
Esteemed Friend:

Hundreds of noble young men and women have already written us that they will enter classes at the opening of the Mid-Winter Term January 24th. We hope you are making your arrangements to be among that number. We shall take a personal interest in you and your course of study. We are making the best of our services to merit the esteem, sympathy and patronage of the public. We do not want you to suffer unless we can help you accomplish your educational ideals and prepare for a more efficient service.

We are making arrangements to move into our handsome new school home. We shall receive you at the new site on Normal Heights at the opening of the Mid-Winter Term. Write us a few days before leaving home and our representatives will meet you at the train, go with you to your boarding home and assist you in every possible way.

With the compliments of the season,

I am, very truly yours,

[Signature]

Western Kentucky State Normal School
THE STATE NORMAL BULLETIN

The Supply of the November Bulletin, which was the regular catalog number, was exhausted within ten days from the time it was received from the printer. We have been forced to publish this issue a little ahead of time. We have embodied in this publication all the information usually contained in a regular catalog. It also gives the courses of study offered by the Department of Agriculture and the School of Music. The course of study, which will be offered by the School of Domestic Science and Domestic Arts, will be published a little later.

THE STUDENTS' EDITION OF THE BULLETIN

We have decided to postpone the publication of the students' edition of the BULLETIN. It was our purpose to develop a number of former students, but after studying the question, we have decided to consolidate the next August and November numbers of the BULLETIN into one, making it a large edition, and devoting it entirely to former and present students of the institution. It will contain a list of the names and addresses of the students who have attended the Western Normal since it was launched on January 22, 1907. It will attempt to tell where the students are, what they are doing, how they are getting along, etc. Photographs of county delegations as well as photographs of students outside of the Western Normal District will characterize the edition. A map showing the attendance from Kentucky will be interesting and an eye-opener. We have already secured much valuable subject matter which, of course, will be used. We most respectfully ask the former students to assist us in preparing this issue of the BULLETIN. Write us and give us personal items about former students and tell us what you are doing yourself. This publication will be immensely interesting and will give the people an idea of the great work that is being done by the institution. This publication will also be known as the LEGISLATIVE NUMBER, and will be put in the hands of the leading men of Kentucky.

SCHOOL OF MUSIC

The W. K. S. N. S. has reason to feel gratified at the success of its School of Music, which was launched under such favorable auspices last year. An opportunity for training of the highest order along all lines of musical endeavor has been afforded in this way to the people of Bowling Green and Western Kentucky and they have shown their appreciation in no unmistakable terms. The enrollment of students the first four months of the second year has far exceeded that of the first year, and under the able direction of Prof. F. J. Strahm, Mrs. Marshall Settle and Miss Nell Dickey, greater success is confidently expected in the future.

Under the fostering influence of the Music School and the direction of Prof. Strahm an Oratorio or Choral Society of one hundred and seventy-five members has been established this year for the serious study and rendition of some of the greatest music the world has produced. The great work of the year's work will be spent upon Costa's great Oratorio "Eli," which has been presented only three times in the United States; two of these being at Monticello and Nashville last year under Prof. Strahm's able direction. It will be presented to the public in Bowling Green next May with the assistance of a quartette of world-famous artists and an orchestra from one of our large cities. The students of our institution are receiving great musical and soul development in this organization.

Altogether the School of Music is performing a great mission in the life of the institution, and is proving itself a necessary factor in the symmetrical development of human souls.
No class discussion enters into this course, but the student proceeds with the completion of his work for examination and acceptance by the Head of the Department.

Course 4. Elementary Pedagogy.—In this course the student is given a broad and thorough training in the field of education. Recently the class has used in its study, Education as a Basis for the Discussion, supplemented by a series of lectures on the problems of supervision, administration and other essential school interests. The study period is divided into three main terms, five hours per week.

Course 7. General Educational Problems.—We believe that nowhere is his course the student should get the larger over-view of the field of education. Currently the class is being studied the following topics: Education as a Basis for the Discussion, supplemented by a series of lectures on the problems of supervision, administration and other essential school interests. The study period is divided into three main terms, five hours per week.

Courses 8. General Method.—In this course the student is given a broad and thorough training in the field of education. Recently the class has used in its study, Education as a Basis for the Discussion, supplemented by a series of lectures on the problems of supervision, administration and other essential school interests. The study period is divided into three main terms, five hours per week.

Courses 9. Special Method.—This course consists of the first, or special exercises, of the course given in the Training School, and the second, or regular exercises, of the course given in the regular Training School; and the third, or fourth exercises, of the course given in the regular Training School; and the fourth, or fifth exercises, of the course given in the regular Training School.

The recitation. Devices, including the question, mental steps, the Lecture, the written statement, the examination, and the class discussion. The study period is divided into three main terms, five hours per week.

