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SPECIAL ANNOUNCEMENT

1914-SUMMER SCHOOL-1914

WESTERN KENTUCKY
STATE NORMAL SCHOOL

BOWLING GREEN, KY.

JUNE 15-SIX WEEKS-JULY 25

Academic, Professional and Special Work Offered
A Large Faculty of Experts Will Have Charge of the Work
OFFICERS AND CALENDAR

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MISS MATTIE McLEAN, Secretary.

CALENDAR 1914-1915.
Summer Term, or School, opens .......... June 15, 1914.
Fall Session opens .................. Sept. 8, 1914.
Winter Term opens .................. Nov. 17, 1914.
Spring Term opens .................. April 6, 1915.
Summer Term, or School, opens .......... June 14, 1915.
MISS MATTYE REID, B.S.
Graduate Southern Normal School; taught literature and reading in West Military Academy for one year; taught in Harding High School for one year; principal of Private School, Hardingburg, two years; special student Chicago University, 1904-05.

MISS ELIZABETH WOODS, A.B.
Teacher French, German and Spanish.
Graduate University College, Glasgow; studied two years in Paris, receiving certificate from Prof. Charles Marchand under the authority of the Ministry of Education, France; one year in Florence, Italy; special student Chicago University, summer, 1911.

MISS MATTYE REID, B.S.
Professor of Elementary Education.
Graduate of Western Kentucky State Normal School, and student in Domestic Science and Arts; student in Wisconsin University, Madison, Wis.; assistant teacher in Domestic Science, 1912.

MISS BETSEY MADISON.
Miss Madison was a pupil of Mary Wood Chase, now of Chicago, from whom she received a certificate in Piano. In 1888 she was given a diploma by the Western Kentucky State Normal School for course of study. In 1896 she taught in the public schools of Meriwether County, Ky., for many years; special course in Chicago University; teacher in Western Normal, 1911; Washington, Ind. High School, 1893-1894; Southern Illinois Normal College, 1901; P.E., Chillicothe, 1911; student Chicago University, 1913-1914.

MISS ALETHA GRAVES.
Teacher of English.
Graduate of Peabody College, 1906, A.B. degree; special student in Peabody College, 1906; A.B. degree; special student in Peabody College, 1907; teacher in private schools of New Albany, Ind., and Louisville, Ky.
to Brown's Lock, and to the mouth of Gasper. Boats and launches can be rented at any time. Navigation of the Big Barren River, one of the most beautiful streams in the country, can be enjoyed for trips down the river. The upper floor of the Department of Domestic Science is located on the island where the Great American River flows through the city. The Department of Domestic Science is responsible for training future educators in the fields of Home Economics and Child Development.

One or more parts will go to Mammoth Cave, the site of the largest cave system in the world. This excursion is one of the highlights of the Summer School program and is eagerly anticipated by students and faculty alike.

NOTE—The teachers and work of seven additional teachers will be announced later. The institution is now negotiating with noted educational leaders to take charge of the work in the departments of rural economics and sociology, physical education, manual training, rural model schools, and for additional assistants in the departments already established.

REGULAR COURSES OF STUDY

The regular courses are not published in this issue of the Bulletin. All of them are continued through the entire Summer School Term. Persons desiring additional information concerning the regular courses will be furnished it upon application. 

THE SUMMER SCHOOL.

The State Normal continues its regular work until the close of the year, July 24th. All of the departments are represented. Besides the regular work, the members of the Faculty and other specialists employed during the Summer Term, will offer a great deal of special work suited to the needs of teachers of each of the grades, from the Primary through the High School.

The entire faculty will be retained for the Summer School. A number of specialists, lecturers and entertainers have been added.

Credits will be given for all work done in the regular courses and, also, for work not in the regular courses, according to the subjects and to the amount and nature of the work done.

OUTINGS AND EXCURSIONS.

Bowling Green is situated at the head of the Big Barren River, one of the most beautiful streams in the country. Row boats and launches can be rented at any time for trips down the river. Once in the term the entire school will go on an excursion down to Brown's Lock, and to the mouth of Gasper. One or more parties will go to Mammoth Cave, twenty-eight miles away. Every student at some time will walk to Lost River, a remarkable and wonderful feat of nature.

THE NEW NORMAL SITE.

The school was moved to Normal Heights on November 4, 1911. The new home of the Western Normal is becoming marvelously beautiful. Nature save the great, rugged hill, and the landscape artist and the architect are giving the harmony and beauty of its decoration and development. The views from every part of the hill and from the windows and porches are refreshing and inspiring. In every direction there spreads out before the eye a wide expanse of landscape, diversified by the winding river, the cultivated lands, the forests, and the everlasting hills, some of whose crests mark the horizon fifty miles away. Normal Heights is an ideal place to conduct a Summer School. It has its rugged, shady nooks, its curiously weathered rocks and its historic old fort.

The buildings consist of:

- Recreation Hall, a large structure in which most of the classes meet and in which there are the library, the training school, and the Department of State Board of Health and State Bureau of Vital Statistics.
- Cabell Hall, which was originally an elegant and magnificent residence.
- The buildings of the lower floor are occupied by the Music Department, and those of the upper story by the Department of Domestic Science, Economy and Practice.

The New Vanmeter Auditorium and Administration Building, including the Chapel, the offices and a number of recitation rooms. The building is commodious and artistic; the Auditorium being one of the most beautiful in the country, while the building itself is unsurpassed in dignity and grandeur. The Auditorium is now almost perfect in its economic properties.

THE "TIRD TEACHER."

Many teachers, after the worry and work of the school room through a nine or ten-months term, want to get away into a restful environment for a few weeks of the summer, where they can recreate and at the same time do some special work to keep themselves abreast of the profession. The institution does not want idlers, but the tired teacher who recreates and who carries with him recreation one or two subjects in regular classes and who bears some special spectacle and catches a new inspiration, a new spirit, is in no wise idling. Such teachers make most desirable students and are choosing work most wisely. The State Normal offers the best possible opportunity to the "tired teacher."

FOR WHOM COURSES ARE PLANNED.

1. Students in the Regular Courses.
2. County Superintendents and those preparing for such work.
3. County Supervisors and those preparing for such work.
4. Superintendent of City and Town schools.
5. Principals of schools.
6. High School Teachers.
7. Teachers of Agriculture and Domestic Science and Arts in Rural and High Schools.
8. Teachers of Rural Schools.
9. Teachers of Grades.
10. Primary Teachers.
11. Kindergarten Teachers.
13. College and High School Teachers wishing to do credit work to be carried back to their own institutions.
15. Teachers desiring to become more efficient in Manual Art Work in the grades, Story-Telling, Physical Training and in teaching the common school branches of the grades.
SUMMARY OF THE WORK OFFERED IN THE SUMMER SCHOOL.

(These subjects are explained at length in the following.)

Agriculture.—Classes will be sustained in the Principles of Elementary Agriculture and Farm Management, accompanied by observation and practice on the Normal farm. Here one will see the practical experiments in fertilizing, spraying and growing of the various crops. Special lectures will be delivered to groups of students according to their interests in the subjects.

Chemistry.—An advanced course in qualitative analysis will be given. This will include, also, tests of soil, and tests for adulterations and impurities of foods.

Civil Government.—

Domestic Economy.—Five classes will be sustained in Domestic Science, Domestic Arts, and Supervision.

Dramatization.—This popular phase of Reading and Literature teaching will be illustrated in the Training School.

Drawing.—It will include plane, color and blackboard work, and a course in art appreciation.

Education.—Brief courses by members of the Faculty: methods in language, methods in Geography, High School methods in several subjects. School Management, special methods in the grades, General Pedagogy, School Supervision, History of Education, the Training School, English.

English.—American Literature: Oral English: High School English; Story Telling; Thesaurus English; English Composition; Old English.

Expression.—In regular classes, free to all; Private work with Mrs. T. C. Cherry.

French.—Class of at least two grades will be sustained in this subject.

Games and Plays.—The play grounds of the Practice School are supplied with such devices as the best city schools are using. These will be suggestive to teachers of all classes of schools as to playground apparatus.

German.—Two or three grades of classes will be sustained.

Geography.—Geography of Europe: Climate Study; Method in Geography.

Grammar.—The regular classes will be sustained.

History.—Method in High School History for students majoring in History and for principals and teachers of High Schools; American History beginning with Jefferson's Administration and extending to the present time; Greece; Rome; Nineteenth Century for students having had American and English History; the English Constitution; Advanced Civics, stressing county, city and State government.

Hygiene.—Our Physiology 2, including Sanitary Science.

Industrial Arts.—This will include hand work, gardening, domestic arts, etc., teaching and illustrating the complex world of industry surrounding children.

Latin.—Latin 2, completing Pearson's Essentials, beginning with Lesson XVI. Short selections of Caesar will be read before the close of the term, Latin 5, Caesar and composition, Latin 10, the sixth book of Verili and Scannion, or Latin 6, Chaucer. Teachers' Course in Latin.

