberts, Deane, Jayne.

Rules and Regulations

This committee is made up of the President, the Dean of Women, the Registrar, the Director of the Training School and the heads of the departments of Education, Agriculture, English, History, Latin, Mathematics, Science, Home Economicc and Manual Training.

Socials and Receptions

Hume, Roberts, Dix, Hembree and Deniston

Class Officers

THE NORMAL SCHOOL

Elementary Class.....Mr. Park
Intermediate Class.....Mr. Tapp

THE TEACHERS COLLEGE

First Year—Advanced Class.....Mr. Edwards
Second Year—Advanced Class.....Mr. Foster

Administrative Force

G. M. Brock, Business Agent

Earl P. McConnell, Bookkeeper

Katherine Morgan, Secretary to President

Helen Woodward, Assistant to Registrar

Maye Waltz, Secretary to Business Agent

Josephine Ellis, Secretary to Dean

Sue Chenault, Clerk, Extension Department

Jane Carroll, Stenographer and Clerk

Mrs. Cynda Karr, Matron and Dietician

Mary Sullivan, Housekeeper, Sullivan and Burnam Halls

W. A. Ault, Superintendent of Buildings and Grounds

HISTORY OF THE SCHOOL

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 2, and in the Senate on March 9, and received the unanimous support of both Houses. It was signed by Governor Beckham on March 21, and as the bill carried an "emergency clause," it became a law at once.

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

On May 1, 1906, the commission visited Richmond to inspect the site offered by that city and on May 7 it 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 2 and elected Ruric Nevel Roark, at the 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.

The Legislature of 1922 passed an enabling act, permitting the State Normal Schools to become teachers' colleges. The official name of this institution, under this act, is Eastern Kentucky State Normal School and Teachers College.

LOCATION OF THE SCHOOL

The home of the Eastern Normal School and Teachers College 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 Building—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 reseatd with handsome opera chairs.

Ruric Nevel Roark Building—This handsome new building is 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.

James W. Cammack Building—This magnificent building stands eighty feet south of Ruric Nevel Roark Building, and fronts equally with it on Lancaster avenue. It cost about as much as the Ruric Nevel Roark Building, 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 the Library is temporarily accommodated. This new building greatly facilitates the handling of the expanding work in the professional departments of the institution.

Memorial Hall—This is a good dormitory for men. An annex has just been completed which enables it to accommodate about 100 more students. 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, Prof. C. A. Keith, Dean of Men.

Sullivan Hall—This dormitory for women was built in 1909 at a cost of \$45,000. It was 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, just completed, is a beautiful new dormitory for women, which will accommodate about 125 people. It was 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 two large, roomy closets, and hot and cold water in each room. 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 on the campus approximately 350 women.

The Power Plant was erected in 1909 at a cost of \$40,000. It 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.

New Stateland Hall is a very large and beautiful brick dwelling situated on the farm. It contains nine rooms which have been furnished and equipped with modern conveniences

for the students who are to occupy the rooms in this hall. It is large enough to accommodate approximately thirty young men. The young men who are primarily interested in agriculture are expected to room in this hall.

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 used occasionally 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 northwest corner of the campus, facing Lancaster avenue, just north of the Roark Building. It is a large, two-story brick building, containing twelve living rooms and two halls. It was purchased by the Regents in order to complete the symmetry of the campus, and to protect it from possible undersirable 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.

GYMNASIUM

The gymnasium is a large frame building which has just recently been erected on the campus. It is well equipped with all the working apparatus of the modern gymnasium. It contains the largest basketball floor in the State. The building is, also, used as an auditorium and it will seat approximately twelve hundred people.

NEW LIBRARY BUILDING

A new fire-proof \$60,000 library building is now being erected on the campus about one hundred feet east of the University Building on the ground formerly occupied by the tennis courts. This building will be ready for use at the opening of

the second semester and will be set apart for housing our rapidly growing library. This will make available the entire "James W. Cammack Building" (formerly called the Training School Building) for the use of the training school which has been made necessary by the growth of the graduating class.

NEW STATELAND

Eastern owns an excellent farm of 148 acres. This farm was purchased in January, 1923. It bounds the original campus on the east and south. In many respects the acquisition of the farm represents one of the finest assets the school has acquired in the history of the institution. The fact that it is contiguous to the campus makes it possible for the classes in agriculture to use the farm as a laboratory without a loss of time in moving from the class room to the farm. The activities of the farm are those usual in this part of the state except we do not grow hemp and tobacco. There is a small dairy herd composed of thoroughbred and grade Jerseys and Holsteins. The policy of eliminating the Jerseys and substituting Holsteins because of their larger milk production will continue until an adequate herd of Holsteins is acquired. Thoroughbred Duroc hogs are raised and a colony of thoroughbred poultry is being bred.

This farm is owned and operated for the following purposes:

1. To be used for laboratory and demonstration purposes in relation to the Department of Agriculture of the Normal School and Teachers College.

2. To give the students attending the school work to help them pay expenses.

3. To furnish the dormitories with milk, eggs, meat and vegetables in season, thus lowering the cost of living to students in the school.

While New Stateland is in no sense a commercial enterprise, it is expected to do all the things mentioned above, to pay its expenses and to pay gradually for needed improvements.

GENERAL INFORMATION

SCHOOL YEAR

The school year will be divided into semesters of eighteen weeks each and a Summer School of twelve weeks. An opportunity will be given to students to enter at the middle of the second semester, March 31. Only a limited number of courses can be offered at this time. Students who enter at the mid-semester may secure credit for a half semester's work. The Summer School of 1924 will be twelve weeks in length. Students may enroll for the entire Summer School, or for either half.

EASTERN ON SEMESTER BASIS

The ten-week term has been abolished in favor of the semester. This is in line with the custom prevailing in most of the Normal Schools and Colleges of the country. The semesters will be eighteen weeks in length. Students are expected to enter at the first of the semester and to remain through the entire semester if they expect to earn credit on their work.

WHEN TO ENTER

Students should enroll on Monday and Tuesday at the opening of the semester. Those applying for entrance after Wednesday, will be charged an additional fee and they will be placed on a reduced schedule of work. No student will be received after the first week of a semester. We will receive students on the following dates:

September 24—Opening First Semester

January 28—Opening Second Semester

March 31—Opening Mid-semester

June 2—Opening Summer School

July 14—Opening Second Term of Summer School

APPOINTMENTS

Students may receive appointments from their County Superintendents. 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. They may complete a part of their course, then teach for a while, later, returning to the institution on the same appointment. **ALL APPOINTEES RECEIVE FREE TUITION.** Appointees must, in order to receive tuition, attend the school in their own 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.

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

EXPLANATION OF CREDITS

All work in the Normal School Course for the Elementary and Intermediate Certificates is estimated in Carnegie high school units. A subject pursued for one semester, reciting five times a week, gives the student a credit of one-half of a unit.

All work in the Teachers College is measured in semester hours. Each course is of college rank and the semester hour value is stated in connection with the details of the course of study to be found in the catalog. College subjects have different values determined by the number of hours of recitations per week.

BRING YOUR CREDITS

If you have completed work in an accredited high school or other approved institution, bring with you or have your principal send before you enter a complete statement of your

work. These credentials will be of great value to you if you are enrolling as a new student.

CERTIFICATION AND GRADUATION

Certification and graduation are recommended by the faculty, on the basis of scholarship, skill in teaching, initiative, personality, habits and character; 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.

THE STUDENT'S LOAD

Under the rules of the faculty, no student in the Teachers College shall take more than sixteen semester hours of college work. In special cases, however, a student may be permitted to take eighteen semester hours of college work.

Students in the Normal School, pursuing work of secondary level, will be permitted to carry two and one-half units of work during a semester.

STANDARD OF WORK

If a student fails to do satisfactory work, he will be warned and conditioned at the middle of any semester. If his work continues to be unsatisfactory, he will be dropped at the end of the semester.

SYSTEM OF GRADING

All grades are reported in letters on a five-point scale: highest, A; next highest, B; middle group, C; next lowest group, D and Z; lowest group, F. The following is the interpretation placed upon the grading:

- A—Excellent
- B—Good
- C—Average
- D—Poor
- Z—Conditioned
- F—Failure

Not more than four grades of D will be counted in credit toward any one certificate.

ALUMNI ASSOCIATION

The purpose of this organization is to promote fellowship among the ever-increasing number of graduates and to stimulate a mutual interest between the institution and her former students. Now that the school has been given the right to become a teachers' college, the association expects to see many of its members returning to the campus.

Both graduates and former students are included in the membership of the association, and there are no fees. All who wish to get in touch with the organization, write Miss Maude Harmon, Secretary. Richmond. Kentucky.

SCHOOL ORGANIZATION

Discipline—Eastern is responsible to the state for the character and scholarship of its graduates—those who are to teach in the public schools. The institution 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 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 here with the assurance that their safety, their general culture and their education will be carefully guarded.

The School Day—Work begins in the class rooms at 7:30 a. m., and some classes are to be found in operation at each hour until 5:00 p. m. Physical education and athletics occupy the latter hours of the day. All class periods are fifty minutes in length with ten-minute intermissions between classes.

The School Holidays—Eastern observes all the regular legal holidays that occur during the year's work. About ten days are given over to the holiday season at Christmas and New Year.

* **Christian Associations**—The institution is not denominational in any sense. Its positive influence, however, 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 a large membership. The associations meet every Sunday afternoon in a devotional meeting. These associations are doing a great work in the school and new students should join them and become active workers. Vespers will be conducted on the campus each Sunday afternoon during the Summer School for the entire summer.

Lecture Course and Entertainments—Eastern maintains

a high grade lecture course for the benefit of the students. Each student is able to attend the course without expense.

Societies—There are two splendid literary societies at Eastern. One is maintained for the students of the Normal School and the other for those who are in the Teachers College. The Normal School society has been named in honor of the first President of Eastern. It is known as "Ruric Nevel Roark Society." It is one of largest and most helpful organizations on the campus. Every ambitious Normal School student is urged to become an active member of this society.

The Teachers College society is named for the great champion of common schools in America. It is known as the "Horace Mann Society." Students who are doing college work are expected to identify themselves with this splendid organization.

Membership in both of these societies is voluntary, but the most efficient and most capable students are always found identified with one of these organizations. The societies are self-governing and they meet regularly on Thursday evenings.

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 eight grades. All the grades are used for demonstration and cadet-teaching.

RURAL PRACTICE SCHOOLS

Eastern is cooperating with the County Superintendent and the County Board of Education in making an ideal two-teacher country school at Kavanaugh about two miles east of Richmond and a two-teacher country school at Green's Chapel about two miles south of Richmond. Eastern recommends and the County Board elects graduates of the institution to teach these schools. Normal School students are transported to and from these schools in an automobile and here they observe good teaching and do their practice teaching.

STUDENT PUBLICATIONS

"The Milestone," established 1922, is an annual published

each year by representatives of the senior class. This publication contains photographic and statistical records of all organizations and events in the past college year. The staff consists of an editor-in-chief, associate editor, art, literary, photographic, advertising, society and joke editors and a business manager. Elections to the editorial department are part competitive and part elective by the class.

Another very important publication, established in 1922, is "**The Eastern Progress**," the newspaper of the Normal. Work on this paper calls for "covering" lectures, meetings, athletic games and events not in regular routine, or "hunches." Members of the faculty make frequent contributions on their various fields of study. This publication not only contains news of interest to the students, but articles that will interest alumni and teachers throughout eastern Kentucky.

There are enough extra curricula activities at Eastern to suit everybody's taste, so when you come to Eastern, go out for some one of them the minute you enter.

These publications offer widespread opportunities for the energies and talents of men and women who do not possess athletic ability. You will find that your work on these publications will give you an unrivalled opportunity to become acquainted with your surroundings and your college mates. Many have said that their chief benefit from a college education has come from just such self-directed activities.

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

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 second semester; 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 towards 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 customer, a creator of stage settings and lighting effects, or in producing anything of an original nature. It is not organized for any commercial purpose although it is glad of the opportunity to assist any other organization.

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 and Teachers College 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 and of the Boys' Declamatory contest. Medals will also be given for the best essay and the best debator in the Annual Debate. A loving cup will be given to the winning team in the annual debate.

THE SUMMER SCHOOL OF 1924

The Summer School of 1924 will open June 2. The term will be twelve weeks in length. Courses will be arranged so that students may take the entire work of the term, or they may drop out at the end of six weeks and receive half credit for their work. An opportunity will, also, be given for the students to enter at the middle of the Summer Term, July 14, and they may secure credit for a half term's work. The regular faculty will be in charge. A number of specialists will be employed to supplement the work of the regular faculty. Twelve hours of credit may be secured by those taking work in the Teachers Colloge. Two units of credit will be given to students who are pursuing secondary work.

The Summer School is organized especially to fit the needs of graded and city school teachers. This is the only opportunity which these teachers have to secure additional professional training and Eastern will, therefore, offer such courses as may be highly beneficial to these teachers.

EXPENSES AT EASTERN—Boarding and Rooms

Memorial Hall and the large brick dwelling on New Stateland Farm adjoining the Campus are the men's dormitories. These two dormitories will accommodate 200 men. Memorial Hall was recently overhauled and renovated. It is in excellent condition. This hall is completely furnished, lighted by electricity, heated by steam, equipped with baths and showers, and is comfortable and convenient at all seasons of the year.

Rooms in the dormitory on New Stateland Farm are completely equipped with new furniture and are equally as desirable as those in Memorial Hall. These rooms range from one dollar to one dollar and seventy-five cents per week for each student.

Sullivan Hall, Burnam Hall and the Cottages are the women's dormitories. These dormitories will accommodate 350 women students. These rooms range from one dollar and a quarter to one dollar and seventy-five cents in price, except cottages are one dollar.

Rooms in Sullivan Hall and Burnam Hall are completely furnished, steam heated and lighted by electricity. Rooms in the cottages are equipped similar to those in the halls but are not steam heated.

Young women are expected to room on the campus 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 elsewhere.

When the attendance is greater than the capacity of the dormitories, students holding county appointments shall have preference for rooms on the campus.

Pupils under sixteen years of age will not be received in the dormitories or dining rooms on the campus.

Subject to the above exceptions, students in residence have precedence in selection of rooms.

ARTICLES TO BE FURNISHED BY STUDENTS

Whether rooming on the campus or in private homes, students are required to take care of their rooms and to furnish two pairs of pillow cases, three sheets, spreads and comforters

or blankets, towels, soap, runners for tables and dresser, and table napkins and napkin rings.

A deposit of three dollars will be required of each occupant of any room on the campus to guarantee the proper care of room and furnishings in buildings used for dormitory purposes. Upon proper endorsement at the termination of student's stay in school, the whole or such part as may be due after deduction for damage is made, will be returned to student.

Room rent and deposit are payable in advance.

HOW TO APPLY FOR A ROOM RESERVATION

Students wishing to engage rooms either on the campus or in town, should write the President for application blanks which should be filled out promptly and returned to the President. These applications are filed in the order of their dates and, in that order, assignments are issued.

Applications for either semester will be received any time after the first of May of the preceding year, but only for the first semester can reservations be issued promptly. In September, the dormitories are filled with students; applicants for rooms at later dates can be placed only as vacancies occur; seldom are releases received until near the close of the semester.

When an assignment to a room on the campus has been received, a reservation fee of two dollars should be sent to the Business Office (address T. J. Coates, President) within ten days from date, or else the assignment becomes void. This fee will be applied as a part of room rent at the opening of the semester for which reservation is given, if receipt for this two dollar fee is presented to the Business Office at the time of paying the remainder of the room rent.

The holder of a reservation may receive the refund of fee by request in writing not later than ten days before the opening of the semester for which reservation is given.

Room reservation is void if not claimed by Monday night of the opening of the semester and the fee is forfeited. Room reservations are not transferable. Individuals who cannot take up their assignments must surrender them to the school.

An application for a room transferred to a later semester,

is entered under the date of the transfer, not under the original date of the application.

