THE DEMAND FOR QUALIFIED TEACHERS IS FAR IN EXCESS OF THE SUPPLY, AND THE DEMAND AND SALARY ARE INCREASING RAPIDLY.

EVERY TEACHER WHO PREPARES FOR EFFICIENT WORK WILL SECURE A BETTER SALARY AND ENJOY A LARGER EXPERIENCE AND LEADERSHIP.

No Great Teacher, However, Regardless of the Salary He Has Received, Has Ever Been, or Will Ever Be, Fully Paid in Dollars and Cents for the Services He Renders.

THE WESTERN NORMAL IS CALLED ON DAILY FOR TEACHERS IT CANNOT SUPPLY.

Many men and women teachers are needed at salaries ranging from $70.00 to $125.00 per month, or much more, to find teachers for positions that pay $25.00 per month than is to find qualified teachers for positions that pay $90.00 per month, and it is easier to fill positions that pay $125.00 per month than it is to fill positions that pay $160.00 per month.

The teacher's ideal must travel ahead of the teacher's salary or the teaching profession will die. The ideal and the dollars cannot go together. It is not the case in the school. The ideal must be ahead of the dollar or the salary. This is the nature of the teaching profession. On the other hand, the teaching profession cannot have spirit, optimism, outlook, travel, and the comforts of life, and prepare for effective service without the salary. It is hard to teach or grow professionally while one has an unpaid bill on his shoulders or while worrying about securing sufficient financial means to educate his own children or to provide for old age. The community profits when it pays the teacher a liberal salary and requires efficient teaching service.

The real teacher would rather have a small salary and be qualified than to have a large salary and not be qualified. He is always more concerned about the ideals he is developing in the life of his pupils than he is about the number of dollars he receives. A qualified teacher, however, is entitled to liberal pay for his service, and society will not give him a square deal until it corrects the wrongs that now exist. No great teacher, however, regardless of the salary he has received, has ever been, or ever will be, fully paid in dollars and cents for the services he renders. The teacher receives two rewards—one is a salary, and the other in more life and a larger capacity for service.

It is more economical for a community to pay a QUALIFIED TEACHER $125.00 or $150.00 per month than it is to pay an incompetent teacher, $50.00 per month. Economy does not depend upon the amount of salary paid the teacher, notwithstanding there are communities which seem to think that the amount of their educational efforts depends upon getting teachers for as low a salary as possible without being able to secure a competent teacher at all. This would be the only thing that could justify the employment of an incompetent teacher. It may be true that a teacher would be better off not to go to school at all than to go to a school taught by some teachers, but, as a general proposition, any school is better than not any school at all. If you could pile the dollars of gold and silver in Kentucky and then put at another place the little the writer learned while attending an humble rural school taught most frequently by an incompetent teacher until he was twenty one years of age, and then give him the privilege of taking the dollars of gold and silver and all the knowledge that he had learned in life except the ability to read and write, to study and interpret thoughts and feel the movements of the world, or live on scant rations in an unheated, outhouse or unheathed lodging, he acquired in the rural school, he would scorn the gold and silver and live in a hut. The rural schools are not getting what they ought to do and they must be improved, but we cannot get along without them. They have been worth more than they have cost, notwithstanding what they are not what they should be, and should be reorganized and administered according to the most modern business and educational methods. The five or six thousand Rural teachers of Kentucky who are receiving an average salary of about $60.00 per month, are making a contribution to the Commonweal that in excess of its worth. The rural teachers must improve the schools, but we must not think that democracy can get along without schools even if some of them are failing to perform their missions.

