

Western Kentucky University

TopSCHOLAR®

Research Collections

Special Collections Library

1913

Caneyville Public Schools

Kentucky Library Research Collections

Western Kentucky University, spcol@wku.edu

Follow this and additional works at: https://digitalcommons.wku.edu/dlsc_kl_non_mat



Part of the [Elementary Education Commons](#), and the [Secondary Education Commons](#)

Recommended Citation

Kentucky Library Research Collections, "Caneyville Public Schools" (1913). *Research Collections*. Paper 201.

https://digitalcommons.wku.edu/dlsc_kl_non_mat/201

This Article is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in Research Collections by an authorized administrator of TopSCHOLAR®. For more information, please contact topscholar@wku.edu.

Western Kentucky University

TopSCHOLAR®

Kentucky Library Research Collections

Library Special Collections

1913

Caneyville Public Schools Graded Common School County High School Normal

Kentucky Library Research Collections

Follow this and additional works at: https://digitalcommons.wku.edu/dlsc_kl_non_mat



Part of the [Elementary Education Commons](#), and the [Secondary Education Commons](#)

This Article is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in Kentucky Library Research Collections by an authorized administrator of TopSCHOLAR®. For more information, please contact topscholar@wku.edu.

Caneyville School History
Grayson Co., Ky. by
Mrs. Rosa Smith

Copy presented to
Lorenza D. Carby
by
Mrs. Lettie Romans

Lorenza D. Carby
Rte. 1 Box 284
Clarkson, Ky. 42726

Summer 1985

Photocopy given to Ky. Library 11-18-85

CANEYVILLE
PUBLIC SCHOOLS

GRADED COMMON SCHOOL
COUNTY HIGH SCHOOL
NORMAL.



Normal Opens January 5, 1914.

Booklet by Mrs. Rosa Smith
Submitted by Mrs. Lettie Romans

Faculty, School Board, Course of Study, Calendar
— OF THE —
Caneyville Graded and Normal Schools
1913—1914

Faculty.

Gayle Prather,	- - - - -	Principal.
Miss Bertha Pirtle,	- - - - -	Grammar.
Miss Artie Porter,	- - - - -	Intermediate.
Mrs. Rosa Smith,	- - - - -	Primary.

Calendar for 1913.

First Term Begins,	- - -	Monday, September 1st.
Thanksgiving Holidays,	- - -	November 27th and 28th.
Christmas Holidays,	- - -	December 22 to January 5th.

1914.

Second Term Begins	- - -	Monday, January 5th.
Normal Opens	- - -	Monday, January 5th.
Washington's Birthday	- - -	February 22nd (holiday).
Graded School Closes	- - -	Friday, April 24th.
Normal School Closes	- - -	Friday, May 8th.

Board of Education, Caneyville

W. T. Bond, Chairman. D. B. Green, Secretary.

DIRECTORS.

W. H. McQuady, Dr. R. L. Glascock. R. B. Porter.

Leitchfield Gazette Print.



GAYLE PRATHER, PRINCIPAL.

Board and Tuition.

We have seen the close of a bad crop year. The effects of this general drouth are felt by people of all walks of life. The farmer fell short, the townsman is made to face difficulties and the schools will be affected somewhat. Yet in the face of all these things we are able to board at the old rate. We assure you that the quality and quantity will not be affected in the least by existing circumstances. \$60 ought to school any student through the entire Normal term. This can be made back in less than two months teaching.

Board in most homes will be \$3.00 for full week. A corresponding reduction will be made for time out or for students going home on Friday afternoons and returning Monday mornings.

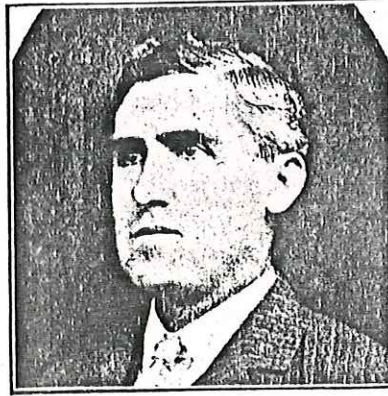
Tuition is governed by the grades. No reduction will be made for days out, but a reduction will be made for a week's absence or more. All tuition is payable on Friday, the close of the month. This announcement is made by the principal at the end of each month.

Students who haven't sufficient funds to pay cash should consult the principal before the opening of the Normal.