The school maintains a list of private homes which agree to take student roomers under conditions and rates accepted by the landladies and by the school.

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 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, or the Dean of Men, as the case may be, of such intentions as early as possible before coming, to secure the school's approval if it can be given.

All students not living in their own homes, whether rooming in the dormitories or in private homes or rooming houses, are alike subject to the regulations, control and supervision of the school.

To enjoy student life to the fullest extent, one must become a member of the big dormitory family. Write for your room reservation now. Those who apply early will get better accommodations.

BOARD

Men and women students in rooming houses off the campus may board at the school dining rooms. **Board is payable in advance.** None pay by meal except out-of-town guests and students waiting opportunity to enroll. Board is \$3.50 per week.

Room rent and board will not be refunded except in the case of real sickness. No deductions can be made in table board for a few days' absence at the beginning or the end of the semester when board is paid for less than half semester in advance the rate is \$4.00 per week.

Incidental Fees—Each student pays an incidental fee of \$4.00 per semester 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 \$1.00 extra fee. It pays to be on time.

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

Domestic Science, per semester.....	\$ 4.00
Chemistry, per semester.....	5.00
Biology, per semester.....	2.00
Manual Training, per semester.....	4.00
Photography, per semester.....	1.00
Handwork, per semester.....	5.00
Music Lessons, per semester (two lessons per week).....	24.00
Music Lessons, per semester (one lesson per week).....	15.00
Piano Practice, per semester (one hour per day).....	5.00
Violin Practice, per semester (one hour per day).....	4.50

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 semester except the Summer School.....	\$18.00
For the Summer School.....	12.00

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

Necessary Expenses for One Semester

Board	\$63.00
Room Rent.....	\$18.00, \$22.50, \$27.00, 31.50
Incidental Fee	4.00
<hr/>	
Total	\$85.00 to \$98.50

NOTE:—Each room on the campus has a certain number of students assigned to it. When the students regularly assigned to a room request that an additional student occupy the room with them, a reduction of \$4.50 (25 cents a week) will be made to each student in the room.

DEPARTMENT OF EXTENSION

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, lecture courses and study center classes 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.

PURPOSE

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 who do not now possess it, must be given high school training. It is impossible for the majority of them to spend more than an occasional short term doing resident work. Many will be able to do no resident 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 and Teachers College is intended for four 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 courses are the same as those given in the class rooms of the institution.

ADVANTAGES

Experience and the example of the great commercial schools have demonstrated the fact that subjects can be taught successfully by correspondence. While some of the special advantages of residence study are lacking, this method has some compensating advantages of its own. In correspondence instruction, self-reliance, industry, initiative, perseverance, and kindred qualities are peculiarly encouraged and developed. The teaching is personal and individual. Each student studies and recites the whole lesson and every part of the lesson, and stands in relation to the teacher as an individual and not as a member of a large class. The advantages of this method for thoroughness and for minute inspection of all of a student's work are obvious.

The fees for correspondence study are merely nominal. The cost shows that it is the most economical means of obtaining an education. The correspondence student is usually engaged in some gainful occupation. He is not at the expense of attending school away from home or distant from his work. He turns his leisure time, which he otherwise often wastes, into a very profitable investment.

PROCEDURE IN SELECTING A CORRESPONDENCE COURSE

If you wish to take a correspondence course, examine the

courses described in this catalog. If you find a course that suits you, write to the Registrar (J. R. Robinson) for enrollment application blank which you will fill out and return to him enclosing remittance for enrollment and instruction fees. (See under "Fees" below.) On receiving your enrollment application 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.

REGULATIONS

Admission—Students will be admitted to correspondence courses under the same conditions that govern admission to resident classes. Completion of the eighth grade is required for enrollment in a high school course; completion of a four-year high school course is required for admission to a college course. Evidence of completion of the eighth grade shall be determined by one of the following methods:

“(a) On presentation of county school diploma.

“(b) On presentation of a teacher's certificate issued to the prospective student.

“(c) On passing a satisfactory examination at the institution.”

For admission to college courses, evidence of completion of a four-year high school course must be submitted.

All communications in regard to credits or admission should be addressed to J. R. Robinson, Registrar.

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 \$10.50 for each one-half unit taken, or \$3.50 for each college hour. 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. To avoid loss of time the necessary fees should accompany the enrollment application.

TIME FOR COMPLETION OF COURSES

Courses must be completed in a reasonable length of time. Students are expected to take, at least, one 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. However, the instructor in the course concerned may refuse to accept reports which indicate that the student is attempting to compress his work unduly.

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 the 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 examination 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 resident 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.

COURSES OFFERED BY CORRESPONDENCE

(For description of any course, look it up under its proper department in this catalog, e. g., for English 2, see under the Department of English, page 69.)

High School Courses**First Year**

English 1 (Grammar 1)	½ unit
English 2 (Composition 1)	½ unit
History 1 (Civics 1)	½ unit

History 2a (American History)	1/2 unit
History 2b (American History).....	1/2 unit
Mathematics 1 (Arithmetic 1).....	1/2 unit
Penmanship 1	1/4 unit
Physical Education 1.....	1/2 unit

Second Year

Agriculture 1	1/2 unit
Education 3 (Rural Sociology)	1/2 unit
English 3 (American Literature)	1/2 unit
History 3 (Ancient History)	1/2 unit
Mathematics 2 (Algebra 1)	1/2 unit
Mathematics 3 (Algebra 2)	1/2 unit
Science 2 (Geography 2)	1/2 unit

Third Year

Education 4 (School Management 1 and 2).....	1/2 unit
English 4a (English Literature)	1/2 unit
English 4b (English Literature).....	1/2 unit
History 4 (Medieval and Modern)	1/2 unit

College Courses

Agriculture 103 (Farm Crops)	3 hours
Education 101 (Psychology)	2 hours
Education 109 (School and Class Management).....	2 hours
Education 110 (History of Education)	2 hours
Education 114 (Child Psychology)	2 hours
English 101 (Composition)	3 hours
English 103 (English and American Classics)	3 hours
English 102 (Literature for Children)	2 hours
English 104 (Grammar)	2 hours
History 102 (American History)	3 hours
History 103 (Medieval and Modern History)	3 hours
Mathematics 107 (College Algebra)	2 hours
Physical Education 101	3 hours
Manual Training 102	2 hours
Manual Training 103	2 hours
Science 108 (Nature Study).....	3 hours

EXTENSION CLASSES

In addition to the courses offered by correspondence, Eastern offers to teachers in service the opportunity of taking work for credit in extension classes. A group of teachers take up some subject offered at Eastern. They meet for study and recitation a certain number of times and then take an examination on the subject. If they successfully complete the work,

covering the same ground and doing the work as thoroughly as if it were done in the institution, they will receive credit on the course. Not more than two such courses may be carried during any one year.

Extension classes will be formed wherever ten teachers or more decide that they care to pursue the same courses.

A number of such classes were conducted last year and the work was very successfully completed. This reduces the amount of time required for the completion of the work at Eastern. We trust that many such extension classes may be organized this year in various parts of the State.

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 teacher who has completed his college work.

**GENERAL REGULATIONS GOVERNING EXTENSION CLASSES
CARRIED ON UNDER DIRECTION OF THE EXTENSION DE-
PARTMENT OF THE EASTERN NORMAL SCHOOL AND
TEACHERS COLLEGE AND SUGGESTIONS RE-
GARDING THEIR ORGANIZATION AND
CONDUCT**

General Scheme for Organization and Conduct of Classes

1. Teachers in charge of Extension Classes must be approved by the President of Eastern Normal School and Teachers College, on recommendation of the Director of Extension.
2. Science classes will be permitted only where adequate laboratory facilities are available.
3. Courses offered shall conform to those offered by Eastern, and Credit granted for work done in Extension Classes shall be the same as that given for similar work done within the parent institution. College classes shall meet for recitation for the same number of hours as if they were carrying the course in the institution.
4. Standards of scholarship must be maintained in all Extension Classes, and in order to insure this the following will be required:
 - a. Attendance for full time upon each class or laboratory period.
In case a student is unavoidably absent from a recitation the instructor shall require that such time be made up in full, and work completed to his satisfaction; the time lost from tardiness shall be made up in the same manner. The instructor may require compensation for time spent with pupils in mak-

- ing up lost time. The attendance of each student shall be kept on an enrollment card and this card shall be sent to the institution upon the completion of the course.
- b. The text used must be mastered to the full satisfaction of the instructor, all collateral reading assignments must be completed, and all note books and written work receive the instructor's approval.
 - c. All students wishing to receive credit for work done must pass a written examination upon the subject matter covered. A copy of the questions used in final examinations, and the papers submitted, must be sent in to the Extension Department with the final report of the class. All members shall enroll for credit, except as otherwise admitted by special permission of the Director of Extension.
 - d. All work done in Extension Classes shall be subject to the inspection and supervision of the Extension Department, and the privileges extended to the class may be withdrawn at any time if the required standards of scholarship are not rigidly maintained.
5. Persons engaged in full-time teaching will not be permitted to take more than one extension class at a time. Teachers who wish to continue Extension Class work after the expiration of their school term may take two classes. Persons who have never taught but who wish to enter the profession may be enrolled in Extension Classes upon recommendation of the teacher in charge and the approval of the county or city superintendent concerned.
 6. When library facilities are not adequate to meet the needs of the class, each member may be required to purchase one book in addition to the text used for general class reference.
 7. A registration fee of \$3.00 will be charged every student upon enrollment, unless such student has been enrolled in Extension or Correspondence classes at some former time. This fee goes to the Eastern Normal School. In addition such amount as will meet all local expenses shall be collected from members of the class, or otherwise provided. The amount paid the instructor, however, shall not exceed \$5.00 per recitation period and necessary expenses incurred in meeting the class.
 8. Ten pupils will constitute the minimum Extension Class, except by special arrangement.

COURSES OF STUDY

Normal School Course

Admission to the Normal Course

The following rule was adopted by the Executive Council, charged with the responsibility of making the course of study for the Normal Schools:

"No student will be eligible to enter either institution who has not completed the eighth grade.

"Evidence of completion of the eighth grade shall be determined by one of the following methods:

- "(a) On presentation of county school diploma.
- "(b) On presentation of a teacher's certificate issued to the prospective student.
- "(c) On passing a satisfactory examination at the institution to which the person applies for admission.

Three-year Elementary Teacher Training Course for graduates of the eighth grade of the Common Schools leading to the Elementary and Intermediate Certificates.

FIRST SEMESTER

	Units
*Mathematics 1, Arithmetic.....	1/2
English 1, Grammar	1/2
*Science 1, Geography 1.....	1/2
History 2a, Amer. History.....	1/4
*Physical Education 2.....	1/4
*Penmanship	1/4

THIRD SEMESTER

	Units
*Education 1, Method	1/2
*Expression 1, Reading	1/2
*Agriculture 1	1/2
History 1, Civics	1/2
*Physical Ed. 1, Hygiene	1/2
Mathematics 2, Algebra 1	1/2

FIFTH SEMESTER

	Units
Education 4, Sch. Mgt.....	1/2
English 4a, Eng. Lit.	1/2
Industrial Arts, M. T. & H. E.	1/2
History 4, Med. & Mod.	1/2
Mathematics 4, Geometry 1	1/2

SECOND SEMESTER

	Units
Education 2, Psychology.....	1/2
*English 2, Composition	1/2
Science 2, Geography 2.....	1/2
*History 2b, Am. History.....	1/2
*Music 1	1/4
*Drawing	1/4

FOURTH SEMESTER

	Units
Education 3, Rural Soc.	1/2
English 3, Am. Lit.	1/2
Agriculture 2	1/2
History 3, Ancient His.	1/2
Handwork	1/4
Mathematics 3, Algebra 2.....	1/2

SIXTH SEMESTER

	Units
Education 5, Obs. & Part.....	1/2
English 4b, Eng. Lit.	1/2
Science 3, Biology	1/2
History 5, Am. Gov.	1/2
English 5, Word Study	1/2
Mathematics 5, Geom. 2.....	1/2

On the completion of the first eight units of work, the student is eligible for the Elementary Certificate, on condition that he has been in resident study for a minimum of thirty-six weeks and has taken in residence the subjects marked with a star.

On the completion of the full sixteen units of work, the student is eligible for the Intermediate Certificate on condition he has been in resident study for a minimum of thirty-six weeks and has taken in residence the subjects marked with a star.

Students who have completed the eighth grade only will be required to take the course as outlined. Students who have done a part of their high school work in accredited schools will be given full credit on the work completed in other schools; they will be required to complete in the Normal the work on which they lack credit. Graduates of accredited high schools will not be expected to take any of the above courses.

Three units of electives are permitted in the departments of Latin, Agriculture, Home Economics, Manual Training, Education, History, Science, Mathematics and English.

ADMISSION TO TEACHERS COLLEGE COURSES

Students will be admitted to the Teachers College Courses as their previous training warrants. Applicants for admission to the Teachers College Courses must offer credit for fifteen units of high school or other secondary school work so chosen as to include the five basic units prescribed by all colleges. Only students who hold certificates of graduation from accredited high schools will be admitted without examination. A student may be admitted conditionally who presents fourteen units of high school credit, but he will be required to make up the additional units during the first year of his attendance.

Applicants who desire to enter the Teachers College Course must have their credits certified by the superintendent or principal of the school in which they were secured. Blank forms for such certificates will be furnished by the Registrar upon application. These certificates should be properly made out and mailed direct to the institution by the school certifying to them. This statement then becomes the property of the institution.

Examinations for students who are graduates of non-accredited high schools will be held during the first week of each semester. Such students should have official statements of their high school credits sent in by their high school principal. After the entrance examinations have been passed, credit will be given for the work certified to in the statement.

ENTRANCE SUBJECTS

The units offered for admission to the Teachers College Course must be taken from the list as given below. The number indicates the units that may be offered in each subject:

English	3 to 4	Latin	1 to 4
Algebra	1 to 2	Civil Government	$\frac{1}{2}$
Plane Geometry	1	Botany	$\frac{1}{2}$ to 1
History	$\frac{1}{2}$ to $3\frac{1}{2}$	Chemistry	$\frac{1}{2}$ to 1
Solid Geometry	$\frac{1}{2}$	Physics	$\frac{1}{2}$ to 1
Trigonometry	$\frac{1}{2}$	Physical Education	$\frac{1}{2}$ to 1
Physical Geography	$\frac{1}{2}$ to 1	Commercial Geography	$\frac{1}{2}$ to 1
Zoology	$\frac{1}{2}$ to 1	Arithmetic	$\frac{1}{2}$ to 1
Psychology or Pedagogy	$\frac{1}{2}$ to 1	Bookkeeping	$\frac{1}{2}$ to 1
Political Economy	$\frac{1}{2}$	Manual Training	$\frac{1}{2}$ to 1
Agriculture—General	$\frac{1}{2}$ to 3	Drawing	$\frac{1}{2}$
Domestic Science	$\frac{1}{2}$ to 3	Physiology	$\frac{1}{2}$ to 1
French	1 to 3	General Science	$\frac{1}{2}$ to 1
German	1 to 3	Stenography	$\frac{1}{2}$ to 1
Spanish	1 to 3	Mechanical Drawing	$\frac{1}{2}$ to 1
Greek	1 to 3		

BASIC UNITS REQUIRED

The following subjects are required for entrance to the Teachers College Courses:

English	3	Plane Geometry	1
Algebra	1		

The ten elective units must be chosen from the above list.

ADVANCED STANDING

Students who can present equivalents of any part of the college work may secure advanced standing and thereby reduce the number of hours required for graduation. They may secure this advanced standing by transfer of credits from a standard normal school, junior college, college, or university. An official statement must be submitted to the Registrar, certifying in detail the work for which credit is desired.