It is very easy to stand at a distance and criticize the five or six thousand rural teachers of Kentucky. People who are in touch with these teachers can hardly keep from wanting to reform them. It is much easier to criticize the efforts and who know absolutely nothing about the sacrifice these teachers are making to educate the children of Kentucky. The deeds of teachers are making about contributions to the State that would chill the patriotism of many of our reformers who too frequently try to revolve the schools without being willing to be educational missionaries themselves, and without having had an experience by actually working in the community. It is first thing to be a hundred miles from your front porch and it is another thing to be a hundred miles away from your home. No one knows how much teachers and rural teachers do except those who have been in the case of the teachers. No one can know how much teachers do except those who have been in the school. It is much easier to criticize the efforts of a few teachers who are having an experience by actually working in the community than to criticize the efforts of the thousands of rural teachers who are having an experience by actually working in the community. It is much easier to criticize the efforts of the teachers than it is to criticize the efforts of the rural teachers.

THE SALARIES OF MEMBERS OF CLASS 1918-1919.

Every member of the graduating class of the past year was offered a position long before the close of the school year. In fact, as most of them were sought by a number of schools, they were given an opportunity to select their choice. The salaries of these young people, including men and women, ranged from $42.50 per month, to the case of the young, inexperienced woman, to $225.00 a month and a home in the case of experienced man. Most of the women in the class received salaries of $70.00, $85.00, $90.00 or $100.00 a month, some of them getting as much as $900.00 and $1000.00 a month. One man in the class is receiving only $180.00 a month as his teaching experience has been very limited. All the others are drawing a salary of considerably more.

Salaries during the past few months have been wonderfully increased and many of the candidates now on our for teachers could not be supplied. The demand for well qualified teachers next year will be much greater than it is now, and every effort should be made toward an attractive position at a fairly salary. We are always glad to ASSESS OUR WORTHY STUDENTS SECURE GOOD POSITIONS WITHOUT ANY COST TO THEM. This service is expanded by the school board in the interest of the student and the educational status of Kentucky. It is the time for you to decide to come to us and get ready for an active position in the school. We desire to place three earnest, progressive people who have completed our Advanced Certificate Course.

Does education pay in dollars and cents?

1. Nobody ever regretted being educated.
2. Hundreds of thousands have regretted not being educated.
3. Education prepares one for a large range of things possible, one to do as a life work for life.
4. It enables one better to readjust to new situations when changes of work are necessary.
5. It increases earning capacity. The figures below are from Carroll D. Wright, former U. S. Statistician. They show more than 40,000,000 people who earn a hundred dollars per month. In the year 1916, there were 195,000,000 people who earned over $3000 per month, or $36,000 per year. This is worth $3,000,000,000 per year. Since then the numbers have increased greatly. There have been to do this work.

(a) The boy who quit the 6th grade. At 16 he earned $1 a week; at 22 $15 and at 35 and thereafter, $132.60.
(b) The boy who learned a trade as an apprentice. At 16 he earned 91 cents a week; at 22 $31; at 34 and thereafter, $132.60.
(c) The boy who learned his trade in a technical school. At 21 he earned $15 a week; at 27 $32; at 32 $43 and was still gaining up. At 37 he turned around enough to pay for his education and to pay the wages of (a). At 34 the expectation is that he will live on for 375 years.

Now a little calculation will show that the boy who was educated was the gather the other over the entire earning capacity of the United States.

With this greater earning comes a better standard of living.

(a) The boy who leaves school at the sixth grade on the average may expect to live in a cheap house with meals for $3 per week.
(b) The boy who completes the grades, on the average, lives in a better house, has a better salary, more time for leisure and recreation, and better education.

(c) The boy who enters the H. S. and took a four-year technical education. At 22 he was receiving $15 a week; at 26, $18; at 27, $22; at 32, $43 and was still gaining up. At 37 he turned around enough to pay for his education and to pay the wages of (a). At 34 the expectation is that he will live on for 375 years.

(d) The college graduates of Philadelphia, out 20 years, were receiving from $1,000 to $1,200 a year. That was a regular salary before the close of the school year.

(e) The college graduates of Philadelphia, out 20 years, were succeeding in the affairs of great communities throughout the country.

7. When places call for men, those educated are chosen and usually get a chance to be more to enjoy, a wider range of things that appeal to him.