Literature.—

Mathematics.—There will be two grades of Arithmetic classes; at least three grades of Algebra classes, including one college Algebra if there is a demand for it; two classes in Geometry; and one class in Trigonometry and Surveying.

Music.—The Department of Music will offer private lessons in Voice, Piano, Violin, etc. Two grades of public school music will be offered free.

Nature Study.—Special attention to those phases that teach intimately human life.

Philosophy.—An introductory course will be offered if there is a demand for it. An advanced course will be offered stressing Laboratory work, supplies, and methods.

Physiology.—The Advanced class in Hygiene and Sanitation will be sustained.

Primary Methods.—See Education.

Psychology.—An introductory course; a course in experimental Psychology, dealing with the problem of individual ability.

Pedagogy.—See Education.

Reading.—See Expression.

Rhetoric.—We will sustain a class in Rhetoric, employing the "oral composition."

Story-Telling.—

Supervision.—This subject will be offered in a regular class and will consider those subjects that most concern superintendents, principals and supervisors.

HOW TO SECURE ADMISSION AND FREE TUITION IN THE STATE NORMAL.

Under the amendments to the Normal School charter, which became effective upon receiving the Governor's signature, the unit of appointment is now the county and not the legislative district, as formerly.

Each County Superintendent is empowered to make annually one appointment for every five hundred white children in his last school census, and one for any fraction of five hundred exceeding two hundred and fifty. All appointments are made for a period of four years; or, rather, until the appointees complete the regular course of study in the Normal School. In case the regular appointees relinquishes his right to use the scholarship, or in case a county fails on the next year to send its full quota of students to the State Normal, the County Superintendent will appoint additional persons as regular appointees to fill such vacancies. These scholarships are to be awarded according to the instructions given below.

WHICH SCHOOL TO ATTEND.

Appointees, in order to secure free tuition, must attend school in their own Normal District.

That is, appointees from counties in the Eastern District will attend at Bowling Green. Those who possess the right to use the scholarship, or in case a county fails on the next year to send its full quota of students to the State Normal, the County Superintendent will appoint additional persons as regular appointees to fill such vacancies. These scholarships are to be awarded according to the instructions given below.

COUNTIES OF THE WESTERN NORMAL DISTRICT.


HOW AND WHERE APPOINTMENTS ARE MADE.

Applicants must be good moral character and not less than sixteen years of age. There is no maximum age limit.

Only teachers and persons who desire to prepare for teaching will be eligible for appointment for free tuition, but any eligible persons from Kentucky or elsewhere may be admitted to the school upon the payment of tuition fees.

Eligible appointees for free instruction holding State Diplomas, State Certificates, County Certificates, Certificates of Graduation from High Schools, or Common School Diplomas, may be appointed without examination. There is plenty of free tuition in the Western Normal District for all eligible persons desiring tuition.

Persons who have not already received scholarships and who expect to enter the State Normal should file their application for free tuition with the County Superintendent.

WHEN EXAMINATIONS ARE REQUIRED.

The examinations, when necessary, will be held upon Arithmetic, Geography, Grammar, United States History and Spelling, upon questions prepared and sent out by the Normal Executive Council. The examinations are held by the County Superintendents. The applicants must make a general average of 75, with no grade on any branch under 65.

We give below the conditions upon which a student may enter the Normal without an examination. Persons who do not meet one of these requirements will have an opportunity to take in August and December of each year an examination for admission to the Normal. The examination will be held by the County Superintendent. Persons desiring to take it should see their Superintendents and get full information.

CONDITIONS FOR ADMISSION.

Persons of good moral character of any age and not less than sixteen years will be admitted to the Normal Schools on the following conditions:

Persons appointed by the County Superintendents for free tuition are entered without examination.

All persons who hold certificates of any grade authorizing them to teach in the public schools of Kentucky may enter without examination.

All students who hold a Common School Diploma in Kentucky will be admitted without examination.
All other persons desiring to enter the Normal School should communicate with the President of the institution, giving full information concerning the qualifications, purposes, etc. The institution will act on each individual case when it is presented.

SUBJECT MATTER OFFERED IN THE SUMMER TERM BY DEPARTMENTS

AGRICULTURE.

M. C. FORD,

Agriculture 1—The Plant and the Soil,

(a) A study of the structure of the plant in relation to growth and food supply.

(b) A study of the soil as to origin, composition and kinds.

(c) Soil chemistry with extensive study of chief plant foods.

(d) Soil physics, including irrigation and drainage and best methods of improving physical conditions of farm lands.

Agriculture 5—A Study of Weeds and Their Seeds.

(a) Identification of weeds with a study of their habits of growth and best methods of destruction.

(b) Identification of weed seeds found in farm and field seeds.

NOTICE—Agriculture 5 may be substituted for Agriculture 2 in any of the regular normal courses by students desiring that course in order to round out their work.

ATHLETICS AND PHYSICAL CULTURE.

Athletic games of various kinds are becoming gradually better in the life of schools of all grades for this reason. The institution fosters wholesome athletics, not only for the mental and physical profit to the individuals who take part, because that teachers may learn the principles of the various games and thus be ready to install them in schools where they teach. An athletic field of some six or seven acres, on which there is a grandstand, sending about one thousand persons is provided for these activities.

In the Fall, football and tennis engage the attention of those interested. A competent instructor takes care of all who desire knowledge of these games, and the student-body is afforded the opportunity of seeing several games of football during the season.

During the winter months basketball is played by both men and women, under the direction of an expert. Teams are chosen to represent the three classes in school and a schedule of championship games is played by each sex. The Training School Chapel has been fitted up as a gymnasium for the purpose.

In the Spring and Summer baseball, tennis, and track athletics receive special attention. Our baseball team last spring won the Normal School and College championship of the State, having only two games out of fifteen played, and making 122 scores to 26 for all opponents. During the spring and summer terms tennis tournaments are usually held, giving students an opportunity to test the ability gained in practice from day to day. A field day meet, in which contests in all forms of track athletics are held, usually occurs about the middle of May. To all these athletic events students are admitted free of charge.

In addition to times of athletic activity special instruction is given from time to time in the methods of coaching general courses that may be used among children at play periods on the public school yard. Little girls are also given in marchers, full-dresses, calisthenics, etc., preparatory to such work in the public schools.

DOMESTIC ECONOMY.

MISS IVA SCOTT, MISS BETSEY MADISON.

Domestic Economy 1—Briefly, this term's work is devoted to cooking, food stuffs, the empty dresser, vegetables, model sewing, including purpose articles for the work box and models.

Domestic Economy 2—One line of work in this term is soaps and mixins and the other, the drafting of patterns, fitting, etc.

Domestic Economy 3—The Domestic Science considers cakes and cake baking, pastry, sundaes, dessert, garnishing, serving, and invalid cooking. In the Domestic Arts the following are worked out: Designing and constructing two garments, and textiles.

Domestic Arts 5—Trembling, embroidery and cross-stitching.

DOMESTIC SCIENCE SUPERVISION.

This course is designed to serve those young men and women who are to direct the work in these subjects in rural and graded schools.

DRAWING AND PENMANSHIP.

ALICE E. VAN HOUTEN.

Drawing 1—This course takes up the study of the following type forms: The sphere, cube, cylinder, square prism, square pyramid, and of objects of similar character. These are studied in various positions and drawn in outline and light and shade. Linear perspective as applied to simple interiors and exteriors is studied.

Drawing 2—The work of this course is the study of groups in light and shade and water color. Linear perspective is continued and interiors and exteriors are rendered in water color. Drawings of plant forms are also made and used for composition work in line and in light and dark.

Opp ortunity is given for original design in simple applications, borders, book covers, etc.

Drawing 3—(Art Appreciation.) The aim of this course is to give the student a knowledge of so many of the great artists and their paintings as time will permit. The class meets twice a week and spends the other periods in library and notebook work. In the Summer Term this will take the form of a lecture course.

Penmanship will be offered in one or two grades according to the needs of the students in attendance.

EDUCATION.

A. J. KINNAMAN, MISS LAURA PRIZZED, A. C. BURTON.

General Observation.—The students spend twenty hours in observing lessons taught in the Training School by the regular Training School teachers, studying the work seen by the aid of a printed syllabus. No class discussion enters into this course, but the student presents his notes at the conclusion of his work for examination and acceptance by the Dean. At an early date it is expected to have much of the General Observation done in the Model Rural School Connected with the State Normal.

School Economy or Theory and Practice.—It is the intention of this course to consider primarily the problems of the Rural School. It involves such topics as: The Organization of the School, Grading the Courses, Morning Exercises, Progress, Conduct of the Recitation Period, the Study Periods, Management, Punishment, Receiving Attendance, Improvement of the House and Grounds, Care of the Children, etc. This course is open to all students and is required of all expecting to complete the Regular Course, unless satisfactory evidence can be furnished, showing that the work has been done thoroughly elsewhere. Offered during the winter, spring, and summer terms.