Outline of Course of Study

DEPARTMENT OF EDUCATION

A. J. KINNAMAN

V. O. GILBERT

A. H. STICKLES

Course 1. General Observation.—The student must attend in the Training School during the fall term, while the class is in session, for the purpose of observing and learning the facts of the work. The student shall attend in the Training School during the fall term, while the class is in session, for the purpose of observing and learning the facts of the work. The student shall attend in the Training School during the fall term, while the class is in session, for the purpose of observing and learning the facts of the work. The student shall attend in the Training School during the fall term, while the class is in session, for the purpose of observing and learning the facts of the work.
The Training School.

The Training School comprises a division of the city schools of Brooklyn and Queens and consists of four departments: (1) History of Education, (2) Biology, (3) Chemistry, and (4) Mathematics. These departments are organized into the following classes: (a) Classroom Practice, (b) Classroom Demonstration, (c) Classroom Discussion, and (d) Classroom Observation. These classes are taught by the students themselves, under the direction of their instructors. The aim is to enable each student to become an efficient teacher by making him a master of his subject.

Life Experience Course.

This course is designed to give the students an opportunity to observe and study the life of a community. It consists of reading and listening to lectures on the history and development of the city, and to the study of the community life of the students themselves. The aim is to enable each student to become an efficient teacher by making him a master of his subject.

Laboratory and Recitation.

Four hours per week. This course is designed to give the students an opportunity to observe and study the life of a community. It consists of reading and listening to lectures on the history and development of the city, and to the study of the community life of the students themselves. The aim is to enable each student to become an efficient teacher by making him a master of his subject.
mathematics, at the same time keeping in view the relation of the subject to commercial life. Thirty weeks, five hours per week.

Algebra begins in class 1 in Algebra an effort is made to make the transition from the original theorems and problems neatly formulated with original theorems, problems and for the sake of the content of the courses embracing the entire subject of plane geometry. The student is required to present a note written at least one hundred of these original theorems and problems neatly and accurately worked out.

Course 3. Geometry.—Solid Geometry, covering the remaining three books of the text used in other courses. The work here is largely supplementary and ex-minimization of solids.

Note.—For additional work that may be elected in the Life Certificate course, consult the special courses.

GEOGRAPHY.
R. P. GREEN.

The department of Geography has a room equipped with physical, political and orography maps, topographic sheets, Geodetic and Coast Survey charts, maps and charts of the Mississippi River commission, Howell's Models of the United States and of Kentucky James's Model of the Earth, a fair collection of common rocks and minerals and fossils. It has a collection of maps alone illustrating the processes of erosion and land forms, and the use of the Stereoscope of the Department of Science. The following courses are offered. The first two are for those who have not had a strong course in the public school and for those who wish to review the subject. The second two are for those who have not had physical geography in the High School.

Course 1. Geography.—This is a systematic study of the principles of geography and the application of these principles to the relief, climate, surface, drainage, forests, inhabitants, industries, resources, commerce and cities of each of the inhabited regions of the world. This course is offered in this subject to enable the student to see something of the fundamental laws underlying society and to open his eyes to social conditions about him. Besides text-book work every student makes a special investigation of some subject of his own choosing and writes a thesis upon it. Spring term, Ten weeks, five hours per week.—Mr. Stickle.

Course 2. General History.—The work is a continuation of the first term giving a survey of American life through the nineteenth century up to date. Attention is particularly directed to the interpretation of the constitution and the growth of nationality. Offered daily, three terms each year.—Mr. Stickle.

Course 4. American History.—In the first term in this subject it is proposed to study exploration and colonization, both from standpoint of Europe and the New World, to see how out of our colonial life grew our present institutions and government. This course extends to about 1800. Offered daily three terms each year.—Mr. Stickle.

Course 5. Social Studies.—An elementary course is offered in this subject to enable the student to see something of the fundamental laws underlying society and to open his eyes to social conditions about him. Besides text-book work every student makes a special investigation of some subject of his own choosing and writes a thesis upon it. Spring term, Ten weeks, five hours per week.—Mr. Stickle.

Course 6. General History.—In this course attention is given to the land and people of this early classical civilization. Its geography, government, art, architecture and philosophy are particularly noted. Offered daily, fall and summer term.—Mr. Stickle.

Course 7. History and Sociology.—A. M. STICKLES. V. O. GILBERT.

History is the growing life of the people and besides the mental discipline given by the subject, it is offered for its high cultural qualities and because it makes for best citizenship. Our library is being well equipped so as to enable students to enrich their work by special investigations. The following is offered required of graduates of the different courses:

Course 1. Civil Government.—The purpose of this course is to interpret the State and National Constitution, give a better knowledge of the obligations and privileges of citizenship, and to inspire higher ideals and better standards in the schools of the State. Attention will be given to the rise and development of political parties, and living present-day questions and issues will be discussed. Ten weeks, daily.—Mr. Gilbert.

Course 2. English History.—This is a brief course of England, with emphasis laid in this part of her history directly affecting America. Whatever is discussed practically, it is urged to precede the study of American History. Offered daily, alternate terms, throughout the year.—Mr. Stickle.