8. The right kind of an education pays two dividends, one in earning capacity and one in spiritual development. The former, as you have heard, is not being paid a big dividend in dollars, but it is worth its cost a thousand fold in spiritual development. The latter justifies a supreme effort, for what is a man in a free country who is not an education, but a slave. After, all, a state of life, is a great deal worse than the former. Yet Horace Mann said: "A human being is not in itself a human being but in the new situa­tion of a human being. No individual can afford to go through life without a liberal education."

TEACHER SHORTAGE GROWS MORE ACRE

"wanted at once ten experienced teachers for rural schools in Osage County, Oklahoma. Salary $100.00 per month, eight months. Board $25.00 per month."

The foregoing notice with a request that it be made public to the students of the Kansas State Normal School was received by President Wright, former U. S. Statistician, and was placed on the desk of the reader to the article concerning this Unit which is published in this paper. The Unit offers sufficient, earnest young men and women to take note and try an effort to overlook.

THE R. O. T. C.

The R. O. T. C. Unit has over one hundred members. It looks now as though the National Unit will have at least two hundred and fifty at the Winter mid-term opening of the school. It is a safe bet that the great majority of the readers of the article sent to the article concerning this Unit which is published in this paper. The Unit offers sufficient, earnest young men and women to take note and try an effort to overlook.
IDEALS AND DOLLARS

TURNED DOWN A POSITION IN THE WESTERN NORMAL. A former graduate of the Western Normal School came into my office a few days ago on his way to a Michigan boarding school. The incident showed not only how far the young man expressed a very high appreciation for the offer, but declined to accept the special in order that he might finish his business with another firm, even a greater one. He decided that if he was worth $1,000.00 now, he could be worth $1,500.00, and offered the school $1,500.00. He also felt that he would have a self-respect that comes from a conscientious preparation for the most important work that had been offered him. He was offered a position in a great school, but could he not have if he did not continue in school. It is needless to say that the Western Normal has a higher respect for him and with no doubt is behind him in accomplishing the larger work and life. What do you think of this incident? Is it true that all other things which enter into a well-ordered school and school community, but without the utilizing trend of qualified teachers, schoolhouses will become dead matter, the school term will be too long, tax-exempted, and cannot live. R. O. T. C. is building in modern schoolhouse with its modern equipment and attractive grounds, and you will still have a poor school. Put a good teacher in a poor schoolhouse with poor equipment, and you will have a very good school. If not a good school, and as a result of the influence of the teacher, you will in a short time have a modern school building, modern equipment, and a local educational interest. Educational efficiency will leave the community. It will go visiting, when the poor teacher enters the community. We may champion various methods of educational training, but I can see that in many cases the quality of our teacher matches the head of educational progress. We have better paid a $2,000.00 faculty in a $1,000.00 school building. The figures are: $1,000.00 school building, $1,000.00 salary. It is dangerous for educational reform to reach the head ahead of a trained and reformed teacher or faculty.

Modern school buildings and equipment, school organizations, enrollments, programs, plans, and devices are all fundamental necessities to educational advancement, but more important than all these is the teacher. I am not minimizing the importance of physical and mental advancement of a student, but by emphasizing the importance of trained and well-paid teachers, the fundamentals hope of educational advancement. Both are necessities to educational progress.

The greatness of the school is not in its buildings, grounds, materials or its material life; it is not in its organization as in the life that is behind organization. The school is in the changing of the teacher's vision of the teacher in the classroom, the ability of his teachers to interpret its course of study into effective teaching. The course of study must be made and saved until our heads are white, or we may touch the world over for a course of study that will prepare citizens for life in a democracy. In the course of study, one of the most important facets of educational courses cannot be written in a book or outlined in a pamphlet, but that it is in the vision, the quality of the teacher, who is teaching the class. A live course of study will die in the hands of a dead teacher. A school is what the teacher is. It is impossible for a school to have a live course of study in the hands of a live teacher.