A TWO-YEAR ELEMENTARY TEACHER-TRAINING COURSE FOR HIGH SCHOOL GRADUATES

Leading to the Advanced Certificate

In this field, the student will be expected to elect the course he desires to enter. Preparation for teaching is preparation for a specific type of service. Eastern offers four specific courses. The student is expected to determine for what kind of position he desires to prepare. He then elects the courses designed to prepare him for that type of service. The following courses will be offered:

1. Course for the preparation of primary teachers, grades 1 to 4 inclusive.
2. Course for the preparation of upper grade teachers or junior high school teachers, grades 5 to 9 inclusive.
3. Course for the preparation of principals.
4. Course for the preparation of special teachers and supervisors.

Much of the work will be the same regardless of which course the student elects, but at certain points the work will be differentiated.

TEACHERS COLLEGE COURSES**Course for the Preparation of Primary Teachers****Grades 1 to 4 Inclusive****FIRST YEAR****First Semester**

Education 101, 102 and 103:	
1. Psychology	2 hrs. }
2. Introduction to Teaching—Primary Grades.....	1 hr. } 4 hrs.
3. Technique of Teaching—Primary Grades.....	1 hr. }
English 104 and 111:	
1. Grammar	2 hrs. }
2. Library Methods	1 hr. } 3 hrs.
History 101:	
1. American History	3 hrs.
Science 108:	
1. Nat. Study	3 hrs.
Mathematics 102:	
1. Arithmetic 2	3 hrs.
Music (drill)	$\frac{1}{4}$ unit

Second Semester

Education 104 and 105:	
1. Project Method	2 hrs. }
2. Observation and Participation—Primary Grades	2 hrs. } 4 hrs.
English 101:	
1. Composition	3 hrs.
Expression 101:	
1. Reading	2 hrs.
Physical Education 101:	
1. Health, Hygiene and Sanitation	3 hrs.
Science 110:	
2. Geography	3 hrs.
Handwork	2 hrs.
Penmanship (drill)	$\frac{1}{4}$ unit

SECOND YEAR**First Semester**

Education 106, 107 and 114:	
1. Psychology of the Elementary School Subjects....	2 hrs. }
2. Tests and Measurements	2 hrs. } 6 hrs.
3. Child Psychology	2 hrs. }

English 103:

- | | |
|--|--------|
| 1. English and American Classics | 3 hrs. |
|--|--------|

History 103:

- | | |
|--------------------------------------|--------|
| 1. Medieval and Modern History | 3 hrs. |
|--------------------------------------|--------|

Electives	4 hrs.
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Drawing (drill)	¼ unit
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Second Semester

Education 108 and 109:

- | | | |
|---|--------|----------|
| 1. Practice Teaching—Primary Grades | 5 hrs. | } 7 hrs. |
| 2. School and Class Management..... | 2 hrs. | |

English 102:

- | | |
|----------------------------------|--------|
| 1. Literature for Children | 2 hrs. |
|----------------------------------|--------|

Science 109:

- | | |
|------------------|--------|
| 1. Biology | 3 hrs. |
|------------------|--------|

Electives	4 hrs.
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Physical Education (drill)	¼ unit
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TEACHERS COLLEGE COURSES

Course for the Preparation of Upper Grade Teachers or Junior
High School Teachers

Grades 5 to 9 Inclusive

FIRST YEAR

First Semester

Education 101, 102 and 103:

- | | | |
|---|--------|----------|
| 1. Psychology | 2 hrs. | } 4 hrs. |
| 2. Introduction to Teaching—Upper Grades..... | 1 hr. | |
| 3. Technique of Teaching—Upper Grades..... | 1 hr. | |

English 104 and 111:

- | | | |
|--------------------------|--------|----------|
| 1. Grammar | 2 hrs. | } 3 hrs. |
| 2. Library Methods | 1 hr. | |

History 102:

- | | |
|---------------------------|--------|
| 1. American History | 3 hrs. |
|---------------------------|--------|

Agriculture 101 or 103:

- | | |
|---|-------------|
| 1. Animal Husbandry or Farm Crops | 2 or 3 hrs. |
|---|-------------|

Mathematics 101:

- | | |
|-----------------------|--------|
| 1. Arithmetic 1 | 3 hrs. |
|-----------------------|--------|

Music (drill)	¼ unit
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Second Semester

Education 104 and 105:	
1. Project Method	2 hrs. } 4 hrs.
2. Observation and Participation—Upper Grades.....	2 hrs. }
English 101:	
1. Composition	3 hrs.
Expression 101:	
1. Reading	2 hrs.
Physical Education 101:	
1. Health, Hygiene and Sanitation	3 hrs.
Science 110:	
1. Geography	3 hrs.
Electives	2 hrs.
Penmanship (drill)	¼ unit

SECOND YEAR

First Semester

Education 106 and 107:	
1. Psychology of the Elementary School Subjects....	2 hrs. } 4 hrs.
2. Tests and Measurements	2 hrs. }
English 103:	
1. English and American Classics	3 hrs.
History 103:	
1. Medieval and Modern History	3 hrs.
Mathematics 103 or 107:	
1. Trigonometry or Algebra	3 hrs.
Electives	4 hrs.
Drawing (drill)	¼ unit

Second Semester

Education 108 and 109:	
1. Practice Teaching—Upper Grades	5 hrs. } 7 hrs.
2. School and Class Management.....	2 hrs. }
English 102:	
1. Literature for Children.....	2 hrs.
Science 109:	
1. Biology	2 hrs.
Electives	4 hrs.
Physical Education (drill)	¼ unit

COURSE FOR THE PREPARATION OF PRINCIPALS.

FIRST YEAR

First Semester

Education 101, 102 and 103:

1. Psychology	2 hrs.	}	
2. Introduction to Teaching (Rural School)	1 hr.		
3. Technique of Teaching (Rural School)	1 hr.		
} 4 hrs.			

English 104 and 111:

1. Grammar	2 hrs.	}	
2. Library Method	1 hr.		
} 3 hrs.			

History 102:

1. American History		3 hrs.
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Agriculture 101 or 103:

1. Animal Husbandry or Farm Crops		2 or 3 hrs.
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Mathematics 101:

1. Arithmetic 1		3 hrs.
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Music (drill)		¼ unit
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Second Semester

Education 104 and 105:

1. Project Method	2 hrs.	}	
2. Observation and Participation (Rural School)	2 hrs.		
} 4 hrs.			

English 101:

1. Composition		3 hrs.
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Expression 101:

1. Reading		2 hrs.
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Physical Education 101:

1. Health, Hygiene and Sanitation.....		3 hrs.
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Science 110:

1. Geography		3 hrs.
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Handwork		2 hrs.
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SECOND YEAR

First Semester

Education 106, 107 and 112:

1. Psychology of the Elementary School Subjects....	2 hrs.	}	
2. Tests and Measurements	2 hrs.		
3. Rural School Supervision	3 hrs.		
} 7 hrs.			

English 103:

1. English and American Classics		3 hrs.
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History 103:

1. Medieval and Modern History 3 hrs.

Mathematics 103:

1. Trigonometry 3 hrs.

Drawing (drill) ¼ unit

Second Semester

Education 108 and 109:

1. Psychology of the Elementary School Subjects... 2 hrs.
 2. School and Class Management..... 2 hrs. } 7 hrs.

English 102:

1. Literature for Children 2 hrs.

Science 109:

1. Biology 3 hrs.

Elective (must be Science) 4 hrs.

Physical Education (drill) ¼ unit

COURSE FOR SPECIAL TEACHERS AND SUPERVISORS

This is the same course as the one required for the upper grade teachers with the exception that neither the college algebra or trigonometry is required; the thirteen hours of elective work must be selected from the special field in which the teacher is working and a part of the practice teaching must be done in that subject.

SUMMARY

Subjects	Upper	Primary	Rural	Special
	Grades			
	Hrs.	Hrs.	Hrs.	Hrs.
Education	19	21	21	19
English	13	13	13	13
History	6	6	6	6
Science	11	11	18	11
Mathematics	5	3	6	5
Electives	10	10	0	10

DRILLS

Evaluated in Terms of High School Units

Music	¼ unit
Penmanship	¼ unit
Drawing	¼ unit
Physical Education	¼ Unit

ELECTIVES

There are three units of electives in the three year course for eighth grade graduates of the common schools. Students who are high

school graduates elect one of the four courses prescribed above; they, also, have the privilege of electing ten semester hours' work within the course.

ELECTIVE COURSES

Eastern Kentucky State Normal School and Teachers College offers a number of elective courses each semester and during the Summer Term. One or two elective courses in each subject are being continuously offered. All elective courses are offered at least once every two years.

CERTIFICATES

All certificates require a minimum of thirty-six weeks in resident study, except the Elementary Certificate issued to high school graduates, which requires a minimum of eighteen weeks of resident study.

The Elementary Certificate is issued to students who have completed eight units of work as outlined in the catalog. The Elementary Certificate is, also, issued to students who are high school graduates and who have successfully completed thirty-two semester hours of college work.

The Intermediate Certificate is issued to students who have completed sixteen units of work as outlined in the catalog. No Intermediate Certificate is issued to students who are pursuing college work.

The Advanced Certificate is issued to students who have completed sixty-four semester hours of college work as outlined in the catalog.

EASTERN A FOUR-YEAR TEACHERS COLLEGE

Students who have completed the full two years of work as outlined in the catalog will be eligible to enter the third and fourth year's work, and upon completion of this work they will receive a degree.

REQUIREMENTS FOR DEGREES

1. The Teachers College will grant the degrees of Bachelor of Arts and Bachelor of Science.

One hundred twenty-eight semester hours of college work will be required of applicants who are candidates for a degree.

A minimum resident requirement of one year will be demanded.

Former graduates of the Advanced Certificate Course will be required to renew their attendance at the institution and spend a minimum of eighteen weeks in resident study before the degree will be granted. This is regardless of the number of semester hours of credit which they may present from other institutions.

2. All students will be expected to major in Education.
3. The minimum amount of work required for the degree in each of the subjects is as follows:

Education	24 semester hours
English	18 semester hours
Foreign Language	10 semester hours
Mathematics	7 semester hours
Social Science	10 semester hours
Science	12 semester hours

FOR THOSE INTERESTED IN TAKING THE DEGREE

Eastern is preparing to offer the third year of college work beginning in September, 1923. The fourth year's work will be given the following year. The first degrees will be granted in June, 1925. All students who plan to take a degree will be expected to major in Education. The institution is preparing in this upper field to serve the needs of two groups of professional leaders. It is the purpose of the institution to train in the future for the following objectives:

1. County Superintendents, Principals and Rural Leaders.

2. Primary Supervisors, Rural Supervisors, Critic Teachers, High School Teachers, and superior teachers of Elementary Subjects.

The work which the student will pursue during his third and fourth years will depend upon the objective which he has in view. His course of study will be determined in conference with his faculty adviser and the Dean.

COURSE FOR THE PREPARATION OF COUNTY SUPER- INTENDENTS AND RURAL SCHOOL SUPERVISORS

The work for the first two years is the same as that outlined in the catalog for the Advanced Certificate. The required work of the third and fourth years is summarized below; the remainder of the work is elected by the student on the recommendation of his faculty advisor and with the consent of the Dean.

Education

Education 112—Rural Supervision	3 hrs.
Education 117—County School Administration	3 hrs.
Education 118—The Elementary School Curriculum.....	3 hrs.
Education 120—Office Administration	2 hrs.

English

A minimum of eighteen semester hours.

Foreign Language

A minimum of ten semester hours.

Mathematics

A minimum of seven semester hours.

Social Science

A minimum of ten semester hours.

Science

A minimum of twelve semester hours.

One hundred and twenty-eight semester hours of work will be required for graduation from this course.

COURSE FOR THE PREPARATION OF PRINCIPALS AND RURAL LEADERS

The work for the first two years is the same as outlined in the catalog for the Advanced Certificate. The required work of the third and fourth years is summarized below; the remainder of the work is elected by the student at the suggestion of the faculty advisor and with the consent of the Dean.

Education

Education 113—Rural Sociology	2 hrs.
Education 117—County School Administration or	
Education 121—City School Administration	3 hrs.
Education 118—The Elementary School Curriculum.....	3 hrs.
Education 119—The Principal and His School.....	3 hrs.

English

A minimum of eighteen semester hours.

Foreign Language

A minimum of ten semester hours.

Mathematics

A minimum of seven semester hours.

Social Science

A minimum of ten semester hours.

Science

A minimum of twelve semester hours.

One hundred and twenty-eight semester hours of work will be required for graduation from this course.

COURSE FOR THE PREPARATION OF PRIMARY SUPERVISORS AND CRITIC TEACHERS

The first two years of work are the same as outlined in the catalog for the Advanced Certificate. The required work of the third and fourth years is summarized below; the remainder of the work is elected by the student on the recommendation of his faculty advisor and with the consent of the Dean.

Education

Education 113—Educational Sociology	2 hrs.
Education 114—Child Psychology	2 hrs.
Education 116—Special Methods for Grade Teachers.....	2 hrs.
Education 118—The Elementary School Curriculum.....	3 hrs.
Education 120—The Elementary School—its organization, subject matter and methods of instruction	5 hrs.

English

A minimum of eighteen semester hours.

Foreign Language

A minimum of ten semester hours.

Mathematics

A minimum of seven semester hours.

Social Science

A minimum of ten semester hours.

Science

A minimum of twelve semester hours.

One hundred and twenty-eight semester hours of work will be required for graduation from this course.

COURSE FOR THE PREPARATION OF UPPER GRADE AND HIGH SCHOOL TEACHERS

The work for the first two years is the same as outlined in the catalog for the Advanced Certificate. The required work of the third and fourth years is summarized below; the remainder of the work is elected by the student at the suggestion of the faculty advisor and with the consent of the Dean.

Students who are preparing to be High School teachers should determine what subjects they prefer to teach in the High School and take a large number of courses in, at least, two subjects for which they wish to make special preparation; that is, if a student desires to teach English and Mathematics in High School, he should elect a large part of his work in these subjects in order to have the special preparation desired.

Education

Education 113—Educational Sociology	2 hrs.
Education 118—The Elementary School Curriculum.....	3 hrs.

Other courses in Education may be elected.

English

A minimum of eighteen semester hours.

Foreign Language

A minimum of ten semester hours.

Mathematics

A minimum of seven semester hours.

Social Science

A minimum of ten semester hours.