Course 3. American History.—In the first term in this subject it is proposed to study exploration and colonization, both from standpoint of Europe and the New World, to see how out of our colonial life grew our present institutions and government. This course extends to about 1800. Offered daily three terms each year.—Mr. Stickle.
IV. Modern History.—Beginning with the rise of Protestantism, this course aims to collect and organize the different historical movements that led to the unity of ruling nations and the making of the American people. Special attention is given to the social, political and economic conditions of the day in their relation to America. Daily, spring term.—Mr. Stickles.

Course 2. Reading. The first term is devoted to daily practice in reading, together with a careful study of grammar and the essentials of expression: Form; meaning, stress, pitch, force, quantity and movement.

During the first five weeks of the term the students receive daily drill in a series of five weeks. The aim is to develop the voice to make it pure, resonant, rich and pleasing.

The thought side of reading receives attention. Emphasis is given to the development of the voice and to the voice in thought. The student is given daily practice in keeping the voice in touch with the thought of the text, and ten weeks, five hours per week.—Mr. Stickles.

Course 2. Reading. The second term is devoted largely to expression, voice culture and physical development.

During the first five weeks of the term the students receive daily drill in a series of five weeks. The aim is to develop the voice to make it pure, resonant, rich and pleasing.

The thought side of reading receives attention. Emphasis is given to the development of the voice and to the voice in thought. The student is given daily practice in keeping the voice in touch with the thought of the text, and ten weeks, five hours per week.—Mr. Stickles.

Course 4. Grammar. The work of the first term has set the student on his way to a knowledge of written and oral forms of expression. He becomes familiar with the parts of speech and their correct use.

The second term is devoted to daily practice in reading, together with a careful study of grammar and the essentials of expression: Form; meaning, stress, pitch, force, quantity and movement.

During the first five weeks of the term the students receive daily drill in a series of five weeks. The aim is to develop the voice to make it pure, resonant, rich and pleasing.

The thought side of reading receives attention. Emphasis is given to the development of the voice and to the voice in thought. The student is given daily practice in keeping the voice in touch with the thought of the text, and ten weeks, five hours per week.—Mr. Stickles.

Course 5. Grammar. The second term is devoted largely to expression, voice culture and physical development.

During the first five weeks of the term the students receive daily drill in a series of five weeks. The aim is to develop the voice to make it pure, resonant, rich and pleasing.

The thought side of reading receives attention. Emphasis is given to the development of the voice and to the voice in thought. The student is given daily practice in keeping the voice in touch with the thought of the text, and ten weeks, five hours per week.—Mr. Stickles.
first is devoted to shading and color drawing, using charcoal, colored crayons, and water colors. Special attention is given to blackboard drawing and to methods of presenting the subject in public school teaching.

The second term is given over to work with the pencil, involving perspective, and sketching directly from objects made from nature. Pennmanship—Much attention is given to this neglected and very necessary branch of public school teaching.

While methods of teaching, grading, and systematizing the work for the different grades are discussed and worked out, a thorough course in form and movement is given to develop a practical, business style of pennmanship. Each student receives individual instruction, so improvement is rapid and few students are required to spend more than one term in the pennmanship department.

These are slow talent and desire to fit themselves for special work, receive special attention.

SPECIAL COURSES.

The management of the State Normal has noted the presence of a rapidly increasing number of students who have partly completed the Advanced Course. This irregularity results in part from year-to-year attendance and from the fact that there are returning and deferred students in many of the courses. The Southern Normal who completed or partly completed the School and Classical Courses. It seems imperative, therefore, to offer desirable courses, so arranged that the student can select from them suitable subjects to equal this remaining work of his regular course, and that give him a full program for his last year and in the same time add to his usefulness as a teacher.

The further necessity of such courses appears when it is understood that the professional work cannot possibly be taken in less than a school year, and regularly requires at least two years. For the most part, the class work in these subjects will be supplemented with ample discussions of methods of teaching them. All these courses can be taken up only at the beginning of the school year in September, though parts of some of them may be begun at other times. Each course contemplates a full year's work. This work is all of high order, and furnishes an excellent opportunity for those desiring to prepare themselves for teaching any of the subjects in the High Schools and lower colleges.

EDUCATION.

Mlle LAURA FRAZIER.

2. Social Aspect of Education.
3. Educational Classics.

PSYCHOLOGY AND LOGIC.

DR. KINNMAN.

Psychology.—Class-room work, three hours a week through forty weeks.

Experimental Psychology (laboratory work).—From two to six hours a week for forty weeks.

Logic.—Five hours a week for ten weeks.

GEOGRAPHY AND GEOLOGY.

MR. GREEN.

Course I. Principles of Geography.—Plant, animal and human societies in relation to environment. Study of geographic conditions which have influenced history and commerce. Their importance as compared to non-geographic factors. Conditions of commerce. Organization of industry.