Educational progress recognizes these fundamental facts and passes at the poor school and considers the educational spiritual and material waste that flows from the poor school. An educational program, plausible however, of democratic progress, it proceeds to stop the waste by perpetuating the, but we are taking the teacher's vision, the teacher. The development of a teaching profession that is trained and efficient, and one that has dedicated itself to the teaching profession, is the most vital proposition to be solved during the reconstruction period. No democracy can live without efficient leadership. He is a personality born in the spirit of free governments. The only way to get along without the teacher is, as we do, to die. Democracy will languish and die unless we should see some device to save the school's place, and if we should find some other institution that will take a school or something the schools are trying to be.

REFUSED $1,000.00. A promising young man who graduated in the Western Normal a few years ago and who has been a great success as a traveling salesman since that time decided on a better salary. He offered the Western Normal $1,000.00 to give him a position in a business office a few months ago when he resigned to drive an automobile which paid him a better salary. When he was refused, he left for another job.

Bowling Green, gave up his education because he was offered a $1,000.00 a year salary. He was offered a $2,000.00 a year salary in a position in a business office a few months ago when he resigned to drive an automobile which paid him a better salary. When he was refused, he left for another job.

REFUSED $1,000.00. A promising young man who graduated in the Western Normal a few years ago and who has been a great success as a traveling salesman since that time decided on a better salary. He offered the Western Normal $1,000.00 to give him a position in a business office a few months ago when he resigned to drive an automobile which paid him a better salary. When he was refused, he left for another job.

THE TEACHER AND DEMOCRACY

The State that has the man has the present; the State that has the schools has the future, and the State that has the teachers has the very future of the State. The young man with a great appreciation of the need of the State that is moving forward in the field of education.

In Detroit, the salary I offer is much in its organization as in the life that is behind organization. The school is in the changing of the teacher's vision of the teacher in the classroom, the ability of his teachers to interpret its course of study into effective teaching. The course of study must be made and saved until our heads are white, or we may touch the world over for a course of study that will prepare citizens for life in a democracy. In the course of study, one of the most important facets of educational courses cannot be written in a book or outlined in a pamphlet, but that it is in the vision, the quality of the teacher, who is teaching the class. A live course of study will die in the hands of a dead teacher. A school is what the teacher is. It is impossible for a school to have a live course of study in the hands of a live teacher.

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IN THE GREAT War our government had hard work to do and men who were capable of becoming officers and leaders. To maintain the morale of our soldiers and keep the armament up, we must become capable of leading men, the government has created in the Kentucky National Guard a great many and many other institutions over the land which is known as the Reserve Officer Training Corps. R. O. T. C.

The requirements for admission to the Junior Unit maintained at the Normal school are that the student has reached the age of 17, and has a general physical condition which will be able to derive benefit from the course of physical training that is given in the R. O. T. C.

One of the principal objects of this organization is to develop sound bodies, as well as active minds. The school graduation does not mean much unless a graduate can take up outdoor sports and athletics. In these facilities the activities of the students. Only a small part of the student body is in the R. O. T. C., and they usually reach a higher standard in physical education than in the regular line. The methods used in the R. O. T. C. are based upon the principles of the military and are the same as those in the regular army, in which the non-commissioned officers of the U. S. Army. They are the best men in the service, and the fact that such splendid results are in view in future years, we consider the Normal School fortunate that it is able to offer the public this organization as a part of its course of study. Splendid teams, record clientele and amusing and challenging waltzings are being transformed into strong, healthful, capable and masterful. Exercise is taking on new meaning and youth are gmoving to a new meaning and youth are profiting in discipline. We are not pitches in habits, healthful and strong, but, rather, a true and solid basis, it is certain, for the future of the government and a response to representative authority. We are promoting a love for the flag and a patriotic spirit for the young people. We desire to see them and pupils are the school and school and on the west side of the country, the United States, and everywhere.