Science

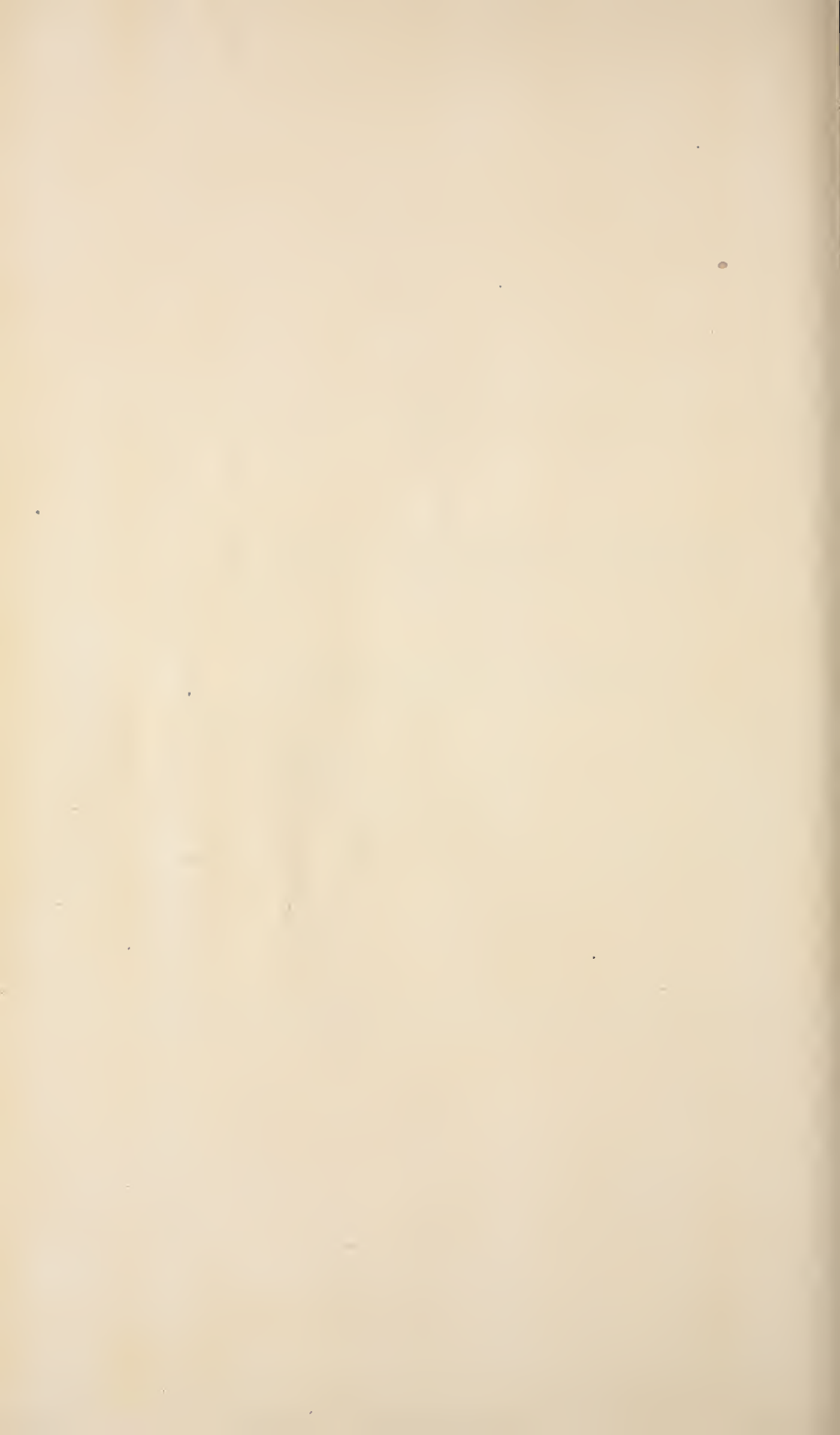
A minimum of twelve semester hours.

One hundred and twenty-eight semester hours of work will be required for graduation from this course.

Details of Courses of Study

I. GENERAL DEPARTMENTS

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



Department of Education

Mr. Donovan
Mr. Edwards
Miss Noland
Miss Wingo
Miss Schnieb

Mrs. Duncan
Mr. Jayne
Miss Hansen
Miss McKinney
Mrs. Tyng

NORMAL SCHOOL COURSES

Education 1. Method and Observation. (Formerly Method 1 and Observation 1.) The work of this semester is divided so as to give the student a knowledge of:

(1) What to teach.

(The State Course of Study and the Baltimore County Course of Study will furnish the basis for this work.)

(2) How to teach.

Observation of the work of the critic teachers in the Training School, a study of the methods employed in good teaching, and the preparation of lesson plans are required of those taking this course.

A text book on methods of teaching is used and a demonstration of the methods studied is given by the critic teachers.

The students taking this course are required to do ten hours of teaching during the semester in a rural school. Credit one-half unit.

Education 2. Introductory Psychology 1. (Formerly Psychology 1 and 2.) This is an elementary course in psychology. The first part of the semester is devoted to a consideration of how to study effectively and how to teach children how to study. The remainder of the semester is spent in a study of the learning process. The subject matter is how the brain gathers, records and reproduces experience; how it analyzes and synthesizes it; and how this experience is expressed in conduct. The purpose of this course is to give the student a knowledge of the simplest types of human behavior. Credit one-half unit.

Education 3. Rural Sociology 1. This course deals with the problems of rural community life and organization as seen and handled by the thoroughly socialized rural school. After a short introductory historic development of the rural community, a study is made of the rural school as the organizing center for the upbuilding of the home, the church, social life, health habits, economic interests, public utilities and civic ideals. Credit one-half unit.

Education 4. School Management. (Formerly Management 1 and 2.) This course deals with the problems of school and classroom organization and control. Two objectives will be kept in mind:

1. Emphasis is placed upon a study of the pupil, the relation of the teacher to the curriculum, governing and maintaining morale, lesson assignment, the recitation, etc.

2. A study is made of the school laws of Kentucky with special emphasis on the country school administration law, attendance law, certification of teachers, and the report of the Kentucky Survey Commission. One purpose of the course is to familiarize students with the most modern movement in public school administration. Credit one-half unit.

Education 5. Observation and Participation. The student in this course observes teaching in the rural schools at least half of the time; he prepares lesson plans and teaches the other half. No student will receive the intermediate certificate until this course has been completed. Credit one-fourth unit.

TEACHERS COLLEGE COURSES

Education 101. Psychology. (Formerly Psychology 3.) 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 is upon: (a) instinctive tendencies; (b) habit formation; (c) memory, association and economy of learning; (d) the effective life, and (e) the thought process. Credit two semester hours.

Education 102. Introduction to Teaching. It is the aim of this course to develop in the student a clear notion of the field, aims, problems, methods and results of education. His own personal fitness for the work of teaching is carefully considered. The difference among the various types of teaching service is made clear. For this purpose, instruction is correlated with numerous visits to the training school. Credit one semester hour.

Education 103. Technique of Teaching. This course is planned primarily for the purpose of giving the students an opportunity to study the technique employed by those in charge of the training school. A study is made of the various types of lessons, viz, inductive, deductive, problem, project, review, lesson for appreciation, etc. Emphasis is placed upon the learning how to make lesson plans. Credit one semester hour.

Education 104. Project Method. The project method of teaching is the subject of this course. What constitutes the socialized recitation is given serious consideration. A study of those projects and problems in which children are interested is made. Students are required to plan lessons according to the project method. The projects in which the rural school children are interested differ somewhat from those which interest city children. Both types are studied. A text is used in this course and the students are required to read many of the interesting magazine articles which have been prepared on this special method of teaching. Credit two semester hours.

Education 105. Observation and Participation. This is a course preparatory to practice teaching and it is pursued during the semester immediately preceding practice teaching. The student is required to

spend at least two hours each week in systematic, directed observation of class work; and toward the close of the semester, in active participation in the teaching. This course is in the immediate charge of the director of the training school, who meets all observers once each week for the purpose of giving them specific instruction for their work in practice teaching the following semester. Credit two semester hours.

Education 106. Psychology of the Elementary School Subjects. 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. Credit two semester hours.

Education 107. Tests and measurements. 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 study the method of measuring the elementary school subjects. In measuring the arithmetic, Curtis' Tests, Woody's Arithmetic Scale, Stone's Reasoning Test, Monroe's Reasoning Test, etc., are used. The Thorndike Reading Scale, Monroe's Standardized Silent Reading Test, etc., are used in connection with the reading. The Ayres Spelling Scale, the Ayres Writing Scale, the Thorndike Writing Scale and numerous other standardized tests are studied and used by the students of this course. Credit two semester hours.

Education 108. Practice Teaching. Ninety hours of actual classroom teaching are required of all students before they are granted the Advanced Certificate. The student usually teaches one hour each day for the semester. He must also reserve one hour each day for a conference with the critic teacher under whose direction he does his practice teaching. The student does his practice teaching in the primary grades, the upper grades, or the rural school, depending upon which course he has elected to pursue. Once each week the director of the training school will meet all of the practice teachers for a conference to consider their problems. Credit five semester hours.

Education 109. School and Class Management. This course in school management is designed for students who have had considerable work along professional lines. The course will include work in school and class management, school organization, course of study, attendance, school morale, the recitation, et cetera. Credit two semester hours.

Education 110. History of Education. 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. Emphasis is placed on a study of Herbert Spencer among European educators and Horace Mann and his significance in American education. A brief study of the history of education in Kentucky is also made. Credit two semester hours.

Education 111. The Principles of Education. This is an integrating course intended to bring together an organic whole—and to interpret it—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 involves 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 and the relation of liberal to vocational education; the doctrine of formal discipline; the formal steps of teaching, etc. Credit two semester hours.

Education 112. Rural School Supervision. This course has reference primarily to the work of supervising teachers. A study is made of the failures and possibilities of the rural school. The organization of the school, the preparation of a constructive program, and the relation of the school to the community form part of the content of this course. A careful study is made of the function of the supervisor and how he can best serve the teacher of his county. A study is made of the use of the circular letter, bulletins, class demonstrations, constructive criticism, classroom visitations, personal interviews, etc., as a means of improving the teaching. Credit three semester hours.

Education 113. Educational Sociology. The purpose of this course is to investigate the several factors and laws upon which educational theory and practice must rest, and the relation of the school to the upbuilding of the other institutions of the community. This course also treats of the social forces which determine the selection of school subjects, their content, method of presentation, and social values. Credit two semester hours.

Education 114. Child Psychology. This course first treats child life from the biological point of view. Then a study is made of human behavior and the instincts. Play, language, and drawing are the three typical activities selected for special consideration. The influence of heredity and environment is studied. An attempt is made to give the student a knowledge of the genetic development of child life. Credit two semester hours.

Education 115. Relay Course in Education. This course is usually given during the Summer School. A number of practical school men

are brought to Eastern and they offer a short course in some particular field of education in which they are specially prepared. Credit two semester hours.

Education 116. Special Methods for Grade Teachers. This course is usually offered during the Summer School. A text book on methods of teaching is used and manuals on reading, spelling, arithmetic and other subjects are studied. All students taking the Special Methods Course are required to observe the critic teachers for one hour each day in the demonstration of the methods under consideration. Credit two semester hours.

Education 117. County School Administration. This course is designed primarily for those preparing to be County School Superintendents. The relation existing between the state and the county in the administration of the schools is studied first. The duties of the County Board of Education and the work of the County Superintendent as the executive officer of the Board are carefully considered. The making of a budget, records and financial reports, school buildings—their location and equipment, consolidation of schools, examination and certification of teachers, supervision of teaching, the county high school and the training of teachers for the rural schools are subjects dealt with in this course. Credit three semester hours.

Education 118. The Elementary School Curriculum. The fundamental purpose of this course is to show the necessity of evolving a curriculum based upon the actual needs, interests and activities of the children. A study of the reports of various committees on curricula is made. Courses of study are examined and the manner in which they are made is studied. The students of this course are held responsible for a knowledge of the best literature on curriculum making. Credit three semester hours.

Education 119. The Principal and His School. This course is designed for those who expect to become principals of elementary schools. The nature of the work of the principal, the organization and administration of the school, the supervision of instruction and extra school activities are the subject of this course. Credit three semester hours.

Education 120. The Elementary School—Its organization, subject matter and methods of instruction. This course is for those planning to become supervisors and critic teachers. A study of the important aims and principles of elementary instruction and of the application of these to the selection of subject matter and materials will be pursued. Students in this course are required to do some work in observation in the Training School and to take groups of children and teach them for the purpose of demonstration, illustrating certain principles and types of teaching. A consideration of the prob-

lems and principals of supervision is a part of the work of the course. Credit five semester hours.

Education 121. City School Administration. In this course a study is made of the School Board, the Superintendent and his relation to the Board, supervision of the schools, business administration, buildings and their equipment, school publicity, records and reports, progress of children through the schools including retardation, acceleration and elimination. Credit three semester hours.

Education 122. Office Administration. This course is designed to instruct superintendents in the business administration of an office. A study of the proper equipment, necessary records and the filing of records and reports is made. The making of a budget, the proper recording of the minutes and orders of the Board, the distribution of funds, the bookkeeping of the County Superintendent and his duties as secretary of the Board are problems for consideration in this course. Credit two semester hours.

Department of Agriculture

Mr. Cox

Mr. Carter

NORMAL SCHOOL COURSES

Agriculture 1. Soils and Crops. A study of the common crops grown in the State, and the principles related to the maintenance of the fertility of soils. Credit one-half unit.

Agriculture 2. Animals. A course that deals with the study of the animals that are commonly found on the Kentucky farms. Credit one-half unit.

TEACHERS COLLEGE COURSES

Agriculture 101. Animal Husbandry. This course is a study of the types and breeds of the common farm animals, their care, feeding, management, improvement, and practice in judging. Credit two semester hours.

Agriculture 102. Dairy Husbandry. The subject matter of this course is breeds of dairy cattle, care and feeding, milk production, testing of dairy products for their components and adulterations, and farm butter making. Credit three semester hours.

Agriculture 103. Farm Crops. This is a course that deals with the principal cereal and forage crops of the State, crop improvement, storage and marketing, rotations, grain judging, and testing of seeds. Credit three semester hours.

Agriculture 104. Soils. This is a general course in soils, including a study of their properties and management, plant foods, crop requirements, fertilizers, and maintenance of soil fertility. Credit two semester hours.

Agriculture 105. Horticulture. A survey of the field of fruit and truck growing and gardening is made in this course. Special emphasis is placed on the practical work in pruning, spraying, and the operating of gardens. Credit three semester hours.

Agriculture 106. Farm Management. Organization of the farm, types of farms, rental systems, and farm accounting are the content of this course. Credit two semester hours.

Department of English

Mr. Foster

Mr. Tapp

Miss Zellhoefer

Mrs. Deane

Miss Reid

NORMAL SCHOOL COURSES

English 1. Grammar 1. (Formerly Grammar 2 and 3.) This is a course in Sentence Structure and Sentence Analysis. The parts of speech are also studied in so far as the knowledge of them seems essential as a basis for self-criticism. Much stress is put upon correct speech and the avoidance of common errors. At the end of this course students must be able to write clear, concise sentences free from grammatical errors, and correctly punctuated. Credit one-half unit.

English 2. Composition 1. (Formerly English 2 and 3.) Here are emphasized the principles of paragraph structure; helps in securing sentence unity and sentence emphasis; aids concerning choice of words; and the correlation of composition to community life. Throughout the course students are required to give well organized oral and written narratives and short expositions in unified, coherent, and concise sentences. The course in grammar is prerequisite to this course. Credit one-half unit.

English 3. American Literature 1. This course gives a survey of the entire field of American Literature with illustrative readings from the chief authors. Credit one-half unit.

English 4a. English Literature 1. This course is a survey of the whole field of English Literature with illustrative readings from numerous authors. Credit one-half unit.

English 4b. English 4b is a continuation of the work as outlined in English 4a. Credit one-half unit.

English 5. Word Study. This is a study of words and their ways in English speech. Its chief aim is to create an interest in the study of words and to show that the common words of every day speech have large and interesting associations. A few lyrics and sonnets are studied to show how the author, consciously or not, had to do with the soul of words. Credit one-half unit.

TEACHERS COLLEGE COURSES

English 101. Composition 1. (Formerly English 8 and 9.) Students are called upon not only to study the laws of composition, but to write many themes which they, as teachers, would ask children of the various grades to write. Emphasis is placed on orderly thinking from one's own experiences. Oral composition as an aid to written work, self criticism, class discussion of subjects, and the use of pictures as an aid to expression. Choice selections from the

best prose writers are used as models. The course in grammar is prerequisite. Credit three semester hours.

English 102. Literature for Children. In this course students have an opportunity to acquaint themselves with many of the best stories, myths, fables, poems, and biographies for children of all grades; to study plot; and to write stories suitable for children. Much practice is given in the presentation of the various types. Credit two semester hours.

English 103. English and American Classics. This course presents classes as types; epic, lyric, and dramatic poetry, and particularly, the novel. The history and development of each type is discussed with some observation of its present status. Credit three semester hours.

English 104. Grammar. This is a course in grammar and language especially for students who are specializing in grade work. The course consists of (1) a study of the ways and forms of sentences, including analysis, inflection, co-ordination, subordination, and the study of errors common in Kentucky; (2) the selection and organization of material suitable for language work. Choice selections from literature, history, and sciences are made the basis of written and oral work. Aims of language work, ways of correcting errors, standards to measure, and language projects are topics also considered. Credit two semester hours.

English 105. Poets, Victorian and Later. The major poets of this era are studied from interpretative and historical standpoints: Tennyson, Browning, Arnold, Morris, Rossetti, Kipling, Masefield, Noyes and recent poetry. Credit three semester hours.