Pedagogy 1—In this course the student is introduced to the larger field and problems of education. In addition to discussing the topics suggested by the reading of some good, modern text, each student is required to read and write a review of some book on some phase of education, and to read the same before his class in class. In this way the student forms an acquaintance with a large number of the leading writers on education. A part of each term is devoted to original laboratory work on school laws, child study or grading the course of study. The course is offered during the second, third and fourth terms.

Pedagogy 2.—We believe that somewhere in his course the student should get the larger overview of the field of education. Recently the class has used Homer's Philosophy of Education as a basis for the discussions. This has been supplemented by a series of lectures on the problems of superintending, administration and other essential school interests. Offered during the summer term, five hours per week.

Pedagogy 3.—This course involves the problem of the city, town, and county superintendents, and the county supervisor. The work is done by lectures, references, and research.

Psychology 1.—This course follows in main.
some good elementary text. The educational significance of each phase of the subject is kept constantly before the student. The student is expected, also, to master the ideas and nomenclature of Psychology and to gain a sufficient grasp of the subject to enable him to do efficient work in the larger and more general fields of Pedagogy and Psychology. Several illustrative experiments and tests will be made to give meaning to numerous references in the text. Offered every term.

Psychology 2.—In lieu of Psychology 2, a course in Laboratory or Experimental Psychology is offered. Occasionally Logic is substituted for Psychology 2. The subject matter used is selected to meet the real needs of the class.

Method in Reading.—Two alternative courses are offered, one in Primary, the other in Intermediate and Grammar Grade Reading. Both are supplemented by reference reading in the library and both include the observation of reading lessons with classes or children.

(a) For Primary Grades.—The relation of form and content in primary reading; the blackboard lesson; phonic teaching; early use of the book; characteristics that go toward the makeup of a good primary reading book; phrasing; social aspect of the reading lesson.

(b) For Intermediate and Grammar Grades.—The relation of form and content; the extensive and the intensive lesson—aims and methods of each; the place of drill; supplementary reading matter; the child's attitude towards literature; the social value of the reading lesson.

Besides the above, the teachers of the Training School will give short courses of lectures on special problems of the several grades. These will be announced from time to time. Prof. Green's course in Method in Geography will be open to all. Many other special features will be organized to meet the demands of those in attendance.

ENGLISH.

English 2.—This course in American Literature will be based upon the usual interpretation of poetry and will be a study of the elements of beauty in poetry, as found in such American Classics as easily lend themselves to the purpose.

English 4.—Oral English is being made a feature of vital importance, in the teaching of English by modern educators, in the discussions at the conferences for teachers. English, and in our leading Normal Schools. This course, in exposition and augmentation will be based on work in Oral English.

English 5.—A course in High School English, designed for those expecting to teach English in the upper grades and high school. It includes a preliminary survey of the principles underlying the study of literature with definite suggestions along the lines of critical appreciation, helpful criticism and outlines courses for use in special grades.

A Course in Story-Telling.—The need of the story-telling in the schools has long been felt. The tendency today is to satisfy that need. This course in Story-Telling is designed for teachers in the public schools. It contains the history and development of the art of story-telling; and the study of several stories suitable for use in the different grades. The instructor will tell stories to illustrate the different phases of the art, and each member of the class will have the opportunity to tell at least one story.

English 6.—This course covers the Elizabethan period. Text: Bronson.

English 8.—Students in this course are directed to the Romantic and Victorian periods with special stress on Tennyson.

English 9.—Shakespeare. A number of plans are read with a view of studying characterization and plot. Mr. Moulton's plot outlines are studied.

English 14.—Old English.

ENGLISH GRAMMAR.

M. A. LEPER,  F. L. GRUBE

Grammar 2.—Text: English Grammar, Rigdon. This course covers practically the same ground as Grammar 1. Its chief purpose, however, is to show the student how to teach the many principles connected with the parts of speech, and to have him demonstrate his ability to do this successfully before the class. On matters of importance, students are required to consult numerous books of reference in the library that the discussion may bring out the view points of many good authorities. The work of observing and reporting on language heard from day to day is continued, that higher standards of language may be developed.
The Department of Geography has a room equipped with physical, political and forestry maps, topographic sheets, Geodetic and Coast Survey charts, maps and charts of the Mississippi River Commission, Howells’ Models of the United States and Kentucky, Jones’ Model of the earth, a fair collection of common rocks and minerals and fossils. It has a collection of 1,100 lantern slides illustrating the processes of erosion and land forms and other geographic features. The department has its own stereo-optic and large collection of pictures and other equipment. The Physical Geographies 1 and 2 are for those students who have had a High School course in Geography. But Physical Geography 2, which is climatology, is required for those students who expect to teach the subject in history, and for principals and teachers in high schools. Proper courses of study, text-books, and method of presentation will be discussed. The laboratory method will be used throughout, and students are required to do much investigation work in books of reference in the library. The last week of the term will be devoted to lectures and discussions bearing on the teaching of language in the seventh and eighth grades of the public schools. Offered every term.

HISTORY. GOVERNMENT AND ECONOMICS.

A. M. STICKLE, MARGARET A. ATKINS, GARSE ROBERTSON.

History is the living life of the people. It is offered in the curriculum of a school because it affords a training for the judgment in human action, and because of its high cultural value generally. History teaches citizenship by example. To be the best citizen of today one must know the problems of yesterday and their solution.

With all the great political events, important social problems, and with the economic changes now going on in America, the subject of History and Government is of double interest to students than ever before. The endeavor will be made to put historic problems of the past in touch with the living questions of today. The history of America has added many valuable reference books during the past year. These may be had, for the asking, to enrich the work of students by special investigation.

American History 1.—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.

American History 2.—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.

Greece.—In this course attention is given to the land and people of Greece early classical civilization. The rise of republican government, of art, architecture, and of philosophy are particularly noted.

Roman.—Among all early nations, Rome stands pre-eminent for law and government. The rise and fall of the republic; then the empire, with its changes, the gradual decay and cause of downfall. Many of the problems and events of Europe receive emphasis. Comparisons are made with America as to coast-line surface, topography and climate, and progress.

Method in High School History.—This course is intended for students who wish to take their major subject in history, and for principals and teachers in high schools. Proper courses of study, text-books, and method of presentation will be discussed. The laboratory method will be used as practical and helpful as possible for all teachers interested in history above that of the common schools. Offered in the Summer Term.

The Nineteenth Century.—This course is planned particularly to help those who have had sufficient English and American History to complete our Elementary Course, and to those who expect to teach the history of the United States in the seventh and eighth grades; also, for High School teachers, and any others sufficiently advanced, desiring a course in modern European history. This work begins with the rise of Napoleon, observing the leading political movements in Europe, its problems as they relate to and affect America, and the present European life with that of ours to-day.

Recent English Constitutional and Party History.—This will be a brief study of recent constitutional changes in England, and the great problems confronting that nation. Such questions as Land Tax Reforms, Colonial Government, Reform of the House of Lords, and American Home Rule, will receive especial attention. The course is elective and open to anyone having a fair knowledge of English History.

American Government I.—This work will be an elective course, and will deal with the government of Congress, city and State. It is intended to aid teachers and others interested in present-day local government and its problems. The course is elective and open to those having had Government I or to those having had the equivalent of the regular courses in Civics and American History required for the Elementary Certificate.

Scoles in the following terms: J. R. ALEXANDER, J. TURNER.

DEPARTMENT OF MATHEMATICS.

M. A. LEPPER, F. C. GRISSE.

Primarily, a study of the Latin must concern itself with the acquisition of the fundamental parts of the language. In addition to this, however, there should be introduced the historical or cultural aspect, that of making it a key to the treasures of all ancient literature and life. It is indispensable to the student who desires a full knowledge of the English and its etymology, and has no equal in the development of the vocabulary of the mind. These and other ideas shape the character of the work done in this department.

Latin 2.—This course completes Pearson’s text, beginning where Latin 1 leaves off. Short selections of Caesar and Nepos are read during the last three weeks of the term. Offered the second, fourth, and fifth (summer term) terms.

Latin 5.—This is a rapid reading course in which portions of Caesar, Nepos, and kindred selections are read. Allen & Greenough’s Latin Grammar is added to texts used in Latin 3 and 4.

Latin 6.—Cicero, Orations, Select Letters, and De Senectute. Texts: Allen & Greenough, Cicero’s Orations and Letters; Allen & Greenough, Latin Grammar. One hour each week will be given to prose Composition and to general discussions on the History of Oratory and cause it affords a training in the forms of Oratory, Philosophy, Languages, Letters, and Statesmanship. Strachan-Davidson’s Cicero, a biography, will be read through by each member of the class. Soares’ History of Oratory and Greenough’s Roman Public Life will be used as works of reference.

Latin 15.—Teachers’ Course. This course consists in lectures, discussions, and original investigations touching the problems of Latin particularly in the first and second years of the High School. Two papers showing original investigation are required of each teacher taking the course. A new course of reading for the second year is suggested. Observation work of at least five hours is required in Latin 3 above. This course is required of all students majoring in Latin in the Second Elective Course. Offered in summer term only.