TUITION RATES

1st grade	\$1.00 per month
2nd grade	1.25 " "
3rd grade	1.50 " "
4th grade	1.75 " "
5th grade	2.00 " "
6th grade	2.25 " "
7th grade	2.50 " "
8th grade	2.75 " "
Normal	3.00 " "
High School	3.00 " "

Common School graduates get free tuition in the High School



R. B. PORTER



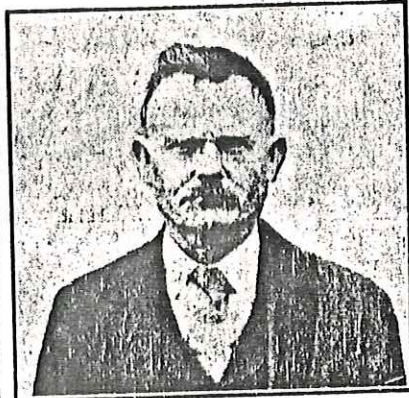
D. B. GREEN



W. T. BOND



Dr. R. L. GLASCOCK



W. H. McQUADY



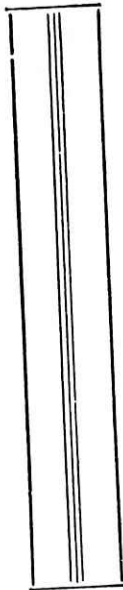
Miss Artie Porter



Miss Bertha Pittle



Mrs. Rosa Smith



Purpose of This Announcement

There is no other institution in a town or community that touches as many homes, directly or indirectly, as the school. The people of our Graded School district support with their means and children this institution, and it is justly due them to know something about the school and its management.

We have been receiving the loyal support and patronage of many excellent young men and women of this and adjoining counties, and it is rightly theirs, and their friends', to know something of the efficient and thorough courses offered by this institution.

That we all may become better acquainted with the Caneyville Public Schools, this bulletin is issued.

BOARD OF EDUCATION

FOREWORD

It has been my privilege to teach in Grayson county five years. I came here from the principalship of South Portsmouth Graded School. While I have taught the public schools large normals have been conducted during the winter months in connection with the graded school work. Nearly one hundred and fifty teachers have taught on certificates that I helped them to secure. We are more anxious than ever to help young men and women to higher things in life.

It has been said that John Hopkins on one end of a log and a student on the other made a university. Many people still hold to the old idea that a large town makes a good school and that numbers mean more than real schooling. This is a wrong idea. It wrongs the home, the community and the people. After other schools supported by the State have failed in putting pupils over the examinations they have turned to us and succeeded.

It is contrary to true logic to draw a conclusion from only one instance, but from many instances a substantial rule may

be formed. If we were "amateurs" we would hesitatingly ask the support of out of town students, but since for many years we have held the flag over the fort we do not hesitate to solicit you.

We do not claim to be great; we do not think our school the best and highest institution of the State; we do not pose as a college, but we do claim that our courses meet the demand of the State and our normal students are successful. We claim and have proved it for five years that we can prepare students for the county examinations better than other schools of much higher rank. Then why so much money wasted and so much disappointment and heart aches over unnecessary failure?

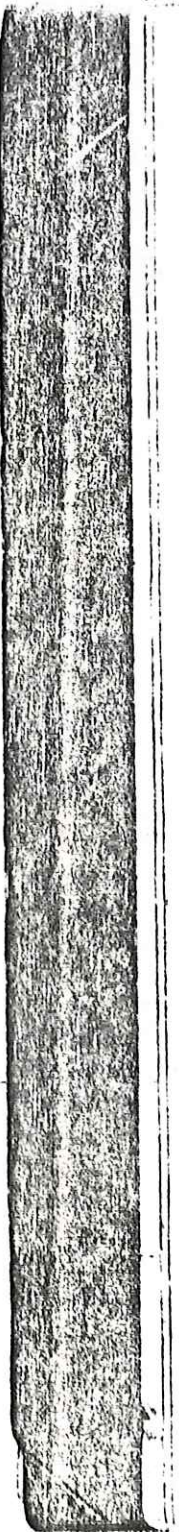
Remember, that "where there is a will there is a way." That "way" is in Caneyville schools.

Gayle Prather, Principal.

History of Caneyville School Evolution.

(Furnished by R. B. Porter.)