English 106. The Essay. The leading American and English essayists are studied: Emerson, Carlyle, Ruskin, Stevenson, Lamb, Hazlitt, Bryce, Thoreau, Burroughs, Palmer, and Van Dyke. As many of these believed that the acceptance of their ideas would urge the world to nobler living, it shall be our chief aim to feel the personality of each and to hear his message. Some attention is given to current editorials and magazine articles. Credit two semester hours.

English 107. The Drama. The purpose of this course is to lead the student to appreciate Shakespeare's knowledge of men and life, and to feel his dramatic power. Several of the plays are read, and one of the tragedies and one of the comedies are studied intensively. A few modern plays are read as a basis of comparison. Credit three semester hours.

English 108. The Short story. This course presents the characteristic short story writers of the past and present: Hawthorne, Irving, Poe, Stockton, Craddock, O. Henry, Stevenson, and Kipling. Stories that deal with American life in the different localities are the chief interest. The development of the story is also emphasized. Credit two semester hours.

English 109. Lyric Poetry. This course includes 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. Credit two semester hours.

English 110. 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 intensively. Credit two semester hours.

English 111. Library Methods. 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 materials 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. Credit one semester hour.

English 112. Juvenile Literature. This course is a survey of the world's best literature for children. Some of the great child classics will be studied in class—the Iliad, the Odyssey, Morte d'Arthur, Robin Hood, Robinson Crusoe, Gulliver's Travels, et cetera. Credit two semester hours.

English 113. The English Novel. This course reviews the history and development of fiction literature. The most representative types will be studied intensively. Credit three semester hours.

Department of Citizenship

History, Civics, Economics and Sociology

Mr. Keith

Miss Harmon

Mr. Robinson

NORMAL SCHOOL COURSES

History 1. Civics 1. (Formerly Civics 2.) This is a course in Civics of High School level. Combined with the subject matter taught is a fair amount of method in teaching Civics. The work is presented by outline and some of the leading questions and problems of government are studied. The course attempts to cover a complete study of the national, state and local governments; and an effort is made to give the student of today—the citizen of tomorrow—a vital interest in the current affairs of government. Credit one-half unit.

History 2a. American History. This course covers the period of history beginning with the discovery of America and ending about the time of the adoption of the Constitution. It is of high school level. The course is planned to give the student a good comprehensive grasp of the first half of the history of the United States. Credit one-half unit.

History 2b. American History. This course begins where the above course ends and completes the study of American History. Credit one-half unit.

History 3. Ancient History. (Formerly History 4 and 5.) The first part of this semester covers the history of Greece and the Eastern Mediterranean. 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.

The second half of the semester is devoted mainly to Roman History up to 476 A. D. The rise of Rome to the center of world history and her territorial growth and constitutional development are taught. The influence of Greek culture is noted. The rise and decay of the empire are studied. The idea of holding to those principles that endure into modern times is kept. Credit one-half unit.

History 4. Medieval and Modern History. (Formerly History 6 and 7.) The first half of this semester is devoted to a study of Medieval History. It will give a thorough study in the history of the period from 476 A. D. to about the time of the discovery of America, with the main effort centered on the History of England and Western Europe.

The last half of the semester is directed to the study of the modern world, with the main attention again given to England and her relations with other nations, especially to America. Credit one-half unit.

History 5. American Government (New Course). This course

brings out the broad principles upon which the American Government is founded. The class works out the fundamentals of good government and good citizenship. Principles of government that have made good by test are studied; theories of government that have been found pernicious are studied and rejected; and sound principles for the betterment of our own government are discussed. The whole attempt is to teach our students better principles of citizenship, so that they can in turn teach them to the children. Citizenship and patriotism are the key words in this course. Credit one-half unit.

TEACHERS COLLEGE COURSES

History 101. American History (New Course). This course is centered about stories and biographies found in or relating to United States History. It tries to humanize American History by linking the history studied with the heroes of our country. A good part of the course deals with stories of achievement. Patriotic exercises and festival days are considered. Not only stories and exercises are used, but illustrative material is the idea kept in mind throughout the semester. A sincere attempt is made to keep all material suitable for the primary grades. This course is required of all students who are specializing in the primary grades. It tries to meet the recommendations of the Committee of Eight. Credit three semester hours.

History 102. American History. (Formerly History 19.) This course is required of all students who are not specializing in the primary grades and is in many particulars adapted to those who are specializing in the grammar grades. The work covers the History of the United States from about the time of the Civil War down to about 1900. It brings out the main facts, problems and principles of our history. The problem project method is used a part of the time; and some of the big subjects of our history, such as Tariffs, Trusts, Corporations, Treaties and Arbitrations, are studied. Credit three semester hours.

History 103. Medieval and Modern History. (Formerly History 8 and 9.) It is one of the purposes of this course to give the student an idea of the continuity of history between the fall of the Roman Empire and the present by the study of such topics in Medieval History as: 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; and the Renaissance and Reformation. When Modern History is reached a study is made of the Religious Wars, with the resultant growth of Protestantism; the Rise of New Nations, like Prussia, Italy, America; the Growth of England as a Colonial Power; the New Scramble for Colonial Possessions at the end of the nineteenth century; World Problems of various kinds; and 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. These and other subjects of a like kind are the basis of this course. Credit three semester hours.

History 104. American History. This course covers the History of the United States from about 1890 or 1900 to the present. The remarkable growth of America in this period is studied. The student is put into touch with the "Big Business" growth of the country. The rise of America to the position of the leading World Power is traced, and we shall try to bring out in clear relief the standing of America among the nations of the earth and show the destiny and responsibility of America. It attempts to inspire patriotism in the students who take it. Credit two semester hours.

History 105. American Ideals. This course brings out those ideals and aspirations that make America what she is. It also shows what have been the main contributions of America to the world. A sincere attempt is made to make the student love his country more by bringing out the big things which are more or less peculiarly American. Credit three semester hours.

History 106. History of the World War. In this course we study the causes, campaigns and results of the great World War. An opportunity is given to the student to study the main issues of the war and to try to get a clear understanding of some of its deeper meanings. Some study is devoted to the larger problems of reconstruction. This course is valuable and it enables the student to get hold of some of the broad problems of the world and of human life. Credit three semester hours.

History 107. Political Science. This is a course in introductory Political Science. In this course an attempt is made to give a broad understanding of all our governments, local, state, federal. A comparison is made of our government with other governments of the world, noting their strength and their weakness. The purpose of the course is to prepare the student who takes it to combat extremists' views of government, like Bolshevism. In all our history and civic teaching we shall not forget that we are dealing directly with citizens and with molders of other citizens. Credit two semester hours.

Department of Mathematics

Mr. Caldwell
Mr. Squires

Mr. Boothe
Mr. Park

NORMAL SCHOOL COURSES

Mathematics 1. Arithmetic 1. (Formerly Arithmetic 2 and 3.) The aim in teaching the students who pursue this course is to furnish such mathematical training as teachers of the elementary schools will find valuable in the teaching of arithmetic. Problems which find their origin in the keeping of one's personal accounts, the making of the family budget, buying and selling at the store and shop, fire, life and accident insurance, taxes and governmental expenditures, borrowing money, percentage, profit and loss, discounts, government bonds, etc., are the type that form the subject matter of the course.

Skill and accuracy in computation are expected on the part of those contemplating the course. Completion of a standard high school text will be expected. Credit one-half unit.

Mathematics 2. Algebra 1. (Formerly Algebra 1 and 2.) This course includes the fundamental operations; problems involving the parenthesis and substitution; simple equations in one unknown; concrete problems, developing of the simultaneous equations; graphs; one unknown; and concrete problems developing the simple fractional equations in one unknown. Credit one-half unit.

Mathematics 3. Algebra 2. (Formerly Algebra 3.) This course includes abstract simultaneous equations in two or more unknowns; concrete problems, developing the simultaneous equations; graphs; involution; evolution; theory of exponents; radical surds; radical equations, quadratic equations, and a general review of the preceding course. Any one who has received a passing grade in our former Algebra 1 and 2 is eligible for this course. Credit one-half unit.

Mathematics 4. Geometry 1. This course covers the first half of the subject of plane geometry. Much original work is assigned. Credit one-half unit.

Mathematics 5. Geometry 2. A continuation of geometry. Credit one-half unit.

TEACHERS COLLEGE COURSES

Mathematics 101. Arithmetic 1. (Formerly Arithmetic 4.) This course has a twofold aim:

1. The first aim is to give students who are graduates of accredited schools a review of arithmetic and to furnish them with such mathematical training as they are assuredly to find valuable as teachers. Skill and accuracy in computation are expected of all who complete this course.

2. The second aim is to give due consideration to the method of teaching arithmetic.

Two text books are used in this course, one an arithmetic text and the other a text on methods of teaching arithmetic. Credit three semester hours.

Mathematics 102. Arithmetic 2. This course is planned primarily to give a review of arithmetic to graduates of accredited high schools and to prepare them to teach the number work in the primary grades. Credit three semester hours.

Mathematics 103. Plane Trigonometry. This course includes a thorough study in the development of trigonometrical formulas and the relations of the trigonometrical functions. Emphasis is placed on problems, involving the solution of the right and oblique triangle. Credit three semester hours.

Mathematics 104. Solid Geometry. This course includes a study of the more important parts of solid geometry. Credit three semester hours.

Mathematics 105. Spherical Trigonometry. Credit two semester hours.

Mathematics 106. Descriptive Geometry. Credit two semester hours.

Mathematics 107. College Algebra. Credit three semester hours.

Mathematics 108. Plane Analytical Geometry. Credit three semester hours.

Mathematics 109. Solid Analytical Geometry. Credit two semester hours.

Department of Foreign Languages

Mr. Grinstead

Mr. Squires

TEACHERS COLLEGE COURSES

Latin 101. Latin-English Word Formation. This course is designed to increase the student's English vocabulary by utilizing the Latin vocabulary and methods of word formation, prefaced by a sketch of the history of language development in western Europe, especially in the Roman empire and later in France and England. The course traces the methods of compounding and deriving words, and the commoner aspects of change in form and meaning. Prerequisite, two units of high school Latin. This course should be taken **first** by all students electing Latin, and may be taken for credit in English by students who do not elect Latin. Credit three semester hours.

Latin 102. Cicero's Early Orations. Portions of the Verrine orations (partly in translation), and the oration for the Manillian Law in Latin. The course will emphasize: (a) Cicero's style, with a special view to the development of the art of rapid reading of Latin; (b) the art of accurate and elegant English translation as a contribution to English prose style; (c) the Ciceronian vocabulary, with special reference to its contribution to the English vocabulary; (d) the historical background of Cicero's early career, to his consulship in 63. Prerequisite, two units of high school Latin, and, if practicable, Latin 101.

Latin 103. Cicero's Consulship and After. The orations against Catiline (all but one in translation), the oration for Archias, one later oration to be selected (usually Marcellus or one of the Philippics), and selections from the Letters; with supplementary reading from Sallust in connection with the Catilinarian orations, and Nepos' Atticus in connection with the Letters. The aims are much the same as in the preceding course, which is ordinarily a prerequisite; but more attention is paid to Cicero's place as a philosopher and literary influence. There is much sight reading, and a weekly assignment in the writing of Latin, based on Cicero's Catilinarian orations. Credit three semester hours.

Latin 104. Latin Prose Writers. Selections from the best authors of Latin prose, including Caesar's Civil War, Cicero's Letters, Sallust's Wars of Jugurtha and Catiline, Livy's History of Rome, The Letters of Pliny the Younger. The Germania and Agricola of Tacitus, Suetonius' Lives of the Caesars, and Aulus Gellius' Noctes Atticae, with sight reading from the easier Latin authors and other supplementary work is included. The course aims to give a comprehensive view of Roman ideals and life as reflected in Latin prose; to develop the power or rapid reading of Latin for the thought; and to study the contribution of the Latin vocabulary to the English. Prerequisite: two or three units of high school Latin, and, if practicable, Latin 101. Credit five semester hours.

Latin 105. Latin and English Sentence Structure. A study of the outlines of the Latin and English sentence, with daily writing of Latin graded in difficulty. The first part of the course sketches rapidly the functional nature of the parts of speech, and of the cases and tenses as used in the simple sentence. The latter part devotes special attention to the various moods, to the non-model forms (infinitive, gerund, supine and participle), and to the complex sentence. While not available for credit in English without consent of the head of that department, it is as much a course in English grammar as in Latin and is especially valuable for teachers of Latin or English in the upper grades and the high school. Prerequisite: three units of high school Latin (or two units plus the course in Latin Prose Writers) and, if practicable, Latin 101. Credit three semester hours.

Latin 106. Beginning Vergil. Prefaced by the First Eclogue, the fourth (in translation), and the Sixteenth Epode of Horace, as a reflection of the social and political conditions of Vergil's work. The course includes the first two books of the Aeneid. It stresses the relation of Vergil's work to the Triumvirate and the ideals of Augustus; the historical and mythological materials of the Aeneid; the rhythm and literary structure of the poem; and its contribution to the vocabulary and literary ideas of the English language. Prerequisite: three units of high school Latin, or two units in high school and three hours in college. Credit three semester hours.

Latin 107. Advanced Vergil. The fourth and sixth books of the Aeneid, with outside assignments from the other books. There is much rapid reading, aiming at comprehension and appreciation of the original rather than formal translation. The objectives are much the same as in the preceding course (which is normally a prerequisite), but much attention is paid to the social, political and religious ideals of Vergil. Credit three semester hours.

Latin 108. Latin Poetry. Selections from Catullus, Tibullus, Propertius, Vergil, Ovid and Horace. The course aims to give a comprehensive view of the ideas and literary art of the classic Latin poets, with a study of their contribution to the English vocabulary, and their influence upon English literature. Prerequisite: three units of high school Latin, or two units in high school and three hours in college. Credit five semester hours.

Latin 109. The teaching of Latin. A study of the psychological aspects of Latin classroom activities, and of the educational problems of Latin in the light of the most recent scientific research. Considerable attention is devoted to the investigation of the teaching of Latin by the American Classic League, and special effort is made to clarify the objectives to be attained in the study of Latin, to teach the most effective methods of attaining them, and to show how Latin may be related to the daily life of the pupil. Under certain circumstances a limited number of students may take this in the form of an assignment in observation and participation in the teaching of Latin. Re-

quired of all candidates for special recommendation as teachers of Latin. Prerequisite: three units of high school Latin, and six hours of college Latin, approved by the head of the department. Credit three semester hours.

Latin 110. Ancient Society. A course of lectures and assigned library readings in English and Latin, dealing with the structure, development and decay of the society of the ancient Mediterranean lands. The aim is to develop an understanding and appreciation of the features of modern society which have been derived from the civilization of ancient times, and particularly from the empires of the various Greek states and of Rome. Students with less than three units of Latin will be admitted only on advice of the head of the department. Credit three semester hours.

Latin 111. Linguistic Psychology. A course designed to analyze the practical aspects of language processes and experience, for the use of teachers of language, whether English or foreign. It treats of the origins of language in the individual and the race; the psychological nature of linguistic experience; the principles of phonics; the nature of the preceptive process in reading, and in the acquisition and use of the vocabulary; and the psychology of foreign language teaching, for students majoring in foreign languages. The text will be supplemented by class lectures, and special readings will be assigned to meet the interests of individual students. Prerequisite: two units of foreign language. Credit three semester hours.

French 101. Beginning French. Conversation and pronunciation; the elementary structure of the French sentence, particularly of the verb stress group. Reading and writing of easy material, prepared, sight, or dictated. Credit four semester hours.

French 102. Intermediate French. The indicative and conditional systems; the principles governing the inflection of irregular verbs: the common noun, pronoun, adjective and prepositional idioms; the reading of about 200 pages of easy stories. Credit four semester hours.

French 103. Advanced French. The reading of two French novels, or a novel and a play, comprising about 300 pages; with grammatical and content study, and composition as found desirable. Credit two semester hours.

NORMAL SCHOOL COURSES

Latin 1. First half of Beginning Latin.

Latin 2. Second half of Beginning Latin.

Latin 3. First half of Caesar.