MATHMATICS.

J. H. ALEXANDER, J. FRANK TURNER.

The course in Mathematics is selected with the following definite view: First, to prepare teachers of the subject; second, to give culture and development by means of right mental discipline; third, to train the
student to logically attack the everyday problems of life.

Arithmetic.—This course includes most of the subjects usually taught in Arithmetic. However, much of the obsolete matter given in the older text-books is excluded. The course is intended to develop the reasoning powers of the student by giving a comprehensive group of the principles involved, thus laying a broad foundation for the more advanced mathematics, at the same time keeping in view the relation of the subject to the practical needs of the average individual.

Arithmetic 2 is essentially a teachers' course. Time is given to a study of the fundamental processes and underlying principles. The work is presented in such a form that the grade teacher is given a rational and practical view of the subject. The subject matter is taken largely from the farm, the workshop, and the different avenues of trade: thus vitalizing the subject by attacking real problems.

Arithmetic 2 is an advanced course extending the applications of the subject to the more difficult business processes, to more advanced work in measurement, to problems arising in the laboratory and to types of problems met with in the various vocations.

Algebra.—In the beginning classes in Algebra an effort is made to make the transition from definite numbers to general numbers as easy as possible. The aim is to build naturally upon the arithmetical knowledge and experience of the student. With this in view, the early part of the course deals largely with concrete problems, gradually introducing the exercises in abstract manipulation. The formal logic of Algebra is not stressed till the student is in sympathy with the subject.

Graphs are used through the entire course to illustrate the principles of simultaneous and indeterminate equations, and also to locate the roots of the higher equations.

Algebra 1.—Solution of concrete problems by means of simple equations. Meaning of positive and negative numbers. Algebraic symbolism. Type forms in multiplication and division. Factorization, highest common factor and least common multiple.

Algebra 2.—This course begins with fractions and continues through simple equations, simultaneous simple equations, involution and evolution. Stress is given to the graphic solution of simultaneous equations of two unknown quantities and indeterminate equations.

Algebra 3.—Algebra.—Theory of exponents, radicals, quadratic, simultaneous quadratic, ratio, proportion, elementary work in variable and limits, use of logarithms, binomial theorem. Graphical work is presented in this course to aid in the development and interpretation of algebra.

Note.—A class will be sustained in College Algebra if there is a demand for it.

Geometry.—This subject is studied not only for the sake of the training it gives in logic and for the sake of the content of the subject matter, but being recognized as the science of exact expression, the student is required to be exact in every statement and accurate in drawing. The proof of every proposition must be an ideal chain of reasoning, developing independence of thought and accuracy of expression.

Geometry 1.—This course embraces the special propositions in the first three books of Wentworth & Smith's Plane Geometry, supplemented with original theorems, problems and other exercises.

Geometry 2.—This course is confined to Books IV and V, and original exercises embracing the entire subject of Plane Geometry.

Geometry 3.—Solid Geometry, covering the remaining three books of the text used in other courses. The work here is largely supplemented by original exercises in mensuration of solids.

Trigonometry 1.—Development of formulas and reduction of trigonometrical identities. Practical solution of the plane triangle.

Trigonometry and Surveying.—This course is a continuation of Trigonometry 1 with supplementary work in the elements of surveying. The surveying work includes a study of the principal surveying instruments (transit, level, and plane-table), and elementary operations, land surveying, leveling, topographical surveying, etc.

PUBLIC SCHOOL MUSIC.

FRANZ J. STRAHN.

SALLY RODES.

Music 1.—Elements of notation; car training; sight singing with melodies employing simple rhythmic type and the diatonic scale, the elementary principles of harmony, construction of scales, major and minor mode recognition of whole and half steps and a study of simple melodies from standard works.

Music 2.—Sight singing of unison melodies. Part songs and chorus works. Art of com-
GERMAN.

The work in this course, which may be selected by students in the Advanced Courses, instead of Latin, is intended to meet the requirements of teachers of this subject in the High Schools of the State, giving them an opportunity of equipping themselves in the shortest possible time for an intelligent handling of this subject, and of pursuing the study of a living language according to the most advanced methods of teaching a living language. The following courses are regularly offered:

German 1—Drills in rudiments of grammar, gradual acquisition of vocabulary, every day drills in pronunciation, easy exercises. Grammar: Collar's First Year German.

German 2—Continued drill in rudiments and mastering of essentials, beginning of easy, graduated reading and conversational work, daily oral and written exercises. "Marseehen und Erzahlen" or "Gluck Aim."

German 4—Weekly themes, composition, review of subjunctive mood, teaching of German script, "Dennosens" or "Tochter als die Kirche." Complete German Grammar review.

German 6—Composition work based on reading, letter writing, singing of German songs, reading of such texts as "Der Prozess," "Elb Regentag Auf dem Lande" or "Pour Short German Comedies."

German 7—Conversational work, dictation and composition as before. Reading of Gotthoff's "Hermann und Dorothea" or Schiller's "Jungfrau vom Westen." (For special departments of Music, as Piano, Voice, Violin, Orchestra, etc., see further on in the catalog.)

German 8—Composition based on Bernhardt or Pope's Composition. Reading of Lessing's 'Linden von Barhen' or Poline's "Der Talisman."

German 9—Original themes or criticisms on texts read, all in German. Reading and discussions on Schiller's "Wilhelm Tell."

German 10—Greater part of class room work oral, retelling of stories read, taking and setting of short plays in German. "Die Journalisten."

German 11—Special work on German idioms, all work conducted in German. Reading and discussions of Sudermann's "Frau Sorge."

German 12—Advanced composition and class room discussions. Foslader's Practical German Conversation. "Der Trompeter von Sakhigen." Selections from the correspondence between Schiller and Goethe.

For more advanced work, consult the head of the department.

FRENCH.

The first year's French is intended to give the student a mastery of the essentials of the French Grammar, of pronunciation, and the acquiring of a good vocabulary which he must be able to use in conversation. At the end of the second year he should be able to do sight reading with ease and to be fairly fluent in speaking ordinary everyday French. The following courses are offered:

French 1—Drills of grammar and conversational drill in pronunciation. Charpentier's Complete French or Fraser and Squalis' Grammar. (For special departments of Music, as Piano, Voice, Violin, Orchestra, etc., see further on in the catalog.)

French 2—Continuation of grammar and reading of simple short stories, such as "Contes et Legendes." Short conversational exercises.

French 3—Dictation and memory of short poems. Tott's "La Charle chas les Pommils" and "Le voyage de M. Perrichon."

French 4—Practice in conversation and composition, reading of standard literature, such as Daudet's "Tarunde de Tarlson," Merimee's "Colomba" or "Tuer de la Colobe."

French 5—Intensive drill in conversation, composition, sight reading and letter writing. Reading of "Abbe Constant," "Sans Famille" or "La Mere auf Diable." (For special departments of Music, as Piano, Voice, Violin, Orchestra, etc., see further on in the catalog.)

Spanish and Italian.

Clases in Spanish or Italian will be organized if there is sufficient demand.

THE STATE NORMAL BULLETIN
The School Garden culture following in the later period of school work. This course will be given to the mastery of the following topics.

**NATURE OF THE SUBJECT.**

**General Problem**
1. Purpose and relation of the subject.
2. Correlation with other subjects of the curriculum.
3. The making of helpful life relations.
4. First-hand knowledge of the helpful and harmful in nature

**Subject Matter**
1. Bird life.
   a. Study of common species in relation to the work that each does.
   b. Identification.
   c. Game laws.
   d. Enemies and protective measures.
   e. Value to community life based on food studies and feeding tests.
   f. Field studies.
2. The insect problem.
   a. Importance.
   b. Life histories, destructive work, natural enemies, artificial means of control; the problem of sprayimg the work that each does.
   c. Beneficial insects.
      a. How we are helped by them.
      b. Life histories.
      c. Establishment of helpful life relations.
   d. Insects injurious to health.
      a. A list of such insects.
      b. Study of life histories.
      c. Practical methods of extermination.
3.The Normal Training School
   a. Collections-
      i. Study of common fungus pests.
      ii. Life histories.
      iii. Control.
   b. Insect pests. Life histories, destructive work, natural enemies, artificial means of control; the problem of sprayimg the work that each does.
   c. Beneficial insects.
      a. How we are helped by them.
      b. Life histories.
      c. Establishment of helpful life relations.
   d. Insects injurious to health.
      a. A list of such insects.
      b. Study of life histories.
      c. Practical methods of extermination.
5. Simple Methods for Preparing School Insect Collections-
   a. Study of common fungus pests.
   b. Life histories.
   c. Control.
6. Insectivorous animals.
   a. Their food.
   b. Life histories of common species.
   c. Beneficial insects.
   d. Established importance to community

**Study of Common Shade and Forest Trees**
- A. Value of a tree.
- B. Types of shade about school and home.
- C. Planting, pruning, spraying, and the general care of trees.
- D. Forest preservation and reforestation.