The first school house erected in the town of Caneyville, within the memory of the "oldest" inhabitants, was of rough logs, chinked with mud and clay, batten door hung on wooden hinges, and had a floor space of about twenty by thirty feet. There were no windows in this building, but an opening was left on one side for light. There were no panes in the "window," but each pupil very often wore a distinct and stinging pain on the ear or back, sometimes both, and occasionally in the stomach. The furniture consisted of several rows of long split-log benches without backs, but plenty of aches, and a large supply of long, keen hickories for the benefit and use of the teacher, which he often used with great delight, as the writer well remembers. The house was situated on top the second hill near where John Jones now resides, and the site was selected on account of being near a never failing



spring, and away from the "business" part of the town. The school term was then three months a year and usually began just after corn was laid by and closed before cold weather. The only qualification the law required of a teacher was a two dollar bill which had to be paid to the County Commissioner for a license to teach; no superintendents at that time. The teacher received the princely salary of fifteen dollars a month and free board among the scholars.

The trustee of the school generally, or at least, was supposed to exercise a great deal of caution in selecting a teacher, and often made diligent inquiry throughout the country for a teacher that could not only teach the three "R's" (Readin', Ritin' and Rithmetic) but had the reputation of wielding the rod with telling effect, except on the trustees' children which were always exempt.

About the year '74 it became necessary to move to larger quarters to accomodate the growing population, and be in closer proximity to growing timber, the supply of young hickory at the old site being almost exhausted and the school was moved to a box house, with glass windows, up the "holl'r," as it was then designated, where the Rev. B. T. Cummings now resides, this place at that time was almost surrounded by woods. I might say that the first Sunday School was organized in this house. Here we had benches made of plank with real backs, which made it a little safer for the children to nibble apples during books and swap pencils when the teacher was not looking.

The next move was made about the year '79 to the two story building now occupied by the Printers. The term was then extended another month and teachers were required to hold a third class certificate. This building was occupied by the school until 1904 when it was moved to the present building.

CANEYVILLE AS A SCHOOL TOWN.

Hamilton has truly said: "There is no greater institution in a town than a school that adequately trains the minds and hearts of its youth."

Caneyville has established and is supporting such a school.



WAVIE HALL

Made the Highest Grade in the County
In the Diploma Examination

The truthfulness of this statement is attested by the successfulness of our Normal students not only on examination but in the school room, many of them teaching for years in the same district. The graduates of our High School have been admitted without examination into some of the best schools and colleges of the State.

Parents need fear no sickness on the part of pupils sent to our school if they will take care of themselves. The drainage here is excellent. No stagnated pools or impure drinking water.

The people who keep boarders are some of the best citizens of our town, many of them take boarders not for mercenary reasons but for the good of the school. Your child entrusted to their care will be carefully watched over, and if there seems to be a tendency to drift from the school work we promptly notify parents.

The town is not so large but that we can know just what our students are doing. In larger towns the teachers cannot possibly care for the morals of the student body as well as we. There are no great attractions out of the

school. We try to make the school the most interesting place in town.

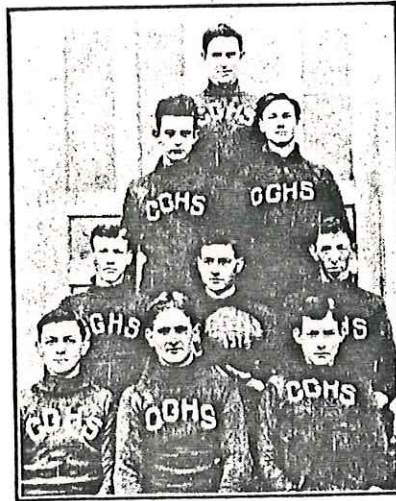
All boarding houses may be reached by splendid stone and concrete walks.

Grounds and Building.

The school grounds at Caneyville are the best in the county. The building sits on the front of the yard, allowing a large and level back yard for play grounds.

The building is a two-story frame structure. The rooms of the upper story may be thrown into one large assembly hall. The rooms occupied by the Normal and High School pupils are newly papered and varnished. All rooms are well lighted and regular heat is supplied by means of jacketed coal stoves. There are in the auditorium two large chandeliers that furnished plenty of light for the debating societies and literary clubs.

Athletics



Boys Basket Ball Team

We are firm believers in the training of the muscle along with the mind and the morals. Boys taken from active lives on the farm and placed in a class room or boarding house soon need vigorous exercise or they naturally will be sick.