Latin 4. Second half of Caesar.

Department of Science

Mr. Smith

Mr. Cox

Mr. Park

Miss Bressie

Mr. Carter

Mrs. Deane

NORMAL SCHOOL COURSES

Science 1. Geography 1 (Formerly Geography 2.) This course is designed primarily to prepare rural school teachers to teach the subject effectively. A study of North America, its political subdivisions, coast lines, topography, climate, resources, the development of its cities and industries, and the distribution of its inhabitants is made. Credit one-half unit.

Science 2. Geography 2. (Formerly Geography 3.) Both physical and economical Geography are taught in this course. The completion of a standard high school text on this subject is expected. Credit one-half unit.

Science 3. Biology. This is a course dealing with both plant and animal life. The completion of the work of a standard high school text is expected. Credit one-half unit.

TEACHERS COLLEGE COURSES

Science 101. Physics 1. The work of this course includes a study of mechanics, kinematics, dynamics, mechanics of fluids, sound and light. Two recitations and two laboratory periods a week are required. Credit three semester hours.

Science 102. Physics 2. This course covers heat, magnetism, electricity, wireless and radio. Two recitations and two laboratory periods a week are required. Credit three semester hours.

Science 103. Chemistry. This course includes a study of the history, occurrence, preparation, properties, compounds and uses of the non-metallic elements, viz.: hydrogen, oxygen, nitrogen, sulphur and carbon. Two recitations and one double or two single laboratory periods a week are required. Credit three semester hours.

Science 104. Chemistry 2. This course includes a study of the history, occurrence, preparation, properties, compounds and uses of the remaining non-metallic elements and the metallic elements. Two recitations and two laboratory periods per week are required. Credit three semester hours.

Science 105. Botany 1. This course includes a study of the flowering plants in the field and also in the laboratory. A careful study is made of the structure, morphology, reproduction and ecology of plants. A carefully prepared note book is required. Credit three semester hours.

Science 106. Botany 2. This course includes a study of the mosses, lichens, liverworts, algae, fungi, bacteria and plant diseases.

Two recitations and two laboratory periods a week are required. Careful notes are kept. Credit three semester hours.

Science 107. Zoology 1. This course includes a study of the structure, development, habits, variation and relation of the ten animal sub-kingdoms to each other, to man, to plants and to agriculture. Much field work is done. Two recitations a week and two laboratory periods, and a carefully prepared note book is required. Credit three semester hours.

Science 108. Nature Study 1. This course includes the study of material available for high school and college teaching, and its chief sources are as follows: Collections from nature, trips, literature, botany, zoology, agriculture, geology, geography, astronomy, meteorology and photography. Visual education is stressed. Problems in field work are assigned to the individual pupil. The aesthetic phase of the subject is given much attention. Careful notes on the work are required. Credit three semester hours.

Science 109. Biology. This is a course in general biology, involving a study of typical forms of plant and animal life. As far as possible environmental material is used for laboratory study. The course aims to lead the student to form habits of accurate observation, clear thinking and logical conclusions. Attention is called to the great questions of life, the struggle for existence, the survival of the fittest, laws of heredity, influence of environment, and practical results of hybridization. Credit three semester hours.

Science 110. Economic Geography. (Formerly Geography 4.) This course places the emphasis on the principles of commerce—concentration of industries, transportation, government and governmental activities of 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 students are expected to secure data from government bulletins and reports, magazines, clippings, etc., relating to the "New Era." Credit three semester hours.

Science 111. Geography of Europe. This course includes a regional study of the continent; a study of the leading countries; an interpretation of the geographic aspects of the World War; the new map of Europe, the geographic and national factors associated with the determination of new boundaries in Europe and European possessions. Credit three semester hours.

Science 112. Conservation of Natural Resources. The course will involve a study of the natural resources of the United States and the world; history of the exploitation of soils, forests, mineral resources, etc.; present movement to conserve natural resources; reclamation of arid and swamp lands; reduction of erosion; conservation of minerals and forests; present use and future possibilities; of water power and inland navigation. Credit three semester hours.

II. SPECIAL DEPARTMENTS

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|--------------------|-----------------------------------|
| 1. Art | 4. Music |
| 2. Home Economics | 5. Physical Education |
| 3. Industrial Arts | 6. Reading and Public
Speaking |
-
-

Department of Art

Miss Gibson

Miss Boldrick

Mr. Boothe

NORMAL SCHOOL COURSES

Drawing and Penmanship

Drawing 1. Sufficient knowledge of the subject to enable the student to intelligently follow plans as suggested by Supervisors of Drawing, or which may be found in the various school magazines devoted to the subject, is the aim of this course which is as follows:

1. Development of the sense of color, direction, proportion and form.
2. Development of the ability of the student to express ideas with water colors, crayon, pencil or charcoal, and to make pictures according to the laws of composition.

There are three primary colors, each of which has variations from the original hue; in this course, we shall take up color values; the hue and intensity of color scales shall be worked out and a collection of different hues be made by each student. Credit one-fourth unit.

Penmanship. The Palmer Method is taught in this course. Much stress is placed upon a free, easy, rapid, arm-movement, coupled with a simple, distinct form of writing. Every student is required to take penmanship until he can write as well as 70 on the Ayres' Writing Scale, or 14 on the Thorndike Scale. This degree of efficiency is required with the use of pen, pencil and crayon. The amount of time students are required to continue this subject depends entirely on their rate of progress. Credit one-fourth unit.

TEACHERS COLLEGE COURSES

Drawing 101. In the training for the teaching profession, skill in drawing should be sought as a means of expression, and not considered as an end in itself. In this course we take up design, including picture study, lettering and the making of artistic cards. Subordination and rhythmic repetition as the underlying principles of applied design and sketching in colors from nature complete the work of the semester. Credit three semester hours.

Drawing 102. Advanced perspective will be the subject under consideration in this course and the work will include blackboard drawing in both crayon and charcoal. The drawings made in this course will make an intellectual appeal to the mind and will be helpful to the students of Mechanical Drawing. The course includes:

1. The principles governing the appearance of concentric circles.
2. The principles governing the appearance of conical shaped objects.

3. The principles governing the appearance of curved objects—vases, pitchers, cups, etc.

4. The principles governing the appearance of attachments such as handles, spouts, etc.

5. Illustrative work in crayon and charcoal.

Credit two semester hours.

Drawing 103. There are certain principles which are the basic foundation of all forms or design. These are:

1. Balance.
2. Rhythm.
3. Unity.
4. Harmony.

With a knowledge of these principles "Historic Ornament" is studied with the purpose of adapting the styles to modern use. These include American, Indian, Egyptian, Greek, Gothic, Renaissance, Japanese and Chinese. Credit two semester hours.

Drawing 104. The ability to draw intelligently and even artistically is not so much a matter of talent or genius, as it has heretofore commonly been supposed. The power to create beauty in line, color or form depends upon an educated sense perception. When the mind thinks in terms of beauty of line and color, some form of expression may easily be acquired. In this course, special attention is given to original work, much of which is done outside the classroom. Posters, advertisements and applied design to be used in commercial ways, will be made the basis of instruction for the course, and will include: Pattern, Decoration, Construction, Composition and Application. Credit three semester hours.

Department of Home Economics

Ruth Dix

NORMAL SCHOOL COURSES

Domestic Art 1. Sewing 1. The subject matter of this course will include hand and machine sewing, and construction of simple garments. Credit one-half unit.

Domestic Science 2. Cooking 2. This is a study of cookery and table service. Credit one-half unit.

TEACHERS COLLEGE COURSES

Domestic Science 101. Food preparation. This is a study of the selection and use of foods, including their chemical composition, and the principles underlying their preparation. Credit three semester hours.

Domestic Art 102. Clothing Garment Making: This is designed to give the fundamentals of all ordinary sewing in wash materials. Credit three semester hours.

Domestic Art 103. Clothing. Dressmaking. This course follows Clothing 102 and deals with the construction of wool and silk garments. Credit two semester hours.

Domestic Art 104. Textiles. Study of leading fibers and fabrics. This course deals with the selection and care of fabrics. Credit two semester hours.

Domestic Science 105. Household Problems. A study of the organization and equipment of households. Credit two semester hours.

Domestic Science 106. Household Management. A study of the scientific and economic management of the home. Credit two semester hours.

Domestic Science 107. Food Preparation. Advanced study of foods, including their chemical composition, and the principles underlying their preparation—serving of meals. Prerequisite, Food Preparation 101. Credit two semester hours.

Department of Industrial Arts

Manual Training and Handwork

Mr. Deniston

Mrs. Hume

NORMAL SCHOOL COURSES

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.

Manual Training 1. Elementary Bench Work. A course in elementary work involving problems which may be worked out in the intermediate grades. Part of the time will be devoted to the construction of farm projects, using inexpensive material, readily available in rural communities. Credit one-half unit.

TEACHERS COLLEGE COURSES

Manual Training 101. Elementary Mechanical Drawing. This course is for students who have never studied mechanical drawing. 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, projection, inking, tracing and blue printing. Freehand sketches of problems are given to the student to make working drawings. Credit two semester hours.

Manual Training 102. Intermediate Mechanical Drawing. In this course it is the aim to make the scope suit the needs of the student 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. Credit two semester hours.

Manual Training 103. Advanced Mechanical Drawing. This course is organized for teachers of mechanical drawing and persons who have had some practical experience in drafting. The purpose of this course is to prepare teachers of mechanical drawing to handle the subject in the public schools. Special emphasis is placed on the necessity for careful preparation on the part of the teacher; proper methods of presenting material, and the planning of courses of study. Considerable time is given to lectures and student demonstrations. The class makes a series of drawings selected from different phases of mechanical drawing, perspective drawing and practical representation. The problems are demonstrated from the professional standpoint. Prerequisite, Elementary Mechanical Drawing. Credit two semester hours.

Manual Training 104. Elementary Cabinet Making. The purposes of this course are to study furniture making as it may be taught to high school and vocational classes, and to consider the organization and teaching of such work in the schools. The work consists of the making of a piece of furniture involving upholstering, selected or designed by the student. While the work is largely individual, there will be an opportunity for the class as a whole to receive instruction upon details of construction, gluing, scraping, sanding, finishing, upholstering, and costs of materials. Prerequisite, Elementary Mechanical drawing. Credit two semester hours.

Manual Training 105. Advanced Cabinet Making and Mill Work. This course is provided for the purpose of instruction and practice in the care and use of woodworking mill tools and machinery and in methods of preventing accidents in operating. Work is required in the upkeep and care of tools and machinery. The practical work consists of: Making mill bill, figuring lumber bill, selection of material, cutting stock, face marking, laying out stock, machining stock and necessary bench work. Related information will be given concerning drying and care of lumber, finishing of products, proportioning of joints, different ways of doing the work, trade terms and order in which to give dimensions. Prerequisite, Elementary Cabinet Making. Credit two semester hours.

Manual Training 106. Wood Turning. This course deals with various methods in turning in hard and soft woods; it includes work between centers, face plate and chuck turning, finishing and polishing, and the sharpening and care of tools used, as well as lectures on the history of turning and the lathe. Speed for different types of stock, the various materials used in turning, turning as a trade, management, organization, and the teaching of wood turning are also included. Attention is given to planning courses of study, equipment, materials, buying and installation. The latter part of this course is devoted to design and making of products suitable to the decora-

tion of cabinet work. Prerequisite, Elementary Mechanical Drawing and Elementary Cabinet Making. Credit two semester hours.

Manual Training 107. Farm Mechanics. A course involving work in wood, metal and concrete, and includes the making of such projects in wood as work bench, wagon jack, single tree, evener, poultry appliances, and concrete forms; in concrete, one or two problems in plain and reinforced construction; in forgery, a series of projects adapted to farm use. A study is made of farm implements and repair of same. A drainage project will be worked out in full. Students of agriculture and those teaching in rural and county high schools will find this a profitable course. No prerequisite. Credit two semester hours.

Manual Training 108. Patternmaking. The patternmaking course takes up the technical details in a simple way. The student makes a number of exercises embracing the fundamentals of patternmaking. The actual work consists of bench and machine woodwork and wood turning. Instruction and demonstrations cover the use of machine and hand tools, application of patternmaking principles, methods of construction, methods of turning and methods of finishing the exercises. Advanced problems are assigned as soon as the student develops special ability. Prerequisite, Elementary Mechanical Drawing Elementary Cabinet Making and Wood Turning. Credit two semester hours.

Manual Training 109. Special Course in Manual Training. This course is for teachers wishing to review some phase of the work or to make projects of an original design. The nature of the work will be decided upon by student and instructor. Prerequisites to be decided by the instructor. Credit one semester hour.

Manual Training 110. Method in Manual Training. 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 system, equipment, planning of courses, arrangement of shops, and methods of teaching will be given the student. Prerequisite, six hours' credit in Manual Training. Credit one semester hour.

Handwork. Subjects covered in this course are paper and cardboard construction with some weaving and baskerty, presented in such a way as to be of special value to teachers and supervisors of the lower grades. Information is given about equipment and supplies for this work.

The work in construction is arranged so that the exercises proceed from the simple to the complex. A large variety of different kinds of problems is worked out using the different kinds of common media. Suggestions are given for other problems.

Some time is devoted to discussions and consideration of methods of teaching. Students are shown how the work can be correlated with subjects taught in the grades. Credit one-fourth unit.

Department of Music

Mr. Stewart

Miss Telford

Of all the arts music is the most universally appreciated and the most generally practiced. It is the one art which, in addition to being most generally appreciated, can best be practiced in our public schools. Realizing this fact, the Music Department of the Eastern Kentucky State Normal School and Teachers College will aim to give every student equal opportunity to learn the fundamentals of music, to become acquainted with the best of musical literature and to develop the ability to present properly this subject to the pupils in our public schools.

NORMAL SCHOOL COURSES

Music 1. This course is offered for those whose previous musical training has been very limited and for those who have had no previous work in music before entering the Normal School. Music fundamentals are presented in connection with the study of well known songs. Credit one-fourth unit.

Music 2. Students who have satisfactorily completed the work required in Music 1 are eligible for this course. Also, students who have had previous training equivalent to that required in Music I may enter Music II after consulting with the Director of Music. Advanced work in music fundamentals, methods of teaching and sight singing are presented. Credit one-fourth unit.

TEACHERS COLLEGE COURSES

Public School Music Course

(Elective)

This course is offered for those who wish to specialize in the teaching of music in the public schools and requires from two to three years to complete, depending upon the previous musical training of the student. Students entering this work from other schools of music or from private teachers will be given credit for work done.

Music 101. This course offers work in theory, oral dictation, methods and material used in the first three grades of school music. Credit three semester hours.

Music 102. This course presents work in advanced theory, oral and written dictation, methods and material used in the fourth, fifth and sixth grades. Credit two semester hours.

Music 103. Work in this course includes harmony, appreciation, observation and material and methods used in the seventh and eighth grades. Credit three semester hours.

Music 104. Work in this course includes advanced harmony, appreciation, observation and material and methods used in high school music. Credit two semester hours.

Music 105. Practice teaching is required for a semester before

the student may complete the course in Public School Music. Credit two and one-half semester hours.

The Hollis Dann series will be used as a text book and the student will also become acquainted with other standard music texts. All classes in Public School Music will do a certain amount of work in sight reading in connection with the work in material and methods. Students in this course must have one year of voice lessons and two years of piano lessons and are also required to attend Glee Club and Orchestra rehearsals.

Men's Glee Club. Membership in the club is open to those students who like to sing and who wish to become acquainted with some of the best known songs for male voices. Applicants will be expected to have a fair voice for singing, a true ear for pitch, and some ability in reading music. Credit one semester hour.

Ladies' Choral Club. Membership is open to all who enjoy singing and who wish to become acquainted with the best musical literature for ladies' voices. A fair voice for singing, a true sense of pitch and some ability in reading music are expected. Credit one semester hour.