**The School Garden**
- A. Purpose and educational value.
- B. Location and general plan.
- C. Adaptation of things planted to the grade.
- D. Preparation of the soil.
- E. Cultivation and care.

**PHYSICAL SCIENCE.**

**Physics 1.**—A study of mechanics and heat.
Reactions, forces and solutions of problems.

Primary physical laws are developed by individual experiments in laboratories: each student keeping a careful record of his work.

**Physics 2.**—A course for teachers. Instruction on the equipment of the laboratory is given and shop work is discussed. Each student is expected to devise and construct apparatus.

**Physics 3.**—A course for teachers. Instruction on the equipment of the laboratory is given and shop work is discussed. Each student is expected to devise and construct apparatus.

**Chemistry 1.**—Quantitative Analysis—Analysis of bases and acids. Portion unknown solutions and solids.

**Chemistry 2.**—Chemistry of the Farm and Kitchen—An analysis of common food and kitchen products is made and tests for adulterations and importations given. Also, elementary soil tests are made by the students.

**READINGS.**

A. C. BURTON.

Reading 1. The first term is devoted to daily practice in reading, together with a careful study of phonics and the essentials of voice: the importance of stress, pitch, force, quality and movement.

These are as essential to the reader as are the multiplication table to the mathematician: yet how rare the knowledge of them among the graduates of the public schools.

Daily drill is given in the mechanism of reading: Articulation, enunciation, position of the body, breathing, etc.

Voice Culture receives attention. Proper exercises are given to develop the voice and make it clear, resonant, rich, and pleasing.

The thought side of reading receives constant attention. The pupil is made to comprehend that reading is thinking—not necessarily the author's thoughts, but the pupil's own thoughts.

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

During the first two weeks of the term the students receive daily drill in a series of free gymnastics whose end is to give freedom and grace in bodily movement, together with increased lung power, purity and perfection of voice.

The vocal elements are carefully reviewed.

The position of the vocal organs in producing each of the vocal elements is carefully studied and analyzed. Almost daily practice is given in mimicking and reeling selections that exemplify the leading varieties of literary style.

From the beginning the pupil is taught that impression must precede expression; that expression is not a matter of imitation, but is the result of conception, thought and feeling; that to be successful in expression requires the student to be sincere, earnest, thoughtful.

Throughout the entire course frequent instruction is given on plans of teaching reading in the public schools, how to remedy defects and master difficulties that the teacher is likely to meet.

**THE NORMAL TRAINING SCHOOL**

MISS FRAZER, MISS McKENZIE, MISS KREMER, MISS BIRDSONG, MISS POWELL.

Offers Student-Teachers an Opportunity to Do Observation and Practice Work.

**TERM AND ORGANIZATION.**

The Training School will hold its usual summer session of four weeks, beginning Monday, June 23rd. The school will include both primary and grammar grades. Above the third grade it will be organized departmentally. The sessions will be from June 23rd to July 11th.

**PRIMARY WORK.**

The work of the first grade will be done by Miss Laura McKendree, a specialist in this department, who has been with us during the past year and who has made an excellent success.

There will be two classes of first grade children: one a class of beginners, the other a class of children who have had some first year work. This will make it possible to illustrate primary work in its different stages. The program will include reading, phonics, story-telling, simple drama, games, and folk dancing.

**HISTORY.**

The work in History will center around the early life in Kentucky leading through various phases to its culmination in Statehood. The dramatization of some of the most important scenes of this life will form an attractive part of the closing exercises of the summer school. Miss Powell, who handled the work in history so admirably last summer, will again have charge of this line.
DRAMATIZATION.

The work in dramatization above the third grade will be for the most part correlated with that in history and will also be under the direction of Miss Powell.

INDUSTRIAL ARTS.

The Industrial Arts course embraces problems in pottery, weaving, basketry, bookbinding, chair caning, shop work and other allied processes of industrial life.

The aim of the work will be to emphasize the thought side of Industrial Arts, to show the correlation between this and the other studies of the grades, especially the history, and to acquaint pupils with some of the industrial problems that have confronted the race from primitive times. This work will again be under the direction of Miss Nellie Birdsong, a regular member of the Training School teaching corps. Those who came in touch with Miss Birdsong's work in this department last summer found it thoroughly helpful in its bearing upon the problems of the industrial work in the common schools.

GARDENING.

The school garden will provide the basis for most of the work in nature study. Some of the crops planted in the spring by the children will be cultivated, others gathered by the summer school children. This work is done under the direction of Mr. Ford, of the Normal Department of Agriculture.

DOMESTIC SCIENCE.

The grammar grade girls will be given lessons in sewing by Miss Scott, head of the Normal School Department of Domestic Science. The work will include the making of simple costumes to be used in a dramatization of early life in Kentucky, to be given at the close of the session.

PHYSICAL EXERCISE.

This important phase of the work will be in charge of Miss Corbin, of the University of Wisconsin, who will direct the work in gymnastics for the Normal student-body in the summer term.

For the children there will be games and simple folk dances.

LIBRARY.

One room will be set aside as a children's library and reading room, and will be fitted with juvenile books from the main library. It will be used both for children's reference work and for recreative reading.

OPEN TO OBSERVATION.

All work done in the Training School is open to observation, and visiting teachers and their friends are cordially invited to go about with perfect freedom.

STUDENT COURSES.

In connection with the Training School there will be offered afternoon courses for Normal students in which the theoretical or technical aspects of the work done with the children will be discussed by the Training School teachers and others. These courses will be as follows:

History.

A course of study in the History of Kentucky for the grades will be presented and discussed with method, suggestions and bibliography—Professor A. M. Stickles, Miss Powell.

Language.

A course of Method in Language in the primary grades. Various phases of the work will be illustrated with classes of children from the Training School—Professor Leiper.

Industrial Arts.

1. A lecture course for the study of the theory of Industrial Arts, methods of conducting the work, and bibliography.
2. A course in the simpler technique of processes, including pottery, basketry, weaving, bookbinding, and shop work—Miss Birdsong.

Primary Work.

Method in various phases of primary work, including reading, phonics, arithmetic dramatization, story-telling, games, and folk dancing—Miss McKee, Mrs. Roemer.

THE LIBRARY.

MISS FLORENCE RAGLAND, Librarian.

The Library occupies the first floor of the
east wing of Recreation Hall. It is well lighted and ventilated and every effort is made to offer the best facilities for reading and study during library hours. On school days the Library is open from 7:30 a.m. to 4:30 p.m., and on business days 9 a.m. to 5 p.m.

The Library contains eight thousand volumes, besides many valuable government documents and pamphlets. One hundred periodicals are received regularly, kept on file, and bound as often as the funds will permit. These periodicals include leading journals of education, science, history, literature and art, the best of the popular magazines, ten daily, and three weekly newspapers.

Two valuable gifts of books have been received: One from Dr. John E. Younglove, containing many excellent books from his private library; the other from Mr. Robert F. Dehany, being the remnant of the library of his brother, the late Judge William L. Dehany. Donations of this kind are most acceptable to the Library, and materials relating to the history and literature of the State are particularly desired.

The books are classified according to the Dewey system, and the students have free access to the shelves and stacks. A card catalog is provided which comprises author, title, and subject entries. A librarian is always present to give assistance where it is needed.

**LIBRARY ECONOMY**

Florence Bagland

Believing that no person can make the best use of a modern library without some knowledge of its technical methods and that such knowledge and scholarly use of reference books is a necessary part of a teacher's training, a brief course is given in the organization, management, and use of school libraries. This course offers systematic instruction in library science; it is not a substitute for the extensive courses offered in library schools, but it is loaded to acquaint the student with modern library methods, and special attention is paid to the scope, value, and method of using reference books. This course is offered in the Spring and Summer Terms.

Successful completion of this work entitles the student to one regular credit, and it may be substituted for Reading 2.

The following subjects are briefly treated:

1. Relation between the Library and the School.
3. Classification and arrangement of books in the Library.
5. Catalogues, indexes, and book reviews.
7. History of books and libraries.
10. Care, and use of pictures in teaching.

**SUBJECTS TAUGHT DURING EACH TERM**

**FALL TERM**

**Science.** Agriculture 1; Geography 1; Physics 1; Principles of Geography; Physiology 1; Biology 1; Chemistry 1 and 2; Physics 1; Domestic Science 1.

**Mathematics.** Arithmetic 1; Algebra 1, 2, 3, and 4; Geometry 1 and 2.

**Language.** Reading 1 and 2; Grammar 1, 3, and 5; English, 1, 2, 4, 5, 7, and 9; Latin, 3, 5, 6, and 7; French 1, 2, and 5; German 1 and 2; Spanish 1.

