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OCTOBER, 1907.

Whole No. 10.

Normal School Bulletin

A Magazine For
TEACHERS AND STUDENTS.

C. W. DAUGETTE, M. Sc., Editor.

PUBLISHED QUARTERLY BY THE
BOARD OF DIRECTORS OF THE STATE NORMAL SCHOOL,
JACKSONVILLE, ALABAMA.

Entered as second-class matter August 17, 1905, at the Post Office at Jacksonville, Alabama, under the act of July 16, 1904.

REVIEW TERM.

The review term for teachers this session begins Tuesday, April 7th, 1908. Arrangements should be made as early as possible by all who expect to attend this term.

OPENING OF SECOND TERM.

The second term of the State Normal School will open January 8th and many who were prevented from coming at the opening of school will find it convenient to enter at that time. All who are interested should write to the President.

BOARD.

As is well known the Normal School has no dormitory and board is had by the students in the homes of the town. At the opening of school many of the boarding-houses had not opened up from one cause or another, and the entire capacity of the town was taxed to accommodate the great number who were here at the opening. This produced the impression that it was almost impossible to find board in Jacksonville. This report was sent all over the state by those who were in school here, and has retarded many from

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coming who had made their arrangements to do so.

This is to notify all that conditions have greatly improved and that pleasant and reasonable arrangements can be made for board in Jacksonville now. Many large boarding-houses have opened, and many new houses are being built for the express purpose of accomodating boarders and the ruling price is \$11 to \$12 per month.

SCHOOL OPENS NEXT WEDNESDAY

The following article appeared in the Jacksonville Record of Sept. 20th, 1907.

President Daugette announces that the schools will open next Wednesday and that the prospects are most flattering for a large attendance for both departments of the school. There is a decided interest in the work of the Training school, and everybody seems to be getting his children ready to send to school. The teachers for this department so far announced are Prof. W. R. Hightower, who has been the efficient principal for two year past, and Mrs. M. E. Klinger, who will have the 3rd and 4th grades. Mrs. Klinger's work is too well known and approved by all to require further mention. The other two teachers which are new additions to this school are Miss Willie A. Harris, who graduated with high honors last year and who is a young lady of unusually bright and lady-like virtues, and Miss Mary Francis, recently of the City Schools of New York. Miss Francis will have the Primary and Kindergarten grades. She has had seven years of successful experience in her line and her Supt. Wm. H. Maxwell, of the New York City schools, wrote President Daugette in high recommendation of her as a kindergarten and primary teacher. She is a graduate of the Kindergarten Schools of New York City, and her family being well known and old citizens of Jacksonville, the school is to be congratulated on securing her services.

Mr. Robt. Owens is janitor. He has been at work for the past week cleaning up the building, and getting it ready for occupancy. More serious work will begin on the building at an early date.

The normal school is looking for a large opening. To say that it will be the largest in its history, will be rather doubtful on account of the fine openings in the past and the continual growth of the school, but Prof. Daugette states that he expects an unusually fine attendance and indications point to the breaking of all records next Wednesday. The old teachers are nearly all here and will hold their departments as follows: Miss Mary C. Forney will continue to teach Pedagogy and Drawing with the same efficiency that has characterized her work in the past. Miss Elizabeth Privett will drill Mathematics into the heads of the prospective teachers with her wonted earnestness and ability. Miss Alpha P. Rasor, known as one of the hardest workers in the school, will continue her work in the department of science in a way that is satisfactory to the president of the school and this is saying a good deal as he has taught science in the school so many years and knows what a good science teacher is. Mrs. Arthur Blackmore will continue to inspire the boys and girls with her sweet songs. Prof. E. M. Murphy returns from Kentucky Saturday to take up his work in English which is one of the most necessary subjects, and is yet one of the most poorly taught. The president reports Mr. Murphy's work to be of high character. Prof. S. G. Riley returns to resume his work in History and Economics. Mr. Riley in addition to his other college degrees received the degree of A. M. from Princeton last June which places the stamp of the very best institutions upon him. We understand that he is an earnest and capable teacher. Last but not least, of the old teachers who will be connected with the school this session and who is now in the position she has faithfully filled all summer is Miss Florence Weatherly. Miss Weatherly's duties are many and widely different. She holds a position that calls for infinite tact and wisdom. Every one who has had any business at the Normal School congratulates President Daugette upon having so efficient a helper. Miss Weatherly has trained several pupils in typewriting and shorthand in addition to her other duties in teaching penmanship in the school and acting as secretary to the president.

Prof. Daugette states that there are two other positions open and that both will probably be filled by the trustees before the

next paper comes out and by the time school opens.

Mr. L. D. Miller has been engaged as librarian for the school. This department of the school has long needed a special officer to take charge of it and give assistance to students who are looking for information in any line represented by the books in the library, but owing to the financial condition of the school it has never been practicable in the past to employ a man.