Everybody plays basket ball, tennis, croquet and base ball. We want every student to play during recesses if the weather permits.

Caneyville Normal

Since the organization of the Graded School a strong Normal course has been maintained. The enrollment in this department last year was far beyond our expectations. Not a single student had to give up a school for want of a certificate. *Who can beat it?*

Many students from Butler and Edmonson counties matriculated last winter. Their support and studious application did the school much honor. So large was the enrollment that tables had to be bought to accommodate the throng.

This winter this department will be strengthened in many ways. Many old students are coming back.



Girls Basket Ball Team.

We do not claim to educate in a period of eighteen weeks, but we do claim that we can give a broad review of the common school branches sufficient to pass any reasonable examination. This gets the certificates.

This work will be done by the Principal, whose work along this line stands as an evidence of his ability, and whose successful normal students are galore.

With a State certificate, State Normal training and past records there is no room to doubt his thoroughness in this course.

We have an arrangement whereby normal students may take high school subjects in addition to their regular course without extra cost.

No time is wasted in teaching much theory and subjects foreign to county examination. No time is wasted in going from one class room to another. No energy is wasted by too much drilling on some subjects to the expense of other subjects equally as important in the course.

It's true we charge tuition, but we can school you cheaper, than other schools that have free tuition.

Caneyville

Caneyville is a typical Kentucky town of about 600 inhabitants, located in western part of Grayson county on the Illinois Central Railroad. In no other town of the same size will a better church going people be found. We have five churches, three church houses and three of the most thriving wide-awake Sunday Schools of the State.

The people of the town have a splendid community spirit. They are cultured and refined. Everyone is interested in the welfare of the town and school. There is no grumbling at the teachers—the patrons are willing to leave the management of the school to the Faculty, no higher compliment could be paid a district.

As a commercial point Caneyville is not surpassed by any other similar town in the State. It does a greater volume of business than towns many times its size. More timber is shipped from here than any other station on the I. C. R. R.

Some forty or fifty country merchants come here to get freight, and in many instances our department stores supply some of their wants at wholesale prices from their own stock.

The Cumberland and Home Telephone Companies have exchanges here and easy connection may be had at all times.

High School

Caneyville has a high school course that at present covers the first two years of the State planned course. As soon as conditions will permit the other two years will be added.

Last year we had four graduates, Beulah Porter, Ray Montgomery, Hayward Pirtle and Octavia Barnett. This year they are all in school elsewhere. Beulah and Ray are in Berea College, admitted without examination, Hayward is at Beaver Dam, Octavia at Leitchfield.

Those who have county Diplomas get free tuition in our High School. We have several who are taking this advantage this year.

Forensics.

We have two organized literary societies that furnish splendid opportunity for development in the art of standing and expressing one's thoughts. These societies hold weekly meetings. These societies are quite interesting.

Course of Study.

Outline

FIRST GRADE.

FIRST TERM.

Reading—Lessons from Board and Primer. Place emphasis on complete expression. Teach words as representing ideas. Supplementary reading.

Spelling—Closely correlate reading and spelling. Teach the spelling of about fifty purely phonetic words.

Be sure that the child recognises the word at sight before teaching the spelling.

Teach sounds of "a."

Writing—On tablets with pencils. Copy words and simple sentences from blackboard. Copy selections from Primer. Teach the proper method of holding pencil and also proper position at seat while writing.

Language—Teach clear, distinct and correct expression. Use simple stories. Always tell the story, never read it.

Number—Teach number through the use of objects. Count and write to 50. Simple combinations to 5. Roman notations.

Drawing—Simple lessons in form and color. Webb and Ware's Drawing Book, No. 1.

General Lessons—Nature study and observation lessons should receive due attention. Elementary agriculture such as garden plants, field crops, etc., etc.

SECOND TERM.

Reading—The Primer completed and first reader begun. Frequent exercise in sight reading. Supplementary reading.

Spelling—Use words of reading lesson, teaching long and short sounds of words.

Writing—On tablets with pencil. Copy words from blackboard, and script lessons from reader. Be sure to have correct position at desk. Frequent exercise in free arm movement at board.

Language—Continue work of first term. Supplement with simple dictation exercises. Daily oral work in expression forms. Drill on proper use of I, we, is, are, was, were, see, saw, seen and other short words often misused. Teach use of period, question mark and a few uses of the capital.