**History.** U, R. History 1; English History.

**GREEK HISTORY.** Research work in American History and in European History.

**PROFESSIONAL.** Method 1 (Method in English); Psychology 1; History of Education.

**Arts.** Music 1; Drawing 1 and 2; Penmanship 1 and 2.

**WINTER TERM.**

**Science.** Agriculture 2; Physiology 2; Geography 2; Physical Geography 1; Geographic Influences in American History; Biology 2; Physics 2; Chemistry 2; Domestic Science 2.

**Mathematics.** Algebra 1, 2, 3; Geometry 1 and 2; Arithmetic 1 (after holidays); Arithmetic 2.

**Language.** Reading 1; Grammar 1 (after holidays), 2, 3, 5; Latin, 4, 7, and 9; German 2, 7, 10; French 2, 3, 4, 5, 6, 8, 9.

**History.** Kentucky History; Civil Government; U.S. History 1 and 2; Roman History; Advanced American History and Advanced European History.

**Professional.** Theory and Practice; Pedagogy 1; Psychology 1; Method 2 (General Method).

**Arts.** Music 1 and 2; Drawing 1 and 2; Penmanship 1 and 2.

**MID-WINTER TERM.**

**Science.** Physiology 1; Geography 1, 2; Physical Geography 1; Agriculture 1, 3; Biology 2; Domestic Science and Arts 1, 3 and 4.

**Mathematics.** Arithmetic 1, 2, 3; Algebra 1, 2, 3, 4; Geometry 1, 2, 3, 5; Analytical 1; Trigonometry 1; Method in Mathematics.

**Language.** Reading 1, 2; Grammar 1, 2, 3; English 1 (Composition); English 2 (American Literature); English 3 (History); English 5 (Middle English); English 7 (Eighteenth Century English); English 9 (Shakespeare). English 10 (Method in U.S. English); Latin 1, 3, 5, 9; Virgil 1; Quintilian 1; German 1, 3, 6, 11; French 1, 3, 8, 9.

**History.** Eclectic History; Kentucky History; Civil Government; 18th Century History; English History 1, 2, 3; Medieval History; Advanced American History; English Government.

**Professional.** General Review; General Observation; Theory and Practice; Pedagogy 1 and 2; Method in Reading.

**SUMMER TERM.**

**Science.** Agriculture 2; Physiology 2; Geography 2; Physical Geography 1; Agriculture 1, 3; Biology 2; Domestic Science and Arts 1, 3 and 4.

**Mathematics.** Arithmetic 1, 2, 3; Algebra 1, 2, 3; Geometry 1, 2, 3; Analytical 1; Trigonometry 1; Method in Mathematics.

**Language.** Reading 1, 2; Grammar 1, 2, 3; English 1 (Composition); English 2 (American Literature); English 3 (History); English 5 (Middle English); English 7 (Eighteenth Century English); English 9 (Shakespeare). English 10 (Method in U.S. English); Latin 1, 3, 5, 9; Virgil 1; Quintilian 1; German 1, 3, 6, 11; French 1, 3, 8, 9.

**History.** Eclectic History; Kentucky History; Civil Government; U.S. History 1, 2, 3; Medieval History; Advanced American History; English Government.

**Professional.** General Review; General Observation; Theory and Practice; Pedagogy 1 and 2; Method in Reading.

**Method in Language; Method 1 (Method in English); Supervision 1.

**Arts.** Music 1, 2; Piano, Voice, etc. (See Music Department); Drawing 1, 2; Penmanship 1, 2; Drawing 3 (Art Appreciation).

**SPRING TERM.**

**Science.** Geography 1; Method in Geography; Ph. Geography 2; Economics Geography; Nature Study; Agriculture 1, 2; Geology 1, 2; Physics 1, 2; Domestic Science and Arts 1, 3, 4.

**Mathematics.** Arithmetic 1, 2, 3; Algebra 1, 2, 3, 5; Geometry 1, 2, 3; Analytical 1; Trigonometry 1.

**Language.** Reading 1, 2; Grammar 1, 2, 3; English 1, 2, 3, 4, 5, 6, 7, 8, 12; Anglo-Saxon; Latin 1, 2, 3, 4, 9; Virgil 2; Tacitus; German 1, 2, 4, 5, 9, 12; French 1, 2, 3, 4, 5, 6, 7.

**History.** Eclectic History; Kentucky History; Civil Government; American History 1, 2; English History; Advanced American History; American Government 4; Modern History; Sociology.

**Professional.** General Review; General Observation; Theory and Practice; Psychology 1, 2; Pedagogy 1, 2; Supervision 2; Method in Reading; Method in Geography; Method 2 (General Method); Method in Language; Method in History.

**Arts.** Music 1; Piano, Voice, etc. (See Music Department); Drawing 1, 2, 3 (Art Appreciation); Penmanship 1, 2; Library Economy.

**SUMMER TERM.**

**Science.** Agriculture 2; Ph. Geography 2; Method in Geography; Historical Geography; Physiology 2; Natural History; Agriculture 1, 3; Biology 2; Chemistry 2; Special Chemistry; Physics 2; Domestic Science and Arts.

**Mathematics.** Arithmetic 2, 3; Algebra 1, 2, 3, 4; Geometry 1, 2, 3; Analytical 1; Trigonometry 1; Method in Mathematics.

**Language.** Reading 1, 2, Grammar 1, 2, 3, 5; English 1 (Composition); English 2 (American Literature); English 3 (History); English 5 (Middle English); English 7 (Eighteenth Century English); English 9 (Shakespeare). English 10 (Method in U.S. English); Latin 1, 3, 5, 9; Virgil 1; Quintilian 1; German 1, 3, 6, 11; French 1, 3, 8, 9.

**History.** Eclectic History; Kentucky History; Civil Government; U.S. History 1, 2, 3; Medieval History; Advanced American History; English Government.

**Professional.** General Review; General Observation; Theory and Practice; Pedagogy 1 and 2; Method in Reading.

**Method in Language; Method 1 (Method in English); Supervision 1.

**Arts.** Music 1, 2; Piano, Voice, etc. (See Music Department); Drawing 1, 2; Penmanship 1, 2; Drawing 3 (Art Appreciation).
We reprint below a rather complete exposition of the Music Supervisor's, Domestic Economy, Agricultural, and General Music Courses.

**MUSIC SUPERVISOR'S COURSE.**

This course may be elected as the Major Minor under the Second Elective Course. However, anyone may do any part or all of this course with no thought of certification. The design is to prepare Music Supervisors with a high standard of general scholarship, capable of supervising the music in our counties, towns and cities and of commanding the respect and confidence of all concerned in their employment and work. Public school music (1) is required of those wishing to enter this course. We attempt to give reasonable advanced standing (or work done elsewhere).

The subjects offered are:

- Piano, one lesson a week (100 weeks, private), 3 credits.
- Voice, one lesson a week (100 weeks, private), 3 credits.
- Music 2, five lessons a week (160 weeks, free), 1 credit.
- Harmony, two lessons a week (80 weeks, free), 3 credits.
- History of Music, five lessons a week (10 weeks, free), 1 credit.
- Counterpoint, one lesson a week (30 weeks, free), 1 credit.

Additional work required:

- Chorus attendance, once a week for eighty weeks. Method, Observation, and Practice is required of all students in the Second Elective Course.

**COURSE IN DOMESTIC ECONOMY.**

The Course in Domestic Economy, or Domestic Science and Arts, as it is more commonly called, has two distinct purposes: first, to train young women for home duties by raising their standards, by dignifying household labor, and by showing the relation to the scientific and practical sides of said work. Second, to train young women to meet the demands in the rural or county high school as teachers of the subject. With these purposes in view the following course is offered:

**Domestic Economy 1.**

**Domestic Science 1.**

1. Reasons for cooking.
2. Principles of cookery.
3. Principal methods of cookery.
4. Abbreviations for measures.
5. Table of measures.
6. Effects of dry and moist heat on starch through the preparation of simple starchy foods—the foods which supply energy and heat.
7. The cookery of proteins—the tissue-building food—such as eggs, milk, cheese, macaroni, etc.
8. The use of fats and methods of cookery.
9. The cookery of dried fruits and vegetables.
10. Food combinations, such as: batter and doughs.

**Food Studies.**

A knowledge of food stuffs will lead to intelligent selection, combination, and preparation of foods and will improve dietary conditions.

Food study will cover one term's work as a subject, but will continue in conjunction with the various lessons throughout the course.

The work will comprise the study of cell tissues, elements found in the body, organs of digestion, classification of foods, the potato as a typical carbohydrate food, vegetables, fruits, nuts, wheat, flour, cereals, meats, milk, and eggs.

- **The Cell.**
  1. Definition.
  2. Shape, size, structure.
  3. Characteristics.
  4. Functions.
  5. Life History.

- **Tissue.**
  1. Kinds.
  2. How maintained.

- **Elements found in the body.**
  1. Definition.
  2. List.
  3. How supplied.

- **Foods.**
  1. Definition.
  2. Chemical composition.
  3. Classification.