THE NEXT ANNUAL SESSION OF THE RURAL EDUCATION UNION will be held at 8 P. M. on FRI. DAY, FEBRUARY 20TH, and will be in session for five days. This is the closing session of the winter semester. The teachers who are given in this country are being arranged. Teachers, former students, and others, are urged to come and see what progress is being made. They are in the field and in touch with the people to make a systematic effort to secure a large attendance at this great meeting. We hope to have a large delegation of citizens from every county in the United States. We shall make any suggestions you may desire that will aid us in making the conference the greatest in the history of this organization.
TEACHERS WANTED

We give below a synopsis of only a few of the calls recently made upon the (Western Normal) for teachers which the school has been able to fill. The amount of work at the present time is so great that we are unable to locate qualified men and women to recommend:

A teacher for model rural school, in one of the best countrie in the State, $50.00 per month, 9 months in the year.

A teacher of Agriculture and Geography in Los Angeles, $2,000 per scholastic year of nine months.

A principal in a large up-to-date village school at $50.00 per month.

A teacher of Spelling and Arithmetic in a rural school, $30.00 per month.

A man of English and French in one of the cities in Western Kentucky, $75.00 per month.

A teacher of Expansion and Latin in a consolidated school of the county, $400 per month, 9 months in the year.

A principal teacher in a city of 2,000 at $90.00 per month.

A principal teacher in one of the leading County Seats of Western Kentucky, $600 per month.

A teacher of Mathematics in a High School in Western Kentucky, $900 per month.

A teacher in a village graded school in Western Kentucky, salary not stated.

A principal teacher in a rural school in Georgia, $100.00 per month.

A principal teacher near Louisville at $70.00 per month.

A principal teacher for a consolidated school, salary not given.

A principal for a graded school, school salary not stated.

A teacher for a village graded school, salary not stated.

A teacher principal for a consolidated school, salary not named.

A principal for a graded school in a County Seat of a Western State, salary not stated.

A teacher of Manual Training in one of the leading graded schools of Indiana, $90.00 per month.

A principal teacher in one of the leading schools of Florida, salary not stated.

A teacher of the fifth and sixth grades in a graded school at $75.00 per month.

A principal of History and English, one primary teacher, one teacher of Domestic Science, in Louisiana, with salaries respectively $75.00, $75.00 and $100.00 per month.

A teacher of English in a rural school, not on road, $100.00 per month.

A principal and Teacher of Spanish, Drawing, and Hygiene, in one of the Kentucky cities near Cincinnati, salary not stated.

A principal of one of the leading graded schools in Kentucky, salary not named.

Teacher second grade City Schools, salary $75.00 per month.

Teacher of Latin, Indiana, salary $100.00 per month.

Teacher Domestic Science, Missouri, salary $80.00 per month.

Primary teacher, primary teacher in a rural school, $100.00 per month.

Two grade teachers in City Schools of Western Kentucky, $65.00 per month.

Teacher in a High School in Western Kentucky city, $250.00 per year, 9 months in the year.

Principal teacher of English in Western Kentucky city, $1,100.00 per year, ten months.

Primary teacher, Eastern Kentucky. The school board says: "will pay a good salary for the right kind of the kind." Primary teacher in Western Kentucky graded school, $87.50 per month.

A principal in a High School, $85.00 per month.

Primary teacher in small village central school, $75.00 per month.

Teacher mathematics, County Seat at an island county, $90.00 per month.

Primary teacher for up-to-date consolidated school, $90.00 per month.

A teacher and Music teacher in up-to-date consolidated school in central Kentucky, $80.00 per month.

The Board says: "Will pay a good salary if we can get properly qualified man.

Primary teacher, village graded school, $75.00 per month.

Primary Teacher High School Mathematics, Eastern Kentucky, $125.00 per month.

Primary teacher, choked school, $90.00 per month.

Primary teacher, fifth and sixth grades graded school in Male/animations, $90.00 per month.

High School teacher in a village away from the railroad, $90.00 per month.

Primary teacher in Florida $90.00 per month.