Number—Count and write numbers to 100. Give simple combinations to 10. Teach Roman Notations with reading lessons if used.

Drawing—Simple lessons in form and color continued. Webb and Ware's Drawing Book No. 1.

General Lessons—Nature study, observation lessons, physical culture exercises, talk on hygiene and duties of pupils to each other.

SECOND GRADE.

FIRST TERM.

Reading—First Reader completed and Second Reader begun. Study expression.

Spelling—Words of reading lesson. Give attention to diacritical marks and sounds of letters.

Writing—Copy book No. 1. Copy Script from reading lessons and other selections. Continue to drill for right habits of holding pencil, sitting at desk and movement. Permit nothing to be learned that will have to be unlearned. Accept nothing, but the pupils best efforts.

Language—Continue work of first grade. Remember that the sentence is the unit of expression, therefore, work to perfect it. Write a list of easy words on the board which are suitable for sentence building. Require pupils to write as many sentences as possible from these. Write sentences about flowers, fruits, animals, birds, etc. Continue to teach the use of the capitals. Train in correct use of words commonly misused by children; make a list of them for constant use.

Number—Count and write numbers to 500. Teach combinations, operation and application of numbers from 10 to 15.

Drawing—Illustrative and imaginative drawing; picture study; study in seeing form and color. Webb and Ware's Drawing No. 2.

SECOND TERM.

Reading—Second Reader completed. Give careful attention to expression. Supplementary reading.

Spelling—Words of the reading lesson, oral and written. Frequent drills in diacritical marking. Study new words.

Writing—Copy Book No. 1. Copying exercise.

Language—Dictation exercises. Written results of nature study. Stories from pictures, reproduction work. Continue to drill on the correct use of words and of capital letters.

Number—Write numbers to 1000. Study value of figures from position. Study combinations and simple applications of numbers from 15 to 20. Ray's Primary Arithmetic to be used as a basis by teacher in this grade.

Drawing—Work of previous term continued. Simple exercises in free-hand drawing. Webb and Ware's Drawing No. 2 completed.

General lessons—Oral lessons in primary history, also, simple, oral lessons in geography. Maxims and poetry gems memorized. Observation lessons and nature study continued. If you have some extra time before recesses or dismissal drill on home geography and facts. Simple history.

THIRD GRADE.

FIRST TERM.

Reading—Third Reader to page 114. Give attention to new words. Make special selection for sight reading and supplementary work.

Spelling—Modern Pronouncing Speller to page 22, lesson 50. Words of the reading lesson. Study words as to form and meaning, marking diacritically.

Writing—Copy Book No. 2. Frequent practice in Movement.

Language—Steps in English Part I, begun. Exercise in simple composition. Memorizing prose and poetry gems. Reproduction from dictation and reading.

Arithmetic - Rays Elementary. Secure accuracy and skill in the fundamental exercises with small numbers. Teach multiplication table up to and including eighth line. Oral work.

Drawing—Webb & Ware's Drawing Book, Third Year.

General Lessons—Oral Geography, teaching cardinal points of the compass, also teach difference between maps and pictures, names of the natural divisions of land and water. Oral Physiology and Hygiene. Rest exercise in physical culture.

SECOND TERM.

Reading—Third Reader completed. Supplementary reading. Emphasize the splendid morals of the reading lessons such as "True Duncan."

Spelling—The Modern Pronouncing Speller to page 29, lesson 80. Words of the reading lesson with special attention to meaning.

Writing—Copy Book No. 2. Movement exercises.

Language—Steps in English, Part I completed. Exercise in simple composition. Study sentence formation. Cultivate the selection of proper words for use in conversation lessons. Tell Stories and have class reproduce them.

Arithmetic - Rays Elementary. Complete multiplication table. Study short and long division. Oral work.

Drawing - Webb & Ware's Drawing Book Third Year.

General Lessons—Talks by teacher on the rights of others, honesty, correct treatment of playmates. Lesson on health. Continue oral lessons in History and Geography.

FOURTH GRADE.

FIRST TERM.

Reading.—Fourth Reader to page 82; supplementary reading. Study expression; frequent drills in vocal exercises and voice training. Study subject matter of reading lesson.

Spelling.—The Modern Pronouncing Speller to page 44, lesson 132. Words from reading lesson. Select list for spelling and definition as in previous grade. Study correct pronunciation and formation of words.