   1. Protein.
     a. Chemical composition.
     b. Kinds.
Domestic Arts 1.
The course in Domestic Arts covers a period of forty weeks or four terms. It is possible that Domestic Economy 7, will be a course in dressmaking.

Food Value.
1. Purpose.
   a. To create a desire and respect for hand work.
   b. To develop judgment.
2. To develop will power, self-control, accuracy, perseverance, neatness, and originality.

Articles in Work Box.
1. Thimble.
2. Scissors.
3. Tape measure.
4. Pins.
5. Buttonhole scissors.

Models.
1. Samples of Java Canvas to contain the following stitches:
   a. Running, even and uneven bastin, back, combination, overcasting.
   b. Purchase, over and over, back, combination, overcasting.
   c. Diagonal or true bias.
   d. Basting.
   e. Stockinette.
   f. Plaid woolen material.
   g. Patching flannel and binding seams.
   h. Flannel seams with fancy stitches.
   i. Buttonholes.
   j. Sewing on buttons, hooks and eyes.
   k. Flaket.
   l. Embroidery trimming.
   m. Machine model.
   n. Making seams on sewing machine.
A fee of $3.00 per term is charged to cover expenses.

Domestic Science 1.
1. Cake and cake making.
2. Pastry.
4. Desserts.

Garnishing and decoration of:
1. Foods.
2. Table.
3. Dining room.

2. Invalids.
   a. Laying of service.
   b. Garnish.
   c. China.
   d. Distribution.
   e. Modern looms.
   f. Satin or satin.
   g. With variations.

III. Textiles.—Use Household Textiles by Charlotte M. Gibbs as a text.

a. Vegetable.
   b. Animal.
   c. Mineral.
   d. Artificial.

f. Cotton.
   a. History.
   b. Cotton raising industry.
   c. Botany.
   d. Cultivation.
   e. Distribution.
   f. Physical characteristics.
   g. Chemical.
   h. Dyeing.
   i. Balancing.
   j. Marketing.

k. Mill process.
   b. Buying cotton goods.
   c. By-products.

7. Wool.
   a. Sources.
   b. Effect of sheep raising on quality.
   c. Manner of marketing.
   d. Preparation for spinning.
   e. Adulterations.
   f. Characteristics.
   g. Paring.

8. Flax.
   a. Characteristics.
   b. Geography.
   c. Botany.
   d. Cultivation.
Domestic Science 4, or Domestic Economy 4.

Domestic Arts 4.

Day for forty weeks of classroom work.

Domestic Economy 5.

I. Short Waist.

No cooking in this term.

Domestic Arts 5.

I. Crocheting.

II. Embroidery.

French.

Lilly.

Punched work.

II. Tatting.

Eyelets.

Scallops.

III. Screen stitch.

Borders.

II. Initials.

A few of $1.25 is charged. One hour per day for ten weeks is required in class room.

Domestic Economy 5.

Domestic Science 5, or Dietetics.

I. Detailed study of proteins, fats, carbohydrates, minerals, and water.

II. Detailed study of digestion of above.

III. Feeding.

I. Over.

II. Under.

IV. Factors influencing diet.

V. Diet in disease.

VI. Diet in special diseases.

VII. Diet of children.

VIII. Weighing, measuring, and estimating the relative amounts of protein, carbohydrates and fat in our common foods.

A fee is charged. One hour per day of classroom work for ten weeks.

Domestic Economy 7.

Domestic Arts 7.

I. Dressmaking.

1. Design, fit and make a simple dress of wash material.

2. Design, fit and make a simple dress of wooden material. It may be a cap-piece dress or a skirt and silk waist.

A fee will be charged. Two hours per day of classroom work for ten weeks.

Domestic Economy 8.

Domestic Science 8.

This will be advanced cooking. No one will be eligible to the class who has not had Domestic Science 1, 2, and 3.

A fee will be charged. Two hours per day of classroom work for ten weeks.

COUSE IN AGRICULTURE

UNEXCELLED OPPORTUNITIES OFFERED YOUNG PEOPLE WHO DESIRE PRACTICAL WORK IN AGRICULTURE.

The Western Normal will hereafter offer practical work in Elementary Agriculture. We give below an outline of a one-year's course, which has been arranged by the Institution. A faculty of experts who have had extensive and practical training for this character of work has been employed to do the teaching.

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

1. General Principles of Agriculture and Farm Management.

2. Agricultural Chemistry.


4. Physical Geography and Geography and Geology.

5. Rural Hygiene and Sanitation.

6. Practice in Biology.

7. Farm Practice.

Course 1.—The Plant and the Soil.

(a) A study of the structure and physiology of plants in relation to growth, food supply and methods of reproduction. (See selection.)

(b) A study of the soil, as to origin, composition, kinds and management, the latter including problems of tillage, drainage, farm, and commercial fertilizers, and rotation of crops.

Course 2.—Farm Crops and Their Culture and Protection.

(a) Special study of our staple cereals, grasses, legumes, tubers, fruits, etc.

(b) Culture of crops, emphasizing the preparation of the soil, selection, testing, and planting of seeds and methods of cultivation.

(c) Protection of crops—a study of insects and fungous pests and methods of controlling them. Weeds and their eradication. Birds as the farmers' friends.

Course 3.—Domestic Animals.

(a) Types: A study of the various breeds of hogs, cattle, sheep, goats, swine, poultry, and bees.

(b) Care and management: Including feeding, water supply, exercise, cleanliness, and general hygiene.

Course 4.—Farm Engineering.

(a) Farm Plans: Size of the farm for intensification or extensive farming; location of buildings, fences, gates, and roads.

(b) Building construction of buildings (house, barn, and outbuildings), water system, sewage system, and roads.

Course 5.—Rural Hygiene and Sanitation.

A thorough study of sewer laws and sanitary laws in relation to rural conditions. Special attention is given 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 horse will be given careful consideration of this course. (See page .).

Course 6.—Biology.

General survey of plants and animals as forces of nature. Life history and work of our common insects. Dissection and life relations of types of common animals, cyclops and other crustaceans, clam, earthworm, protozoon, frog, fish, and bird.

Each student is required to do special work on some important species, showing its relation to agriculture. The best methods 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 and heat. Radiation, lectures and solution of problems. Primary physical laws are developed by individual experiments in laboratory—each student keeping a careful record of his work.

Course 2.—General Physics.—Sound, light, and electricity. Continuation of course. Laboratory and recitation.

Course 3.—Soil Physics.—Study of laboratory course to cover such phases of the subject as physical forces in soils; the conservation of moisture; drainage; strength; farm materials; principles of construction, farm implements, motors, engines, etc.

CHEMISTRY.

Course 1.—Agricultural Chemistry.—Designed for students of elementary agriculture, covering the field of general inorganic chemistry and emphasizing the following divisions of the subject: The common, compound, and elementary gases, air, water, basic oxides, acids, and salts; all the metallic and non-metallic elements commonly found in soils; the laws of chemical combination and the more important organic compounds involved in this study of plant and animal life. A notebook of the laboratory records carefully kept is required.

Course 2.—Qualitative Analysis.—Analysis of bases and acids. Forc unknown unknown solutions and solids.

PHYSICAL GEOGRAPHY.

Course 1.—Geography.—In this course, the major part of the work is devoted to the consideration of the earth as a planet, land and its structure, forms of relief, processes of erosion, land forms resulting from those processes. Some time is devoted to study of mov.
els, globes, charts, and maps and their interpretation. The field work consists of excursions to Big Barron River, Lost River, White Stone Quarry, and Mammoth Cave.

Course 2—Geography.—Recitation on atmosphere and its composition, insulation and temperature, pressure and atmospheric convection and circulation, rainfall and humidity, the distribution of climatic elements and belts. Observations of the weather are made and records are kept. The United States Weather Bureau supplies the department with the daily weather maps and reports, which are a great help to the students. The last three weeks are devoted to the study of plant and animal response to the geographic conditions and the factors in their distribution, also to the effect of topography and climate upon the distribution and developments of human societies, industries and institutions.

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 of land in experimental plots. The results of their work is at our disposal at all times.

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

An orchard will here set out this year by the students. This will give opportunity for the study of this neglected problem. These trees will be cultivated, pruned and sprayed by the students.

In addition to the general farm practice work, each student will be given a plot of land for which he alone is held responsible. He will be required to do all the work on an improved plan—this giving 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 farm will be developed. The school has acquired about one hundred twenty-five acres of land adjoining the new building site that 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 students can do practical work under the direction of trained instructors. The object of these experiments will be to demonstrate the best and most efficient fertilizers for growing such crops and the most effective means of tilling the soil. These experiments will include the enriching of the soil with green fertilizers, manures, and commercial fertilizers. We expect to make this a model farm in order that the teachers who will sooner or later be asked to teach Elementary Agriculture, will have not only a theoretical basis for doing the work but a practical one as well.