Principal of a village school in Georgia, $350.00 per month.

Teacher English and History, Kentucky High School, $65.00 per month.

Primary teacher, Junior High School $95.00 per month.

Fifth and sixth grade teachers in graded school in Southern Kentucky, $75.00 per month.

Primary teacher, Eastern Kentucky, $100.00 per month.

To Russell teachers, Oingo County, Kentucky, $100.00 per month, for eight months.

Teacher sixth, seventh, and eighth grades, graded school, $75.00 per month. Board can be had at $26.00 per month.

Teacher first and second grades, village graded school, $75.00 per month.

Teacher Latin and Mathematics, College in Tennessee, will pay splendid salary.

THE DIVIDENDS FROM EDUCATION

(From the "Elude" Magazine)

President: A. W. Van Hoos, of Shorter College, Georgia.

The following are made by the Board of Directors:

1. EDUCATION INCREASES PRODUCTIVE POWER.

Proof: Strokesmouth gives her citizens 7 years of schooling; the United States gives its citizens 4.7 years of schooling; Tennessee gives its citizens 3.7 years of schooling.

Result: Massachusetts citizens produce an average of $900 per capita;死角 produce an average of $525 per capita; citizens of Tennessee produce an average of $190 per capita.

2. EDUCATION HELPS MEN TO PERFORM DISTINCT, QUALIFIED SERVICE.

Proof: With no schooling, or five million men only 31 stated distinction; with elementary schooling, of thirty months duration, 65 per cent. of students stated their distinction; with high school education, of one and one-half years duration, 85 per cent. stated distinction.

Conclusion: The child with no schooling has one chance in 200,000 of rendering distinguished service. The child with nine years of schooling has one chance in 100 of rendering distinguished service.

3. EDUCATION PROVIDES EXPERIENCE.

Proof: Will pay $180 per month for high school, $36 per month for trade school, $90 per month for college.

Conclusion: A school which pays you to get your education is a school which pays you to get your experience.

4. EVERY DOLLAR SPENT IN SCHOOLS PAYS THE CHILD NINE DOLLARS.

Proof: Elitist teachers earn an average of $50 per year, in 40 years they would earn $8,000; high school graduates earn an average of $150 per year, in 40 years they would earn $6,000; college graduates earn an average of $250 per year, in 40 years they would earn $10,000.

To get the high school education required 12 years of schooling, at $1.80 per year, or $21.60 for all children. This sum in spent in added to the income of the high school graduates $2,000, divide $2,000 by 200 and we have $9.30 as the amount that every day spent in the grammar and high school was worth to the high school graduate.

But look at a trifle more.

While the average amount earned by the high school graduate in an active life of forty years is $6,000, the average earnings of the college graduate an average of $12,000. He, therefore, adds $4,000 to his life's income by getting high school education.

The $9.30 earned by the college graduate in an active life of forty years is $372.00. If the college graduate would pay big dividends in dollars, it would be worth it a cost a thousand dollars in spiritual dividends. The first divided alone putrifies the effort, for when you pay the man to be a free country who is without education, but a slave. After all, success is a spiritual life, and the Dean of Harvard, Harriss Mann, said: "A human being is not in any proper sense a human being till he is educated." No individual can afford to go through a liberal education.

THE RURAL LIFE AND RURAL SCHOOL CONGRESS, FEBRUARY 20-21-22, 1920

GREAT MUSICAL SEASON

Prof. F. J. Strachan of the Department of Music of the Western Normal, has arranged the following schedule of concerts given during the year:

November 3

Oscar Kasel, Celebrated American Baritone, in joint concert with Barbara Marxel, Prinia Donna of the Boston Opera Co.

February 24

Sacra Jacobson, "The Genius of the Violin"

March 16

Charles Harrison, the popular American Tenor, in joint concert with Anapuro Ferrito, the famous American Prinia Donna.

April 23

The Columbia Stelier Male Quartette.