Course II. Regional Geography—North America.—Physiography, natural resources of continent and the influence of geographic features upon inhabitants.

Course III. Dynamic Geography.—Advanced Physiology.—Forces and processes that have shaped the earth's crust. Types of land and landscapes.

Course IV. Structural and Stratigraphic Geology.—The material of the earth's crust, its arrangement and distribution in time. Historical Geology.

Two hours each week will be given to study of common rocks and minerals, and also to identification of fossils of this vicinity.

HISTORY.

MR. STICKLES.

American History—

Colonial History (1492-1750).

Formation of the Union (1783-1829).

Bison and Revolution (1825-1848).

American Diplomacy (1783-1860).

Political Parties and Party Problems. (Will be offered in the Summer Term.)

European History—

Centralized Governments and the Renaissance.

(The Reformation (1560-1648).

England—The Commonwealth to the American Revolution (1660-1783).

The French Revolution (1789-1815).

Europe in the Nineteenth Century. (Will be offered in the Summer Term.)

Economics and Sociology—

Political Economy.—Besides introductory work, special attention will be given to money, banking and tariff.

Anthropology and Sociology.
the entire time. This course is designed to prepare students for teaching the subject in Elementary High Schools. Special instruction will be given in method and in planning and making simple physical apparatus.

CHEMISTRY
Advanced Chemistry—One year.
Qualitative Analysis—Twenty weeks.
General Organic Chemistry, Physiological and Industrial Chemistry—Twenty weeks.

Two lectures a week will be given and two hours laboratory work per week will be required in the above courses.

HIGHER MATHEMATICS.
MR. ALEXANDER.
First Year.—College Algebra, two terms.
Plane and Spherical Trigonometry, Plane Surveying.
Second Year.—Calculus, Mathematical Astronomy or Mechanics.

This course is designed for those who have completed the preceding course.

PHILOSOPHY AND ETHICS.
COL. GUILLAMS.
Philosophy.—Three periods per week for thirty weeks.

The aim of this course is to acquaint the student with the great thinkers and the problems with which they have struggled from the rise of Greek thought to the present time.

A standard text will be used as a basis for discussion. Each student will be expected to do supplementary reading and to prepare two or more essays.

Ethics.—Two periods per week for thirty weeks.

A standard text will be used. Much supplementary reading in standard texts will be required. Numerous concrete problems will be offered for discussion. Two or more essays on ethical topics will be required of each student.

COURSE IN AGRICULTURE.
Unexcelled Opportunities Offered Young People Who Desire Practical Work in Agriculturists.

The Western Normal will hereafter offer practical work in Elementary Agriculture. We give notice herein of a one year's course, which has been arranged by the Institution. A faculty of exports who have had extensive and practical experience in this character of work has been employed to do the teaching. Brook M. Mutcher, head of the Department of Science, will have general supervision of the work.

The course of study embraces class instruction, field studies and laboratory demonstrations in the following subjects:

1. General Principles of Agriculture and Farm Management.
2. Agricultural Chemistry.
3. Agricultural Physics and Farm Mechanic.
4. Physical Geography and Geography and Geology.
5. Rural Hygiene and Sanitation.
6. Practical Biology.
7. Farm Practice.

Course 1: The Plant and the Soil.
(a) Study of the structure and physiology of plants in relation to growth, food supply and methods of reproduction. (Seed Selection.)
(b) Study of the soil, as to origin, composition, kinds and management, the latter including problems of tilage, drainage, farm and commercial fertilizers and rotation of crops.

Course 2: Farm Crops and their Culture and Protection.

(a) Special study of the staple crops, grasses, legumes, tubers, fruits, etc.
(b) Culture of crops, embracing the preparation of the soil, selection and planting of seeds and methods of cultivation.
(c) Protection of crops and their pests and methods of controlling them. Weeds and their eradication. Birds as the farmer's friends.

Course 3: Domestic Animals.
(a) Types: A study of the various breeds of horses, cattle, sheep, swine, poultry and bees.
(b) Care and Management: Involving feeding, water supply, exercise, cleanliness and general hygiene.

Course 4: Farm Engineering.
(a) Farm Plans: A study of the farm for extension or extension farming; location of buildings, fences, drain and roads.
(b) Construction of Buildings (house, barn and outbuildings); water system, sewage system and roads.

Course 5: Rural Hygiene and Sanitation.
A thorough study of farm life and sanitary laws in relation to rural conditions. Special attention is paid to the general arrangement of all farm buildings, with a careful study of the principles of ventilation and hygiene. The problem of pure milk, the study of infectious diseases among livestock and the hygiene of the rural homes will be given careful consideration of this course.

Course 6: Physiology.
This course is designed to teach the practical importance of the plants and animals as forces of nature. Life history and work of our common insects. Dissection and life relations of types of common animals, insects and other forms of life, such as earthworm, protozoa, frog, fish and bird.