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 has recently 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 purposes of demonstration to the classes in Agriculture and those interested in such work. We believe that the test of the efficiency of any course of study is in its relation and application to the needs of the people of any community, and we believe that our system of Agricultural education can do most for the people of the State, if the institution puts 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 upon 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 department of our work directly beneficial to the community. The farm with
MUSIC
FRANZ J. STRAITH.

MISS FRANCES MORTON CRUMK.
MISS FREDA BURMANN.
MISS SALLY ROBES.
MISS LOUISE STRAITH.

Besides the Public School Music mentioned elsewhere in this Bulletin, the following indicates what opportunities will be offered for those wishing Voice, Piano, Violin, etc.:-

T H E O R Y A N D H A R M O N Y O F M U S I C.

Theory.—This course includes the elements of acoustics and tone quality; accent, natural and artificial; rhythm, and time; outlines of motive transformation and thematic treatment; practical work in the explanation and analysis of musical form, a brief description of orchestral instruments, the relation of music to other 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.—Judson's Harmony of Music, based on strictly pedagogic principles, combines the modern progressive modes of teaching. A Special Correspondence Course can be arranged for. The course leads to Teacher's Certificate.

TEACHER'S CERTIFICATE CLASS.

After finishing the above course, which requires generally three years of study, the pupil enters the Teacher's Certificate Class:

Cherny's Forty Daily Exercises; Loewenberg Studies, op. 65, I, II, III; General Graded Course, Book I., II, III; Herz Finger Exercises, Wolf, The Little Pianist; Kocher, Bertini, Heller Studies, etc.; Mocininas, by Clementi, Kuhlau, Haydn, and different classics and modern compositions, according to the ability of the pupil.

PIANO DEPARTMENT PREPARATORY CLASS.

Pianissimo Piano School, Schmidt, op. 16; Loewenberg Studies, op. 65, I, II, III; General Graded Course, Book I., II, III; Herz Finger Exercises, Wolf, The Little Pianist; Kocher, Bertini, Heller Studies, etc.; Mocininas, by Clementi, Kuhlau, Haydn, and different classics and modern compositions, according to the ability of the pupil.

Graded Course, Book I., II., etc.; Fiersoles, op. 24, Progressive Exercises. Simplified Studies, op. 36, Cramer, op. 84, Rhythmical Studies; Cramer Studies, op. 84, Rhythmical Studies; Cramer Studies, op. 84, etc., Study of Harmony. This course requires two years of study in addition to the Preparatory Course.

The pupil is required to study harmony of music and to play at commencement a classic composition from memory.

GRADUATING CLASS.

Piesche Sixty Studies, Clementi, Gradus ad Parnassum; Cherny, the School of the Virtuoso, complete; Moisheles Studies, op. 76; Bach's Well Tempered Clavichord; Chopin's Studies; Schumann, Einfuss Studies; Beethoven Sonatas; compositions by Liszt, Schubert, Grieg, Tchaikowsky, Rubinstein, Wagner, Rubens, etc., Study of Harmony. This course requires an addition of, generally, two years to the Certificate Course, depending on the pupil's talent and qualification.

The pupil in this class is required to play well at sight, to play accompaniments with solos, vocal and instrumental, and to give at

EXPENSE.

Applicants will receive free instruction for the time necessary to complete the course in which they matriculate. Non-applicants from Kentucky and other States will pay the following fees, in advance:

For the Summer Term...

Term...

For the Summer Term...

For four Ten-Week Terms...

For six Ten-Week Terms...

For any one term...

For any one Ten-Week Term...

For any one term...

For six Ten-Week Terms...

For any one term...

Pianos can be rented for practice purposes at a very reasonable charge.

Cecil Superintendents, select or already in office, will be charged no regular tuition. A small incidental library and laboratory fee will be charged all students. A fee of $3 per

THE STATE NORMAL BULLETIN 35
The 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 these fees, all others are entitled to free instruction.

BOARD.

As far as we know, there is not another city in the South that offers its 2,000 non-resident students as cheap a rate of board as Bowling Green.

Good Table Board, $1.75 Per Week.—Excel lently furnished rooms, 75 cents and $1 per week. Good board and well-furnished rooms, $2.50 and $2.75 per week.

Private Board for Students.—We are glad to announce that you can get excellent private board in good families, everything furnished, for $2.25 and $3.50.

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 boarding usually does not amount to more than $5 or $10 per month.

FRISBIE HALL.

Frisbie Hall, the home for the young women of the Normal, is a three-story brick building. It has hot and cold baths, steam heat, electric lights, and attractive parlors.

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

The management of the institution recommends that parents place their girls in this Hall, unless they have special or personal reasons for having them board elsewhere. Prof. and Mrs. Green take a deep interest in all young girls under their care, and the President and faculty recommend the Hall above all other places for young girls going away from home the first time. The atmosphere is one of culture, refinement and protection, and the hostess and host stand as nearly as possible in the place of parents.

CONDENSED INFORMATION

The Summer School Term opens June 15, 1914.

See your County Superintendent and write us about free tuition in the Western Normal. There is plenty of free tuition for all persons desiring it.

Persons of good moral character of any age not less than sixteen years, may enter the Western Normal. Common School graduates; holders of County Certificates of any grade, of State Diplomas and State Certificates; graduates of High Schools, Colleges, Universities, and Normal Schools may enter the Normal without examination and be classified at such a point in the different courses of study as their qualification will warrant. All other persons desiring to enter the Normal should communicate with the President of the Institution, giving full information concerning their qualifications, purposes, etc. Persons having any doubt about their qualifications to enter the Normal should apply to their County Superintendents for additional information.

The Normal School law authorizes the institution to issue a two-year, four-year, and life certificate upon the completion of the Elementary, intermediate and advanced courses of study respectively. These certificates permit the holders to teach anywhere in Kentucky without further examination, for two years, four years, and for life, respectively. Graduates of these courses are wanted in every part of Kentucky at good salaries.

Persons who desire to prepare for the county examinations will enjoy an unequaled opportunity in the Normal during the next year. We have carefully prepared a County Certificate Course of study with a view of offering every student an opportunity to prepare for the county examination, and, at the same time, to do some regularly accredited work in the Common School branches. No one who desires to prepare for the county examinations will ever have cause to regret entering the institution.

FREE TUITION.

There will be enough Free Tuition in all of the fifty-one counties in the Western District for all eligible persons desiring it. Students who have not secured a Free Scholarship should see their County Superintendents at once and write

PRESIDENT H. H. CHERRY,
Western Kentucky State Normal School,
Bowling Green, Ky.
## LIST OF BOOKS USED

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## COMMENCEMENT EXERCISES

Annual Sermon by Dr. Nathaniel Butler of Chicago University, Sunday, June 7th. Reception by Faculty to Seniors, Monday, June 8, 4 o'clock p.m.

Concert, Graduates of School of Music, Monday, June 8, 8 o'clock p.m.

Senior Play: "Everywoman," Tuesday, June 9, 8 o'clock p.m.

Alumni Address by A. L. Crabbe, of Louisville, Ky., Wednesday, June 10, 10:30 o'clock a.m.

Business Meeting of Alumni Association, Wednesday, June 10, 10:30 o'clock a.m.

Banquet, Wednesday, June 10, 6 o'clock p.m., served on Normal Heights.

Address to Graduating Class, Dr. Reuben Post Halleck of Louisville, Ky., Thursday, June 11, 10:30 o'clock a.m.

June 12th and 14th, Excursion of School to Mammoth Cave.

Some of the interesting features to be offered during the Summer School include the following:

- A lecture on the life and works of Beethoven, given by a well-known pianist.
- A symposium on the history of music in America, featuring a panel of scholars.
- A workshop on creating your own music, led by a professional musician.
- A concert featuring student performers from the School of Music.
- A hands-on session on making music toys, with materials and guidance provided.
- A guided tour of the city's historic sites, highlighting their musical significance.

## THE STATE NORMAL BULLETIN

1. Learning to Read—Nowem & Co., New York...
2. The Summers Readers Manual—F. D. Bent & Co., New York...

Method in Reading in Grammar Grades... Lending—A Manual for Teachers—Weeth—New York...
Nature Study—Nature Study and Life—Hodge—Ginn & Co...
Observation, General—No text—See Dean for Syllabus...

Pedagogy 1...
Pedagogy 2—No text...

Psychology 1—Hall—A. B. C.—Every term...

Psychology 2—No text...

Physics 1 and 2—Milken and Galles Phys...

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OPENING OF FALL SESSION

SEPT. 8, 1914

The Fall Session of the Western Kentucky State Normal School opens September 8, 1914. Those who are interested should write and request our complete catalogue, which gives full information. All departments will be organized at this time and it will be an excellent time for one to enter and begin his course of study.

THE FALL TERM OPENS NOVEMBER 7, and continues for ten weeks

Be Sure to Write for Our
HANDSOMELY ILLUSTRATED CATALOG.

The Way to Secure Free Tuition is Explained in the Catalog

ADDRESS PRESIDENT H. H. CHERRY
BOWLING GREEN, KY.