Writing.—Copy Book No. 3. Study legibility, neatness and rapidity.

Language.—Steps in English, Part II. Composition exercise. Frequent exercise in correct forms of speech, both spoken and written.

Arithmetic.—Review the four fundamental operations. See that the multiplication tables, short and long division are thoroughly mastered. Ray's Elementary as text. Frequent oral work.

Geography.—Natural Elementary Geography to North America.

History.—Primary Eclectic History to Intercolonial War.

Drawing.—Webb and Ware's Drawing, Fourth Year.

General Lessons.—Short talks by teacher on ideal and noble purposes in life. Lessons in Hygiene and Physical Culture.

SECOND TERM.

Reading.—Fourth Reader to page 146; supplementary reading; frequent practices on vocal exercises; continue to study expression.

Spelling.—Modern Pronouncing Speller to page 66, lesson 300. Words from the reader, select list for spelling and definition.

Writing.—Copy Book No. 3. Continue exercise of previous grades.

Arithmetic.—Thorough work in the elementary operations. Advanced work in the four fundamental operations. Ray's Elementary as text. Give much oral work and supplementary problems.

Language.—Complete and review Steps in English, Part II. The number of short original compositions should be increased.

History.—Primary Eclectic History to part 3; correlate with Geography.

Geography.—Natural Elementary Geography to U. S. Use globe, maps, etc. to assist in correct conceptions.

Drawing.—Webb and Ware's Drawing. Fourth Year. Free-hand drawing from object and models.

General Lessons.—Appropriate talks by teachers at morning exercises on forgiveness, self control and proper conduct. Occasional lesson or oral physiology and hygiene. Some fundamental lessons in Domestic Science, such as sweeping, dish washing, etc.

FIFTH GRADE.

FIRST TERM.

Reading.—Fourth Reader to close of book. Supplementary reading.

Spelling.—Modern Pronouncing Speller to page 77, lesson 23. Selected lists for definition and use in sentences.

Writing.—Copy Book No. 4. Practice book.

Language.—Steps in English, Part III begun. Continue reproduction, letter writing and composition forms.

Arithmetic.—Compound denominate numbers. Supplement the text book with real problems from actual life. Make your students think by having them make practical application of this work; give drills for rapid work.

History.—Primary Eclectic History to part 5.

Geography.—Elementary Geography continued to S. A., reviewing briefly first years work, map drawing; Carpenter's Geographical readers on North America.

Drawing.—Webb and Ware's Drawing, Fifth Year.
General Lessons.—Oral lessons in elementary civil government and physiology.

SECOND TERM

Reading.—Fourth Reader reviewed. Supplementary reading.

Spelling.—Modern Pronouncing Speller to Part II. Review previous term's work; selected list for spelling and definition.

Writing.—Copy Book No. 4. Practice book.

Language.—Steps in English, Part III, completed. Teach some of the elementary principles of grammar.

Arithmetic.—Compound Denominate Numbers completed and reviewed. Much supplementary work. Make all work practicable.

History.—Primary Eclectic History completed and important parts reviewed.

Geography.—Elementary completed and important parts reviewed. Continue map drawing.

Drawing.—Webb & Ware's Drawing, Fifth Year. Continue free hand drawing from models and objects.

General Lessons. Farm Poultry and swine.

SIXTH GRADE.

FIRST TERM.

Reading.—Fifth Reader to page 100. Supplementary reading.

Spelling Modern Pronouncing Speller to page 98, lesson 46.—Teach use and meaning of all new words. Use dictionary freely.

Writing.—Copy Book No.5. Practice Book.

Grammar.—Commence study of Harvey's Practical Grammar. Continue short composition and letter writing; teach the simpler punctuations, capitals, etc.

Arithmetic.—Ray's Practical. Begin with factoring and

take up the study of fractions. Supplement by giving a number of practical test examples during the work of this grade. Study Stoddard's Mental Arithmetic from page 57 to 104.

Geography— Natural Complete Geography begun and studied to U. S. Continue map drawing.

History— History of Kentucky begun. Study the geography of the State in connection.

Drawing— Webb and Ware's Drawing, Sixth Year. Free-hand drawing from models.

Physiology— Oral lesson on structure of the human body. Study of food, Carpenter's, How the World is Fed.

SECOND TERM.