Each student is required to do special work on a segment of space, showing its relationship to agriculture, and the best means of handling it. The aim is to make the course a working one. Forty weeks, eight hours per week.

PHYSICS
Course 1: General Physics.—A study of mechanics, heat, electricity, magnetism, pneumatics, acoustics and hydrostatics. Three hours, five days each week for one term.

Course 2: Electricity.—Sound, Light and Electricity. Continuation of course. Laboratory and recitation. Two hours, five days each week for one term.

Course 3: Soil Physics.—Chiefly a laboratory course in cover such phases of the subject as physical forces in soils; the conservation of moisture; temperature; drainage; strength; farm materials; principles of construction, farm implements, history, origins, etc. Two hours, five days each week for one term.

Chemistry
Course 1: Agricultural Chemistry.—Designed for students of elementary agriculture, covering general inorganic chemistry and emphasizing the following divisions of the subject: (a) The common compounds and elementary gases, air, water, basic oxides and hydroxides; all the metallic and non-metallic elements commonly found in soils; the laws of chemical combination and the more important metallic compounds involved, in a study of plant and animal life. A note book of the laboratory records carefully kept is required. Two hours, two days each week for four terms.

Course 2: Qualitative Analysis.—Analysis of bases and acids. Forty weeks solutions and simple practical work in the laboratory. Four days each week for four terms.

Course 3: Quantitative Analysis—Analysis of bases and acids. Forty weeks solutions and simple practical work in the laboratory. Four days each week for four terms.

FARM PRACTICE
This course continues throughout the entire year, and it is intended here to give the student an opportunity to apply the work of all the other courses. A well-equipped farm of one hundred forty acres is given over to this work. Here the student will be constantly required to put to test his ability to solve agricultural problems. The United States Department of Agriculture has constantly under cultivation several acres, used in experimental plots. The result of their work is at our disposal at all times.

Fertilizer tests, selection of seeds, methods of preparing seed beds, problems in tilage, culture of fruits and vegetables and in fact, the crops of the entire course of study will be worked out by the student in the Farm Practice.

An account will be set out for each student. This will give opportunity for the study of this neglected problem. These trees will be cultivated, pruned and sprayed by the student.

In addition to the general farm practice work, each student will be given a plot of land for which he is responsible. He will be required to do all the work on this plot and to bring it through the various stages of cultivation, making an opportunity to show what he can do.

THE SCHOOL FARM
In connection with the courses in Agriculture to be offered at the Normal School, the practical and laboratory work will be developed. The school has acquired about 125 acres of land adjoining the new school which is admirably suited for this purpose. It will be possible here to perform some practical experiments in Agriculture and Horticulture. Experimental plots will be laid out here upon which any one can do practical attention is paid to the general arrangement of all farm buildings, with a careful study of the principles of ventilation and hygiene. The problem of pure milk, the study of infectious diseases among livestock and the hygiene of the rural homes will be given careful consideration of this course.

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The theoretical basis for doing the work, but a practical one. We are planning now to set out a small orchard in the near future. Our student-body will be given opportunities to study the preparation of the ground, the setting of the trees, as well as the treatment extended, such as pruning, spraying, etc. In order to help the fruit-growing industry of the State and to give our people practical experience that will enable them to give instruction along this line, the institution last year purchased a first-class power sprayer. This machine will be in operation practically throughout the season, and will at all times be at the service of the institution for the purpose of demonstrating to the classes in Agriculture and those interested in such work. We believe that the test of the efficiency of any course is the relation and application to the needs of the people, and we believe that our system of Agricultural education can do most for the people of the State. If the institution pneumonia before its students in addition to the practical and theoretical the added opportunity of practical demonstration in our own school community. We expect that this farm, as it develops, will be an important contribution to our school life because of the opportunity given our students to do and see practical work along agricultural lines that are most practical.

We hope further to establish a closer relation between the school and the agricultural industry of the state by doing all that we can to make this demonstration of our work directly beneficial to the community. The farm with its teams and all its agricultural implements is always at the service of the purposeful students and interested citizens for any work in which we have any control or that is within our power to help along with.

ANNOUNCEMENTS 1910-1911.

With the opening of the fall term of the State Normal School the School of Music was inaugurated as one of its numerous activities. It is the purpose of the authorities to make of this new department a school that will not only be our local pride, but one that will be a real credit to the State of Kentucky, and ultimately to make it the equal of any School of Music in the country. The plan for its management contemplates that it will be self-sustaining and in the end an income to the Commonwealth of Kentucky.