May 6-7

The Annual Music Festival. For this event the Russian Symphony Orchestra has been engaged. This orchestra is one of the most famous in the world. It is under the direction of Robert Eichrieder. A season of international reputation will also appear at the Festival.

These programs will be given free to all students of the institution. No other city in Kentucky has offered an im- portant event of the season as the annual music festival is rapidly becoming the real music center of this section.

ALL OF THE CHILDREN OF KENTUCKY ARE ENTITLED TO HIGH SCHOOL ADVANTAGES, BETTER TRAINED AND BETTER PAID TEACHERS, LONGER SCHOOLS PERIODS, DEMOCRATIZED COURSES OF STUDY, AND EQUAL EDUCATIONAL ADVANTAGES. THIS CALL FOR THE TEACHER. THE DEMAND FOR AN INCREASED SALARIES IS ALREADY GREATER THAN THE SUPPLY. ENTER THE WESTERN NORMAL AND PREPARE FOR THE GREATER WORK AND LEADERSHIP IN THE TEACHING PROFESSION.
ATHLETICS

Much interest is being manifested this fall in tennis—more perhaps than ever before in the history of the school. Six courts on the athletic fields are in good condition and in constant use every afternoon. To develop further interest in tennis, a splendid season Tournament will be held this year beginning Monday, October 11. Already about thirty-five young men and women have registered for the Men's and Women's singles and the Men's doubles. It is the purpose of the athletic committee to hold similar tournaments each fall and spring in the future.

Early in November practice in basketball will be commenced. Later two series of contests—one before and one after Christmas—will be played between the young men and the young women. The division into teams will be as usual, by societies, and the interest of former years is quite sure to be manifested.

ROOMS IN THE BARRACKS

Rooms for Ninety Men at Eighty Cents a Week Per Student.

The barracks, which were constructed by the National Government during the war, are at this time being made into forty-four separate rooms. Each room will accommodate two students. The rooms will be perfectly comfortable, neatly arranged, and extremely sanitary. Each room will be equipped with single beds, brand new mattresses, chairs, and other similar things. The school will furnish coal, wood, and a supply of hot and cold water. A magnificent arrangement has been devised along these lines. The student will be expected to furnish pillows, towels, bed linen, cover, and pay for the laundry of the bed linen. The school has decided, in order to aid young men to acquire an education, to charge only eighty cents a week per student for these rooms. In case the school furnishes pillows, towels, bed linen, cover, a rate of one dollar a week per student will be assessed. This arrangement will offer young men an opportunity to secure splendid boarding facilities at a nominal rate.

FEES AND EXPENSES

Tuition Free. Tuition is free to all students who expect to teach and who secure an appointment from their County Superintendent. These not having an appointment will pay the rates indicated below:

For any one term, except the Summer Term... $6.00
For the Summer Term.... $12.00
For two Ten-Week Terms... $11.00
For three Ten-Week Terms... $16.00
For four Ten-Week Terms... $21.00
For five Ten-Week Terms and the Summer Term... $30.00

TO FRIENDS AND FORMER STUDENTS:

I am deeply grateful for the many kindnesses which you have shown me in the past, and I desire to use this opportunity to say that I shall always treasure, as one of the richest possessions of my life, your kindness and support. I am sorry I have been unable to write you personally and express my appreciation. I assure you that my heart is yours with the deepest gratitude for your interest and support.

I hope it is not out of place at this time for me to tell you through these columns that the two surgical operations which I underwent during the Spring are now fully recovered, and I have proved to the satisfaction of the surgeons which had produced in my body a very serious case of systemic poisoning, that I can perform a complete restoration to normal health, feeling the pull of the future in my spirit and blood. The candour of elation which cannot be expressed from physical bondage will enable me to prosecute my educational work with greater vigor and I trust, to perform more efficiently my duties as President of the Western Normal.

Most respectfully yours,

P. H. H. CHERRY.

Bowling Green, Kentucky,
November 12, 1919.