Eastern School Orchestra. Membership in the orchestra is open to all students possessing suitable instruments for orchestral playing and who have had sufficient previous training and experience to enable them to play music of moderate difficulty. A true sense of pitch, a feeling for rhythm, an idea of tone values and of tone shading are required. Credit one semester hour.

Note: In order to obtain credits for Glee Club, Choral Club, and Orchestra work, students must continue these rehearsals for two consecutive semesters.

Believing that the results of the work done by the above organizations can be placed upon a much higher plane constantly, it shall be the aim of the Music Department to select music that is interesting and worth-while and to require such a high standard, both in preparation and performance, that Eastern Kentucky State Normal School and Teachers College students and friends may have good reason to be proud of her musical organizations.

PIANO

Miss Telford

This course in piano is arranged to admit pupils to any grade for which they are qualified. As all lessons are given individually it has not been considered advisable to adopt a complete course to be followed arbitrarily with every student. Only the general outline of the following course is adhered to, but it is given here in order that a student may determine his classification and have something definite to work from.

I. Training in correct position of the hand, independent finger action, legato and staccato touch; fundamentals of musical notation,

ear training, studies in rhythm and simple scale forms. Studies selected from Kohler Op. 190; Streabbog Op. 63 and 64.

II. Oral technic and major scales. Kohler Op. 157 and 242; Burgmuller Op. 100; Easy Sonatinas by Clementi.

III. Hanon technic; major and minor scales; Duvernoy Op. 120; Bertini, Twelve Little Preludes and Pieces; Heller Op. 47; Sonatinas by Clementi and Kuhlou and simple pieces of the same grade.

IV. Hanon technic; major and minor scales; Czerny Op. 299; Heller Op. 45; Bach's Little Preludes and Fugues; Sonatas by Haydn and Mozart and pieces of the same grade.

V. Pischna technic; scales and arpeggios in all keys; Czerny Op. 299; Hasert Op. 50; Bach, two voice inventions; Sonatas by Mozart and Beethoven and composition by classic and modern composers.

VI. Pichna technic; scales and arpeggios in all keys; Czerny Op. 740; Cramer's Fifty Etudes; Bach, Three Part Inventions; Sonatas by Beethoven and compositions by classic and modern composers.

Department of Physical Education

Miss Hammond
Miss Hughes

Mr. Hembree
Miss Bressie

NORMAL SCHOOL COURSES

Physical Education 1. The primary aim of this course is to prepare rural school teachers to teach the subject of public health, hygiene and sanitation. Some physiology is taught in this course as a background on which to build a proper knowledge of health. Play and gymnastics as a means of producing healthier children are given proper attention. Credit one-half unit.

Physical Education 2. In this course the teacher is taught many games; also, how to supervise and direct them. Physical exercise and its relation to the health of the individual receives major emphasis. Credit one-fourth unit.

TEACHERS COLLEGE COURSES

Physical Education 101. Health, Hygiene and Sanitation. The aim of this course is to teach health, hygiene and sanitation. Some physiology is taught as a background on which to build a proper knowledge of health. Medical inspection, nature and transmission of diseases among school children, prevention of diseases, physical exercises, etc., are subjects dealt with in this course. Credit three semester hours.

Physical Education 102. Play. Text book work on the theory of play, lectures on the practical management of the playground, and demonstration and practice of games. The growth of the play movement in England, Germany, and the United States is followed, with the development of municipal playgrounds and social centers. On the practical side the following topics are treated: equipment, apparatus, courts, games, tournaments, festivals, efficiency tests, group athletics and manual constructive work. Credit two semester hours.

Physical Education 103. Physiology of Exercise. A text book course, supplemented by lectures and laboratory work, on the physiology of the muscles, nerves, circulation and respiration, with especial relation to the effects of bodily exercise. Credit two semester hours.

Physical Education 104. Organization and Administration of Physical Education and Athletics. Problems in organization and administration in physical education and athletics. Intercollegiate, intramural and mass athletics. Sportsmanship and ethics. Credit one semester hour.

Physical Education 105. History of Physical Education. A discussion of the gymnastics of the Greeks and the Romans, of the decline and revival of exercise and sports, the growth of our modern system of physical training, the play movement, recent national and

state legislation regarding physical education, is made in this course. Credit one semester hour.

Physical Education 106. German Gymnastics. This course includes running, tactics, free gymnastics (with and without apparatus), games, and methods of teaching. Credit three semester hours.

Physical Education 107. Swedish Gymnastics. This is a course in Swedish floor work, with special attention to the physical development of each individual student in the class. Credit one semester hour.

Physical Education 108. Football. Instruction is given each fall to about 50 men in the college game of football. A first team plays about seven or eight games with the teams of other colleges. The other men in the squad have the same instruction and practice daily on the field and can play on the teams that scrimmage against the regulars. Many men learn the game for purposes of coaching who are not physically fit to play in all phases of it. Credit one semester hour.

Physical Education 109. Basketball for Men. We usually have 50 or more men enrolled in basketball. A college team is selected and a second team, each playing a schedule of games with the teams of other institutions. Men not making these teams are organized into class teams and they play a tournament among themselves and with other local teams. Credit one semester hour.

Physical Education 110. Baseball. A large class is conducted in this sport, including a first team and several class teams. Effort is made to train all the men in the details of base running, batting, fielding, team play, signals, plays and rules. Credit one semester hour.

Physical Education 111. Track and Field Sports. A track team meets the teams of other colleges in dual contests, and class contests are carried on among the men who are not on the team. Special instruction is given in the details of running, hurdling, jumping, starting, putting the shot and vaulting. Credit one semester hour.

Physical Education 112. Basketball for Women. This class is offered for a limited number of students who wish to learn to coach the game, as well as for those who wish to enter it in order to try to make the varsity team. The class meets for four hours each week. Credit one semester hour.

Physical Education 113. Community Recreation. This course is designed to prepare students to direct the recreation of a community. An attempt will be made to determine what games and sports interest young people. Members of this class assist in conducting the Saturday evening games in the gymnasium. Credit one semester hour.

Department of Public Speaking

Miss Buchanan

Miss Zellhoefer

NORMAL SCHOOL COURSES

Expression 1. Reading 1. Voice. Correct breathing, basic principles of right vocal habits, voice control, tone production, articulation, pronunciation, modes of utterance, quality of voice, inflection and time are studied in this course.

Gesture. Exercises in preparation for spontaneous gesture and coordination of mind and muscles; poise and harmonious movements are given careful consideration in relation to expression.

This course is planned with a view to teach students how to read with fluency and animation; and how to interpret what they read intelligently. The best literary selections are used to accomplish this end. Credit one-half unit.

TEACHERS COLLEGE COURSES

Expression 101. Reading. Voice. Correct breathing, basic principles of right vocal habits, for the purpose of acquiring purity, strength and flexibility of tone. Articulation, pronunciation, modes of utterance, qualities of voice, inflection, time, force and stress are studied in this course.

Gesture. Exercise in preparation for spontaneous gesture, poise, and harmonious movements are studied.

Students are taught how to read in this course, and how to teach reading. Drill is required upon a wide range of selections for the purpose of promoting natural growth in animation, smoothness and volume. Interpretation of orations and selections of prose and poetry is required. Credit two semester hours.

Expression 102. Public Speaking. A study of the best orations is made. Presentation of extemporaneous addresses, preparation and presentation of addresses before the class for criticism and guidance are required. A study is made of the principles of debating. Credit three semester hours.

Expression 103. Coaching Plays. This course includes a study of voice, gesture and platform recitals. A study of make-up staging, stage lighting and setting and costuming plays is made. Credit three semester hours.

Expression 104. This course consists of advanced work in tone production, for the purpose of perfecting the purity, strength and flexibility of the voice.

Gesture as an art. Showing relation to forms of literature and dramatic significance in oral interpretation. A study of the foot, arm and head chart is made.

Students in this course are given an opportunity for platform re-

cial on miscellaneous repertoire and practice teaching before the class for criticism and guidance. A study of story telling, which consists of the telling of stories, selection and adaption of material for grades. Prerequisite, Expression 101. Credit four semester hours.



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. Williamstown
Morris, Emma Russell
Barbourville
Sullivan, Flora J. Williamsburg
Ward, W. B. Inez
Womack, Alma Oldtown

CLASS 1909

Anderson, Leslie Stanford
Chandler, S. B. Sip
Davis, H. L. Ashland
Fallis, O. B. Danville
Gifford, C. H. Sardis
Holbrook, C. S. Red Bush
Jones, J. C. Barbourville
Morgan, Elizabeth W. LaGrange
Pettus, Ila Lancaster
Scott, Cathryn V. Richmond
Starns, D. H. Williamstown

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
Culton, 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 Vanarsdall
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
Moneyhan, Edna Augusta
Morgan, Libbie Libbie
Mullikin, O. L. Sardis
Neace, John G. Booneville
Prose, Bertha Irad

Qualls, Webster Olive Hill
Richardson, Edgar Science Hill
Roling, Lena Gertrude Richmond
Sasser, Mrs. Alice Tuttle
Scott, Elizabeth Helena, Ark.
Scoville, Elizabeth Atlanta
Sharon, Lowell Richmond
Sheriff, Robert Owenton
Tartar, Gertrude Cains Store
Taylor, Eva Somerset
Tye, J. J. Barbourville
Webb, Arnold Blairs 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 Middlesboro
Brammer, John C. Susie
Carter, Frank M. Flora
Dyche, Emily Byers London
Dodson, Flora Monticello
Elmore, Mary Lancaster
Everage, Mary Hindman
Faulker, Garnet Catlettsburg
Huffaker, Leona Lawrenceburg
Jackson, Sadie Rea Catlettsburg
Luttrell, Paul Tackets Mill
Moore, George Mansfield Corbin
Meece, Virgil Franklin Somerset
Pettus, Mary Rebecca Stanford
Parard, Marie Josephe Ashland
Pollitt, Clara Edna Middlesboro
Roberts, Bryon Mason Wheatley
Reed, Everett Hampton Mayslick
Reid, Homer Lloyd Somerset
Schwartz, Kathryn A. Covington
Tinder, Della 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 Tuscola
McNutt, M. H. Bradford
Morriss, Marian Allen Warsaw
Mathias, Anna Carlisle
Rayburn, Maude Mae Emerson
Rich, Ada Lancaster
Schirmer, Margaret Elizabeth
Ghent
Thurman, Ninnie B. Nashtown
Trent, Ada Lawrenceburg
Vaught, Allie A. Somerset

CLASS 1913

Amburgey, L. M. Hindman
 Ballard, May Richmond
 Bertram, Elizabeth Valley
 Bogie, Annie Miller Richmond
 Boothe, John E. Richmond
 Brock, Marie London
 Broadus, Kavanaugh Richmond
 Bryant, Ben Corbin
 Caywood, James Wedonia
 Cox, Ella K. Concord
 Covington, Mary Q. Richmond
 Crowder, Mabel Lawrenceburg
 Day, James Caney
 Day, Angella Hunnewell
 DeLong, H. G. Inez
 Dempsey, Corrine Inez
 Floyd, Mary Somerset
 George, Edythe Covedale
 Gould, Willie Vincent
 Hale, Mahala Gray
 Haley, C. F. Brooksville
 Harris, O. H. Hale
 Hendren, Allie Elizabeth
 Lancaster
 Henry, Elizabeth B. Lexington
 Johnson, Fannie Paintsville
 Johnston, Nell Nicholasville
 Kennard, Albert Augusta
 Lake, Alma Berea
 Laubisch, O. A. DeMossville
 Lewis, W. H. Blaze
 Lutes, S. B. Beattyville
 McCarty, Anna Mary Butler
 McDougle, Miree Richmond
 Messman, Margaret Dayton
 Mills, Howard H. Kenton
 Oldham, Emma Richmond
 Osenton, Mabel Greenup
 Quillen, Marie Heidelberg
 Remy, P. D. Lowder
 Scoville, Magnolia London
 Smith, May Troublesome
 Sporing, T. B. California
 Stidham, C. B. Beattyville
 Stigall, Dumont Somerset
 Taylor, Eddie Burnside
 Taylor, Emma Burnside
 Thomson, Henrietta Frankfort
 Williams, E. W. Island City
 Ware, Daisy Lynn Somerset

CLASS 1914

Akin, Paris B. Burlington
 Ammermann, Mary Jane
 Cynthiana
 Ballard, Leonard H. Valley View
 Bertram, Anna L. Valley
 Bowman, Daphie H. Richmond
 Brown, Fannie May
 N. Middletown
 Caldwell, Leander Cox
 Catlettsburg
 Calico, Zula Elizabeth McCreary
 Coons, Nellie Lexington
 Clark, L. A. South Fork
 Clark, Emsy Odds
 Cornelison, Lula McKee Richmond
 Chrisman, J. Warren Covington
 Davidson, Perry Oneida
 Dempsey, Evelyn Inez
 Deatherage, Willie Mae Richmond
 Dodsworth, Vivian May
 Cold Springs
 Donahue, Anna M. Danville
 Doty, Mary Richmond
 Early, Beulah Newman Rockhold

Early, Lena Agnes Corbin
 Gilmore, Charles M. Ringo's Mills
 Gordon, Anna Elizabeth Wilmore
 Gray, Mary Frances Harrodsburg
 Hacker, Isaac Buena Vista
 Harmon, Ella Maude Brumfield
 Hale, Lule Hindman
 Hayden, Maude Frances Richmond
 Hemlepp, Emma Theresa Ashland
 Horine, Elizabeth Nicholasville
 Houchins, Ollie Mae Harrodsburg
 Johnson, Rowena Harrodsburg
 Kirk, Herschel R. Irvington
 Lipps, Matie Louise Hustonville
 Martin, Margaret Carlisle
 McWhorter, Stella Mae Paint Lick
 Myers, Nancy Bourne Richmond
 Plummer, Nancy K.
 Stamping Ground
 Price, Florence Ethel Cottonburg
 Price, Hobart V. Cottonburg
 Price, Odessa Blaine Cottonburg
 Rankin, Edna Mae Monticello
 Redwine, Marcus C. Sandy Hook
 Rice, Linnie M. Sumpter
 Ross, Mary E. Sharon
 Sams, Eva Edith Georgetown
 Scoville, Hallie May London
 Scrivner, Ruth Richmond
 Seitz, Florris West Liberty
 Skinner, Thomas W. Buena Vista
 Smallwood, Enoch Dorton
 Thompson, Stella E. Primrose
 Tipton, Pressly H. London
 Turner, Ervine Canoe
 Vories, Emma DeWitt Sparta
 Walsh, Lula West Liberty
 Williams, B. M. Pineville
 Whaley, Nancy Myers
 Millersburg
 Williams, John L. Pineville

CLASS 1915

Barnette, Rebecca Jayne Somerset
 Bowan, Betsy Bowen
 Cook, Leland Dema
 Crawford, Albert B. Rose Hill
 Duffy, Cornelia Read Cynthiana
 Evans, Mollie T. Nicholasville
 Farley, Minnie Elizabeth
 Richmond
 Galey, Ida Mae Kirksville
 Gilbert, Ellyn Christena Richmond
 Goodman, Keener C. Ashland
 Harris, Lelia J. Richmond
 Hampton, Daisy Corinth
 Hickok, Katherine Covington
 Holliday, Surrilda Stacy
 Hearne, Hanna Jane Richmond
 Hugueuly, Henry Wood Richmond
 Lamb, Naomi N. Campbell
 Land, Ettabelle Shelbyville, Ind.
 Liles, Ella Tannery
 Liles, Eva Tannery
 Lutes, Maude Alma Primrose
 Maupin, Ama Dillingham Moberly
 McComis, Madge Mae
 Catlettsburg
 Moyers, Fannie Berea
 Phillips, Rebekah A.
 Liberty Road
 Richie, William Fristie
 Smith, C. E. Yale
 Vogel, Clare Louise Newport
 Wade, Saline Bagdad
 Walker, Belle McM. Lawrenceburg
 Ward, Forest Sharpsburg