Reading— Fifth Reader continued to page 167. Supplementary reading. Study expression and style. Memorize gems of poetry.

Spelling— Modern Pronouncing Speller to page 113 lesson 91. — Select use of words as in previous grades. Use of dictionary.

Writing— Copy Book No. 5. Practice Book.

Grammar— Continue the study of Harvey's Grammar. Teach little technical and much practical grammar. Memorize songs and poems and use them as models for language study.

Arithmetic— Practical continued to percentage. Study the full analysis of all problems. Strive to develop the power to reason in a logical way. Continue use of Stoddard's Intellectual Arithmetic. Require written solutions and analysis.

History— History of Kentucky completed, together with Geography of the State.

Geography— Complete continued to Countries north of U. S. Map drawing.

Drawing— Webb and Ware's Drawing Sixth Year.

Agriculture— Corn culture. Study Tomato and its cultivation.

SEVENTH GRADE

FIRST TERM.

Reading—Fifth Reader to close of book. Supplementary reading.

Spelling—Speller to page 129, lesson 140. Selected list of words as in preceding grades.

Writing—Copy Book No. 6. Practice book.

Grammar—Study of Harvey's Grammar continued. Full and frequent drills on sentence structure.

Arithmetic—Thorough study of percentage and its applications. Supplementary problems.

History.—Study the Eclectic History of U. S., to Washington's Administration.

Geography.—Natural Complete Geography continued to Central Europe.

Physiology—First half of Essentials of Health by Willis.

Drawing—Webb and Ware's Drawing, Seventh Year. Lessons in drawing from objects.

SECOND TERM.

Reading—Fifth Reader reviewed. Study style and literary value.

Spelling—Select words as before. Study Speller to close of book. Derivation of words. Dictionary.

Writing—Copy Book No. 6. Practice book.

Grammar—Harvey's Grammar completed.

Arithmetic—Ray's Practical completed together with Stoddard's Mental.

Geography—Natural Advanced Geography completed.

History—Eclectic to the Civil War.

Physiology—Willis' Essentials of Health completed.

Drawing—Webb and Ware's Drawing, Seventh Year.

EIGHTH GRADE

FIRST TERM.

Reading—Special selections of literary merit. Special drills in elocution.

Spelling - More difficult parts of Modern Pronouncing Speller reviewed. Select list. Study meaning and derivation of the words.

Writing—Special drills in legibility, movement and rapidity.

Grammar—Harvey's Grammar completed and reviewed. Special attention to analysis of sentence.

History—Civil War to close of book.

Geography—Natural Complete reviewed.

Arithmetic—Most important parts of Ray's Practical reviewed.

Physiology—First half of Willis' Elementary Physiology.

Civil Government Peterman's Civil Government begun and studied to U. S. Government.

Drawing—Webb and Ware's Drawing, Eighth Year.

SECOND TERM.

Reading—Selections of literary merit. Continue work of first term in elocution.

Spelling—Benson and Glenn. Select list.

Grammar—Special work in analysis and diagraming. Text, Rigdon's Advanced.

Arithmetic—Special work in percentage applications and mensuration.

Geography—Continue reviews and special drills. Take up study of commercial geography. Correlate geography and currents, locating all important happenings.

History—History reviewed. Mace's History studied. Entire subject reviewed by topic and epoch.

Physiology—Willis' Elementary Physiology completed.

Civil Government—Study U. S. Government and review.

Drawing—Webb and Ware's Drawing, Seventh Year.

Reviews—As may be necessary.

When prepared for it pupils may take higher branches if they so desire.

Non-resident pupils will be admitted to the grades at any time during session.

All the subjects of term will be strengthened to meet the demands of the Normal.

High School Course

FIRST YEAR.

Algebra—Wentworth's Elementary to Theory of Exponents
Much supplementary work.

Latin—Colliar and Daniell completed. Much attention
given to Latin composition.

Composition—Brook's book one completed.

History—Morey's Ancient Greece and Rome.

Zoology—Davidson's Practical Zoology completed.

Spelling—Benson and Glenn.

SECOND YEAR.

Mathematics—Algebra completed. Plane Geometry
studied to Book 3.

Latin—Caesar's Gallic Wars, four books, Latin composition,
Baker and Ingolis.

History—Myers Midaeval and Modern.

Literature—Halleck's American. Classics studied.

We feel that by next year this course will be extended to
a full four year course.