Franz J. Strahm, former President Tennessee Academy of Music; Director of Music Menage Assembly, 1868-98-19; Organist and Choir Director Woodland Street Presbyterian Church, Nashville, Tenn., has been one of the most prominent of Nashville musicians for eighteen years. A native of Germany, he was reared in a musical atmosphere, and from early childhood received a thorough musical training through his father and sister, both of whom were musicians of ability. But few musicians have had such opportunity for study and instruction. For years he studied at the Church Music School, Freiburg-Baden, with the Rev. G. Schueffner (a well-known writer of Catholic music), and latter with William Popa, who is now Director of the great Vienna Conservatory. He finally entered the Royal Conservatory, Vienna, where he studied under Prof. Carl Schoeffer, Alfred Reissmann and Adolph Schütte, men of international reputation as musicians and instructors.

Mr. Strahm's talents were recognized by his teachers, and he thus secured an engagement as Violin player in the Royal Court Orchestra at Dresden, enabling him to make his own way and complete his musical education.

Mr. Strahm came direct from Germany to the South and is well known as a teacher of Piano, Violin and Organ; his thorough musical knowledge has been demonstrated as Pianist, Organist, Violinist; and as a Chorus and Orchestra Director his name is well known; the reputation worked up by Mr. Strahm is solely one of merit, no misleading statements, no promises of Certificates or Diplomas being given, or any catch method or idea employed, which so often appeals to the initiated; only a freestural musical education is promised to those who are willing to work.

Mr. Strahm is recognized as a musician in every respect. His twenty-four years' experience as a teacher enables him to give his pupils a musical knowledge which others could not be taught. Parents who trust their children under the care of Mr. Strahm, or any student of music who wishes the highest musical instructions—which are: Practical, Theoretical, Aesthetic—will have a splendid opportunity here.

The management of the State Normal School has appointed a new teacher of Vocal Culture. Mrs. Marshall Sibley is the teacher selected from a large number of excellent available candidates.

Mrs. Sibley is a singer of very considerable experience in several parts of the country. She has a high dramatic soprano voice of excellent quality and range. Her teaching work has been very successful. Her work in Nashville as singer and teacher is thought of very highly.

The School of Music offers exceptional advantages for the serious study of music as a profession, or for its cultural value. As the ability to perform, to sing, or to play should be based on a real knowledge of music itself, all students in regular courses carrying a certificate or diploma are required to satisfy completely the work in musical structure, sight-singing, sight-reading, ear-training, history of music, etc., in addition to the mastery of their chosen instrument. A pupil of the courses outlined will show that the work of the school is very broad in its requirements and educationally comprehensive.

Definite courses are offered in the School of Music. COURSE A is a five-months' course (two terms of ten weeks) in public school music. COURSE B is a year's course (four terms of ten weeks each) for public school supervisors. The other courses are conservatory courses of, respectively, two, three and four years' duration for special students in piano, voice or violin, for either one or two private lessons per week.

COURSE A—PUBLIC SCHOOL MUSIC.

Five classes per week in sight-singing, music structure and methods. This course is free to all regularly appointed students of the school. Non-residents of Kentucky may take this course upon payment of a tuition fee of ten dollars ($10) a term.
and inversions, time and rhythm, notation and

lish, three in psychology and one in forensics;
The course is as follows:

these requirements, the candidates must have
play in ordinary hypnotism. The outline of
school-room methods. Before receiving credit­

ing, ear training, methods and history of music; two hours per week in English, three in psychology and one in forensics; in addition, the student must take one private lesson per week in voice or piano.

REGULAR CONSERVATORY COURSE.
The Regular Course of study in piano and violin is divided into three classes:
1. Preparatory class.
2. Teachers’ certificate class.
3. Graduating class.

PIANO DEPARTMENT, PREPARATORY CLASS.
Darm Piano School, Schmitt, op. 14; a; Leisehohre Studies, op. 65, I, II, III; National Grade Course, Book I, II; Hart Finger Exercises and Recital, etc.

The pupil in this class is required to play well at sight, to play accompaniments for songs, vocal and instrumental, and to give at commencement of not less than three standard classic compositions from memory.

MUSIC CERTIFICATES AND DIPLOMAS.
A Teacher’s Certificate, or a Diploma, will be awarded on the completion of the full course as stated above. The requirements are:

1. The pupil must complete Preparatory Course in Piano before beginning the Organ.
2. A short course of lectures and reading on the Organ construction, the acquisition of a correct Organ touch upon the manuals, sight reading, and study of the construction of Interludes, Motivations and Registrations. Rahn’s Organ School.

THEORY AND HARMONY OF MUSIC.

This course includes the elements of acoustics and tone quality; accent (natural and artificial), rhythm, and tempo; outlines of motive transformation in music; and actual work in the explanation and analysis of musical form, a brief description of Orchestral Instruments, the mechanics of the departments of art; in short, to make the student intelligent concerning all the general laws and principles that underlie music as a science and as an art.

Harmony.

Iasahorn’s Harmony of Music, based on strictly pedagogical principles, combines the modern progressive modes of teaching. A Special Correspondence Course can be arranged for. The course leads to Teachers’ Certificate. Examinations in Iasahorn’s Harmony in the whole first part of the Chapter XVI must be passed.