White, BessRichmond
 Watkins, Alice E.London
 Yates, Margaret M.Kingston

CLASS 1916

Adams, Louise RhorerLondon
 Akers, EzraPrinter
 Asher, James J.Hyden
 Bates, Joseph B.Kite
 Bennette, VernaWilmore
 Blackburn, LenaCovington
 Erady, Maud EvelynGreenup
 Bedford, Emma Chanslor

Lexington
 Baker, Emma BerylRichmond
 Cain, Oliver WalterBradley
 Cabbage, Ann MaryOwenton
 Dietrich, LoisWinchester
 Downard, Mary Elizabeth.....Sunrise
 Dobrowsky, RoseRichmond
 Early, Nellie Katherine.....Corbin
 Gibson, Ellen Christena.....Lexington
 Goldenberg, CarrieVanceburg
 Hays, WillieHindman
 Hoskins, Ruth GibsonPineville
 Jones, BrillaLondon
 Kelly, Robert LeeElic
 Knox, Lilly UlahRosslyn
 Lancaster, Jennie MaeGhent
 Lutes, Lloyd HardinPaint Lick
 Little, Robert E.Moore's Creek
 McClure, BerniceMt. Sterling
 McWhorter, Howard R.Ashland
 Monahan, Harry F.Germantown
 Lawson, Nan WoodLot
 Morgan, IdaSlickford
 Merritt, EthelElkin
 Mills, L. H.Barbourville
 Mason, MatildaShelbyville
 Mills, S. A.Hammon
 Nichol, L. DeGarmoSpringdale
 Noe, FanniePaint Lick
 Noland, MiriamRichmond
 O'Brien, BettyCovington
 Rucker, LucileLudlow
 Ramsey, AliceWinchester
 Roland, Laura BeatriceDodge
 Ruby, GoldenFrankfort
 Rucker, J. G.Catlettsburg
 Shearer, MollieMonticello
 Shearer, James R.Hindalga
 Shearer, LeeHindalga
 Stone, Stella HubbleSomerset
 Sturgill, Norah MarieHindman
 Spurlock, EugeneKirksville
 Smith, JoshuaAry
 Smith, Prudence AllenDwarf
 Stone, LucileBurgin
 Turpin, Mary Kathryn

High Bridge
 Thomas, Albrow B.Hindman
 Taylor, Hiram H.Spider
 Waters, Virginia Henshaw.....Goshen
 Wilson, Lela FrancesLevee
 Williams, Mrs. John L.Pineville
 Wills, Omar Robbins.....Covington

CLASS 1917

Adams, MattieSharpsburg
 Allman, Carrie A.Richmond
 Boothe, GertrudeCarlisle
 Baughman, Sadie S.Hustonsville
 Bourne, MaymeNicholasville
 Bridges, Olla Ray.....Stamp. Ground
 Bronston, JamieRichmond
 Brophy, Mary IreneJackson
 Burton, Marietta E.Danville

Carter, Va. WattsLancaster
 Carpenter, Katie D.Harrodsburg
 Champion, EbonLawrenceburg
 Chandler, Eda S.Owingsville
 Clere, Easter L.Catlettsburg
 Cochran, AvoniaBerry
 Coffey, RenaDanville
 Cooper, Anna E.Bradford
 Crowe, Lina B.Paris
 Crowe, Ida M.Paris
 Dalton, Lora I.Zula
 Demmin, Lillian W.Covington
 Dilgard, LouiseAshland
 Dotson, J. E.Coleman
 Ernst, Viola M.Covington
 Ewen, MaymeWinchester
 Falin, WinnieBurr
 Paris, MacieRichmond
 Galbraith, McClellanFoster
 Gilkerson, FlorenceWinchester
 Gillespie, C. G.Yale
 Goldenburg, Mary G.Vanceburg
 Harris, Mattie B.Nicholasville
 Haughaboo, SusanMaysville
 Hedden, Daphne M.Lawrenceburg
 Heflin, Francis I.Winchester
 Heflin, SerenaWinchester
 Henry, Evelyn Price.....Harrodsburg
 Hill, Emery D.Germantown
 Hord, Anna M.Richmond
 Hubbard, DillardCrane Nest
 Jones, Carrie B.Hindman
 Kenny, Katherine B.Paris
 Keyser, Sarah E.Vanceburg
 Lambert, Linwood K.Rush
 Lyon, Rachel C.Hustonsville
 Marrs, Grace A.Prestonsburg
 Martin, FrancesWaddy
 Martin, Lloyd L.Crab Orchard
 McKee, MiriamLawrenceburg
 McKee, Martha Y.Richmond
 Moore, WilliamBooneville
 Morgan, Luther Franklin.....Caution
 Murphy, Alfred L.Strunk
 Nolan, StellaPoor Fork
 Parard, KatherineAshland
 Parker, Ruth R.Ghent
 Patrick, A. HesterCarlisle
 Perry, Bernard I.Butler
 Pratt, Sara Mildred.....Catlettsburg
 Prather, A. P.Mt. Olivet
 Roach, Dora E.Lawrenceburg
 Robertson, IomgenAugusta
 Rowland, ClaytonScoville
 Saunders, JeanBronston
 Schoenfeld, EffieRichmond
 Searcy, Mary S.Lawrenceburg
 Slack, Ida MaeDover
 Sloan, MyrtleEubank
 Smith, Katie B.Richmond
 Smith, H. Woodson.....Barbourville
 Sword, Adeline H.Crystal
 Tibbals, SarahSomerset
 Trimble, KathleenSomerset
 Vickery, J. E.Bethesda
 Vories, Marion H.Campbellsville
 Walker, EllenRichmond
 Webb, Dermont G.Nancy
 Winn, GraceWitt
 Yeager, CarrollThealka

CLASS 1918

Burdette, Sallie S.Stanford
 Boudinot, NancyFrankfort
 Brown, M. C.Lawrenceburg
 Boyer, Mary L.Campbellsburg
 Boyer, Martha K.Campbellsburg

Cox, Caroline LeeFord
 Cloyd, Pearl M.Corbin
 Cobb, PlumaOwenton
 Cotton, Beulah M.Richmond
 Chalkey, Mary Lillian.....Covington
 Chapman, Mollie V.Quicksand
 Duncan, Priscella Primrose.....Sinai
 Evans, Nora LeeNicholasville
 Everett, Grace A.Covington
 Garrett, Mabel CreeTrinity
 Gregory, Anna LeeFrankfort
 Gentry, Minnie W.Spiro
 Horn, Ama V.Harrodsburg
 Miller, Maud M.Nicholasville
 Morton, MabelWaddy
 Miracle, James T.Monticello
 Montgomery, Mrs. L. H.Pineville
 Ogg, Nina RachelDillon, Mo.
 Sanford, Carol Hudson.....Covington
 Scott, Amelia JaneNicholasville
 Shearer, Nancy William

Red House
 Steele, Flora C.Frankfort
 Trammel, Ella MayPine Knot
 Taphorn, Mary Martha.....Covington
 Wapson, HuldahMidway
 Webb, Bennie M.Ashland
 York, Lottie AliceVanceburg

CLASS 1919

Ballinger, LucyBarbourville
 Burchett, MinnieLouisa
 Champion, LoisLawrenceburg
 Greathouse, StellaKeene
 Gudgel, Mary F.Frankfort
 Hacker, Mrs. MaryMajor
 Harlow, Lora MaeBagdad
 Miller, NinaHarrodsburg
 Mills, OttoFlat Lick
 McDonald, LinnieGhent
 Pettay, Alice L.Richmond
 Powell, Rachel MaeLancaster
 Rankin, Maggie LouLancaster
 Scrivner, PearlStation Camp
 Shelton, Mrs. NancyWhite Hall
 Sothard, MaryMiddlesboro
 Thomason, Christine

N. Middletown
 Whaley, Lettie S.Flemingsburg

CLASS 1920

Binder, JosephineKenton
 Campbell, Elizabeth R.Myers
 Coates, Mabel RuthRichmond
 Calebs, Mrs. DoraLancaster
 Collette, Gertrude M.Berea
 Capps, Mary D.Bethel
 Clubb, Mary Isabelle.....Pleasureville
 Calico, MamieRichmond
 Duncan, Archie Cosby.....Richmond
 Driggs, Mabel LoudCovington
 Gibson, Henry H.Mayking
 Hopkins, MaggieCarlisle
 Hughes, SibilPleasureville
 Jefferson, ElizabethMayslick
 Jett, Laura V.Winchester
 Jones, Lillian B.Williamsburg
 Moore, Bessie May.....Nicholasville
 Meeks, EugeniaWaddy
 Montgomery, Sudie F.Paris
 Moss, GeorgiaStanford
 Neal, Martha MayeMt. Olivet
 Reed, CurtisElise
 Risk, LouisaRichmond
 Stroker, Lelia E.Bethlehem
 Tyng, Mrs. GladysRichmond
 Tilton, Jessie LeeLexington

Teater, MaudeCox Creek
 Thomason, Louvenia
 N. Middletown
 Tempelton, Lona M.Moberly
 Warren, Sudie T.Franklin, O.
 Williams, LorenaLouisville
 Williams, Martha E.Florence

CLASS 1921

Adams, Mrs. Eliz. CainFalcon
 Bisceglia, BarbaraMiddlesboro
 Baker, Myrtle LeeSalvisa
 Browning, GraceFalmouth
 Coates, RowenaRichmond
 Clifton, LouisDry Ridge
 Covington, Hester Louise

Richmond
 Dickerson, Lilly B.Simpson
 Dettwiller, Daisy D.

N. Middletown
 Finsel, Clara JaneFrankfort
 Floyd, MarieWest Point, Miss.
 Fouch, T. E.Elliottsville
 Gilvan, Bessie H.Bethel
 Griffin, Myrtle G.St. Helens
 Hawkins, Nannie Belle

Lawrenceburg
 Huddleston, Patty Genevieve
 Middlesboro

Jewell, James William
 Burning Springs
 Johnson, RuthHarrodsburg
 Lackey, Mary ElizabethBerea
 Long, Mildred MayQuicksand
 McCollum, Mrs. Emma

Travelers Rest
 McKinney, Mary F.Richmond
 Monson, Sadie B.Cynthiana
 Mullich, AnitaDayton
 Reynolds, MaggieNicholasville
 Rigney, EllaHustonville
 Roberts, DelaineMintonville
 Schormann, HuldahAshland
 Stipp, MayeWinchester
 Story, VirginiaAshland
 Turley, Amy D.Richmond
 Watts, OvieHarrodsburg
 Watts, ElsieHarrodsburg
 Walker, Lula KernPerryville
 Yates, Emma IreneCovington

CLASS 1922

Adams, Eunie MaeUnion
 Adams, Kerney Milner

Whitesburg
 Bell, Martha White.....Lawrenceburg
 Broaduss, Ruth Marie.....Lancaster
 Bryant, BeulahMiddlesboro
 Calico, MattieRichmond
 Clark, JuliaParis
 Clark, Myrtle MarieMt. Olivet
 Coates, Lana MartineRichmond
 Colyer, AdalineMt. Olivet
 Combs, BradleyWhitesburg
 Congleton, Mrs. Conley.....Richmond
 Crook, MargaretLawrenceburg
 Dettwiller, Josephine Clendenin
 North Middletown

Farmer, Edna Southard
 Middlesboro
 Foster, Ray PirtleMarion
 Fox, Amelia ElizabethDanville
 Gentry, Sara MartinRichmond
 Gillispie, Mildred Ellen
 North Middletown
 Griggs, Mary ErleCity
 Hall, Maye EdithPleasureville

Harlow, Pauline	Bagdad
Hart, Ethel E.	Maysville
Hayes, Alma	Olive Hill
Higgins, Herbert Talmage	Pulaski
Hisle, Virginia Walker	Richmond
Jones, Mary Joseph	Richmond
Latimer, Genia Ruth	Junction City
Little, Daniel Boone	Paint Lick
McDaniel, Mamie Clay	North Middletown
Moser, Walter Bryan	Middleburg
Owen, Naomi Woodson	London
Owens, Mary Alma	Mitchellsburg
Pendleton, Mattie E.	Heidelberg
Perkins, Alice McGinnis	Williamsburg
Rice, Zelia	Richmond
Rush, Paul Moore	Shepherdsville
Samuels, Eloise	Richmond
Sandlin, Christine	Richmond
Scott, Virgil B.	Butler
Smith, Anna May	Wasioto
Snyder, Bertha J.	Williamsburg
Soper, Ora Allen	Nicholasville
Strother, Carolyn Lucille	Campbellsburg
Taylor, Willard Cowan	Augusta
Tucker, Gladys L.	Parksville
Turley, Margaret	Richmond
Tyree, Ralph B.	Rice Station
Vosloh, Helen	Muncie, Ind.
Warner, Hattie C.	Nicholasville
Watterfill, Mary Louise	Lawrenceburg
White, Joseph J.	Hustonville
Willoughby, Hortense	Richmond
CLASS 1923	
Acra, C. S.	Florence
Akens, C. N.	Portis, Kansas
Allan, Alberta Clore	Lagrange
Allan, Charlotte Ruth	Lagrange
Allan, Cordie Grace	Lagrange
Arnett, Edgar	Hendricks
Arthur, Alva	Catlettsburg
Boggs, Edith	Olive Hill
Botts, Josephine Chenault	Mt. Sterling
Campbell, G. W.	Walden
Carter, Margaret Ann	Flemingsburg
Clark, Della May	Mt. Sterling
Cochran, Lutie D.	Covington
Cochran, Mayme	Levee
Covington, J. Coleman	Richmond
Cox, Ellen	Cynthiana
Cralle, Myrtle Marguerite	Covington
Davis, Edna	Nicholasville
Deatherage, Valinda	Richmond
Denny, Sam J.	Betsy
Desha, Sarah Snell	Cynthiana
Duckworth, Lucy M.	Cynthiana
Dunaway, William Dailey	Beattyville
Dunbar, Verna	Union City
Duncan, Mrs. Mae Kenney	Lexington
Elam, E. E.	Hyden
Elliott, Cecile	Frankfort
Goggin, Ruth Esther	Danville
Hansen, Eliza	Boyd
Hill, N. M.	Williamsburg
Hord, Laura Frances	Richmond
Hord, Ollie	Richmond
Hutchinson, Sarah	Richmond
James, Virginia Tevis	Richmond
Jasper, Elizabeth	Somerset
Jayne, John	Richmond
Kalusy, Alice Mae	Eminence
Karrick, Louticia	Salt Lick
Kirk, Elsa Frances	Pewee Valley
Lane, Margaret	Richmond
Leathers, Hettie Marie	Sinai
Liles, Lovell	Vanceburg
Lutes, Esther Florence	Primrose
Martin, Susan Mary	Waddy
Martin, Tabitha	Stanford
Moss, Anna Britton	Stanford
Owens, Bess Alice	Pikeville
Owens, Thelma	Moreland
Parks, Anna Lee	Richmond
Pollitt, Ethel	Covington
Prewitt, John W.	Georgetown
Price, Lelia Myrtle	Richmond
Proctor, Roy Estes	Owenton
Ramsey, Jennie Elizabeth	Hustonville
Riley, Ruth	Covington
Risk, Margaret	Union City
Ross, Andrew J.	Richmond
Rouse, Carlos Raymond	Butler
Sammons, Eugene	Greenup
Shearer, Isaac B.	Frazier
Shearer, Morton	Pethesda
Simpson, Capitola	Corinth
Smiser, Louise	Cynthiana
Smith, Gladys	Richmond
Steele, Ida McKinley	Mt. Sterling
Stocker, Earle Rey	Richmond
Stone, Fern	Paris
Taylor, Mrs. Ethel Tudor	Richmond
Telford, Josephine	Richmond
Templeton, Hobart	Hyden
Vice, Mabel Ruth	Moorefield
Vories, Marjorie	Campbellsburg
Waits, Lucille Alline	Cynthiana
Watson, Mrs. Bertie T.	Owenton
Watts, Audie	Harrodsburg
Wells, Lillian J.	Wilmore
Whaley, Margaret Katherine	Moorefield
Wilson, Maude	Kirksville
Wood, J. Herman	Pine Knot