Graduation in Harmony.

Complete course of Iasahorn’s Harmony of Music, passing satisfactory examination in figured bass, also harmonizing of given Melodies.

WEL TEMPEARED CLAVICHORD;

Concerts. Sieber, Panofka, Leopold, Bach, etc.; study of Handel, Haydn, Beethoven, Schubert, Schumann, Mendelssohn, Brahms, etc.; study of Wagner, Liszt, Brahms, etc. The course requires one addition of, generally, two years to the certi­

TEACHERS’ CERTIFICATE CLASS.
After finishing above course, which requires generally three years of study, the pupil enters the Teachers’ Certificate class; the principal studies are:

Correspondence lessons in various subjects, provided they have the necessary qualifications for entrance.

Graduate Course.


LIST OF TUITION RATES.
Course A—Public School Music.
To all regularly appointed resident students tuition is free of charge. To non-residents or non-applicants, ten dollars ($10) per term, and in advance.

Course B.
For the straight Music-Literary Course, twelve dollars ($12) per term for all the class room work, plus matriculation fee of two dol­

THE STATE NORMAL BULLETIN 19

COURSE IN VOICE TRAINING.

First Year.

Principles of breathing.


Simple songs for phrasing and intonation.

Second Year.

Elements of voice building continued.

Scales, arpeggios. Exercises by Benedict, principal compositions for voice and piano. Songs of medium grades from best composers.

Third Year.

Continuation of Everdine, Sieber, Panofka, Shakespeare, Book 3, Songs from Oratorio and Opera. Frequent appearances in recitals.

Fourth Year.

Advanced voice training. Preparation of re­

pective. Student in this class must complete a certain amount of piano.

COURSE IN VIOLIN.

Young students should receive a preliminary training in the rudiments of music, and have a satisfactory training before commencing the study of violin. Older students, who are found lacking in rudiments of music, are given opportunity of acquiring it.

Preparatory Course.

Wichelt and Bohrmann Violin Instructors.

Fundamental Technical Exercises, Major and Minor scales, first studies and pieces by Dre­

chi, Haydn, Kreutzer, et al.

Certificate Course.

Major and Minor scales in all positions.

Schubert and technical Studies, Pres, op. 39.

Kode, Alard studies, pieces by Mozart, Kreutz­


Graduate Course.

Advanced Studies of Haydn, Kreutzer, Da­

vid, Spohr, Pagulany, et al.; Pieces and concertos by Spohr, Beethoven, Bruch, Violin Sonata, etc.; Harmony of Music; Sight Playing, and Ensemble.

THE STATE NORMAL BULLETIN 18

THE STATE NORMAL BULLETIN 18
ARTIST RECITALS.

As part of the general culture, recitals will be given by selected artists as incentives and examples for the student-body.

PRACTICE.

All students in regular conservatory courses will be expected to practice piano or violin at least two hours each day. In voice one hour per day.

Nothing but the best instruments will be used in the School, and the administration of the School will see that this equipment will be kept up to the highest point of efficiency.

CHORUS.

As a part of the plans of the School of Music a normal chorus will be organized, and it is hoped that in the course of time it may be possible to give an annual Music Festival, using (the forces of the city, with the aid of one of the Festival Orchestras. It is also planned to develop a local string quartet, a school orchestra, glee clubs, etc., and the students of the School of Music will give a weekly private recital, and a monthly public recital, free to the public, which should prove of great benefit to the community, to the general student-body to the Normal and to the participants as well. All students, whether in regular courses, or those taking piano, voice or violin lessons, will be called on to take part in these public recitals as these profanity permits, and critical studies of the compositions performed will be a part of the work. The School of Music occupies Cabell Hall, one of the handsomest buildings in the South.

REports.

The School will render to each student, and to the parents of each student, a term report of work, with the standing achieved.

EXPENSES.

TUITION.

Appointees will receive free instruction for the time necessary to complete the course in which they matriculate.

Non-appointees from Kentucky and other states will pay the following fees, in advance:

For any one term, except the Summer Term: $10.00
For the Summer Term: $18.00
For two Ten-Week Terms: $25.00
For four Ten-Week Terms and the Summer Term: $38.00

The School of Music, published elsewhere in this catalog, for rates of tuition in Music.

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

BOARD.

As far as we know, there is, not another city in the South that offers its 5,000 non-resident students an equal rate of board as Bowling Green. Students save enough on the one item of board to justify them in traveling several hundred miles further in order to attend the State Normal. The difference in the price of board in the term of three months between Bowling Green and the ordinary city of the South, will pay all expenses connected with a trip to Mammoth Cave, or will extend the school term of the student several weeks.

Good Table Board, $7.75 Per Week—Exclusively furnished rooms, 50 and 75 cents and $1 per week. Good board and well-furnished rooms, $2.25, $2.50 and $3.75 per week.

Private Board for Students.—We are glad to announce that you can get excellent private board, in good families, exclusively furnished, for $3.25 and $3.50 per week.

Self-Boarding.—Students who desire may rent rooms or cottages and do self-boarding.

A good number of boys and girls are doing this. Their entire expense for board usually does not amount to more than $8 or $10 per month.

FRIEBBE HALL.

Frisbie Hall, the Home for the young women of the Normal, is a modern, up-to-date, three-story building. It has hot and cold baths, steam heat, electric lights, elegant parlors, and all modern improvements. It has been removed, renovated, repainted, papered, floors planed, new shades placed upon the windows, new rugs on the floors of the entire building, from top to bottom, finished under the direction of the Secretary of the State Board of Health. Quarterly inspection of hygienic conditions of rooms and buildings by the same eminent authority has been arranged. So everything which contributes to the convenience, pleasure, health, comfort of the girls has been done, making the building scientifically safe and sanitary.

The rooms are graded according to location and size, and range in price from three dollars to four dollars and forty-five cents to each occupant per month. Meals in the school's board are one dollar and twenty-five cents per week, and in private families two dollars and twenty-five cents per week. The good board and room, excellently furnished, can be obtained for from ten dollars to eleven and twelve dollars per month, with accommodations unsurpassed.

A small incidental, library and laboratory fee will be charged all students. A fee of $2 per term of ten weeks will be charged all students who enter the school of Domestic Science and Arts. This will be used in purchasing groceries and other materials for demonstration work in this department.

Excepting this fee, regular appointees are entitled to free instruction in this department.
Begin now to make your arrangements to enter the Normal. See your County Superintendent about securing free tuition.

The Mid-Winter Term begins on January 24, 1911. The Spring Term opens on April 4, 1911. The Summer School opens on June 13, 1911.

The handsome new home of the Normal is about ready for occupancy. We will be in our new home and ready to receive all students at the opening of the Mid-Winter Term. The new home is very attractive and will please you immensely.

The outlook is very flattering for a large attendance in the Department of Agriculture. Land is now being broken and the soil prepared for small plots to be cultivated by the students who take the course in Agriculture. Laboratory and field work will be done. The work will be interesting and practical. Courses of study in Agriculture will begin with the opening of the Mid-Winter Term, January 24, 1911.
chase of suitable equipment. The School of Domestic Science and Domestic Arts promises to be largely attended and an eminent success from the beginning. Efforts are being made to secure an expert who has had experience and liberal training in this splendid work to take charge of this department. The work will begin at the opening of the Mid-Winter Term, January 24, 1911.

The Library, under the direction of Miss Florence Ragland and her able Assistant, Miss Mary Jarboe, shows a steady growth, not only in the number of volumes added to it during the past year, but the increase in circulation is even more marked. From September, 1909, to August, 1910, 1,267 volumes were added to the library, while the circulation for the same period was 33,197. The busy students in the library attest the excellent work that is being done in the library, and the large attendance on Saturdays indicate the earnest spirit of the students. The new library will be attractive and comfortable in every particular. The new steel book stacks will add greatly to the convenient arrangement of the books and the card cataloging, which is to be inaugurated next term, will more than double the efficiency of the library. Miss Woodward, a graduate of the State Library School, of Wisconsin, will come the first of the year and will remain several months for the purpose of cataloging the library.

The new building, which will be completed in a few days, will be dedicated during the next Educational Conference and Convocation of County Superintendents. This meeting will be held May 3, 4 and 5, 1911. Dedicatory exercises will take place on Friday, May 5th. A number of the most distinguished men of the nation will participate in the exercises. President H. H. Cherry has already received acceptances from Hon. Elmer E. Brown, United States Commissioner of Education, and from Hon. S. A. Knapp, who has charge of the field demonstration work of the United States Department of Agriculture and who has done a great work in the development of rural life. Other noted men have been invited and are almost certain to be present. The next Educational Conference with the dedicatory exercises will be the greatest educational event ever held in Western Kentucky.

**The Elevator.**

One of the most interesting features of the student life is the school paper. *The Elevator* is a journal coming out each month that the school is in session, and is edited and controlled entirely by the students of the institution. Though but a year old, the paper has already won a goodly standing among school publications, of its class, and is receiving a hearty support from the students, alumni and the friends of public education throughout the state. The Christmas number is just out, and is a fine issue, well edited and beautifully published. The management has gone to considerable extra trouble and expense to make this number attractive in appearance and expressive of the real spirit of Christmas as it is felt in the Normal, and we feel that subscribers will be pleased with the result. The cuts used are worthy of special mention. It is planned to publish another special issue at commencement time, which is to be gotten out largely by the members of the graduating class, and which will partake of the nature of a "Class Annual." This will be an extra large issue and will be beautifully illustrated.

The policy of the paper has always been to portray the school life as it actually exists; to be a school newspaper and at the same time to publish such material as will aid the general educational uplift in the state.