Mr. Miller is peculiarly fitted for this work. He is a man of much reading and is a lover of books and will be able to give a good deal of assistance to the normal school when the two are combined when students are looking for information in the library.

It will thus be seen that there are sixteen teachers in all departments of the normal school. Jacksonville and Calhoun county are proud of this institution and of its success in the past. We will all wish for it the brightest opening in its history.

Since the above article was written Miss Alice Hillman, a graduate of the University of Chicago, has been engaged to teach Domestic Science and Reading. Miss Hillman comes unusually well recommended as to both character as a lady and fitness to teach. She has entered upon her duties with earnestness and enthusiasm.

Two positions are still vacant, Modern Languages and Athletics, and Manual Training, though it is thought that suitable teachers can be found soon from the list of applicants.

School has opened with an increase of twenty-five students over the number enrolled for the same date last session, and it is fully expected that this year's record will eclipse that of last session when there were enrolled 409 teachers from 54 counties of the state. Many who were detained from entering at the opening are coming in every week. The school work has begun it seems under more auspicious conditions than ever before, one of the best features of it is that nearly one-half the school hold first grade or are preparing for it. The quality of the student body is high, their interest is deep and their opportunities great. The faculty feel responsible for the good of every student enrolled here and their interest is shown in the earnest individual work which is done by every teacher for every pupil as nearly as possible.

The work of the Young Men's Christian Association and the Young Women's Christian Association in this school is especially to be commended. These two organizations meet new students at the train, take charge of them and assist them in securing boarding places and in many other ways. This is a work that is appreciated by those who come to Jacksonville for the first time and are entire strangers here. It has proven of great assistance to the President of the institution.

Our new school building has not been begun yet as the bonds which the city of Jacksonville proposes to issue have not been sold. It is expected, however, that the beginning of the work will not be delayed much longer.

DEPARTMENT OF SCIENCE.

THE COMPLEMENTARY PROCESS OF LIFE.

While the notion that plants and animals in some way complement each other prevails, and the idea that plants breathe in the carbon-dioxide (carbonic acid gas) that animals breathe out has been discarded a decade or more ago, there seems to be some slightly indefinite, if not incorrect, teaching along this line and the valuable nature lessons possible **have** been only partly realized.

If investigation is to be relied upon the green tissue of plants puts together the carbon of carbon dioxide and the hydrogen and oxygen of water to form the basic food stuff, starch, modifies this basic food to form sugars and fats; modifies and adds to it to form the other important foodstuff, protein. This putting-together process, ordinarily called photosynthesis or food-making, has, it is evident, carbon dioxide and water as its chief factor, the various foods and free oxygen as its products. The constituents of these foods and the free oxygen combine in the bodies of both plants and animals, forming for the most part carbon dioxide and water. This combining process, ordinarily called respiration, has, as is likewise evident, the various foods and oxygen as its chief factors, carbon dioxide and water as its chief products. In brief, the products (waste) of respiration are the factors (essentials) of food-making, and *vice versa*.

When these facts are set right in the child's mind he gets not only the idea of mutual aid, but among others the one of strict economy and that in the plans of the Creator, Himself, with whom it is to be associated as choice, not as necessity, also, that of oneness, genuine kith and kin, **real** universal brotherhood, he and the blade of grass are as they have never been before.

ALPHA P. RASOR.

DEPARTMENT OF PENMANSHIP.

In this department all work is required to be done with the forearm movement,, or, what is commonly termed "muscular" movement, the pupils' efforts being constantly directed toward this most desirable method of writing.

Verital writing has run its race and ended its days in ignominy. Why was this system ever adopted by superintendents, principals and teachers? Simply because the prevailing methods of teaching writing had miserably failed. Following the old copy-book plan they saw their pupils sitting in cramped, unhealthful postures, so they grasped the vertical method as the proverbial last straw. They were told not only that vertical forced good posture, but they were most positively assured that it was the most rapid, the most legible and the most economical in the use of space. They were confronted with the fact that there had been a great failure in teaching one of the most essential, though one of the simplest branches of a common English education, consequently the teachers studied and practised the new style of writing and endeavored with great labor, patience and enthusiasm to deal it out in broken doses to their long-suffering pupils with the result that the new method produced no change in position, the pupils drew the vertical script forms in their copy-books, just as slowly and just as laboriously as they had formerly drawn the slant letters. They had expended meanwhile a great deal of energy in the circumscribed spaces of their copybooks. In this method as in the slant the greatest vital principles of writing—good position, muscular relaxation and automatic muscular movement, had been totally ignored. It is true that the little ones in the primary grades were able to execute very beautifully a small

page of writing in from 30 minutes to an hour, but it has been found that when those who had done such good work in the lower grades passed to the higher ones and were required to write more rapidly and more continuously, their writing became irregular and frequently illegible, just exactly what happened under the slant copybook system.

Those who have studied the subject of writing from a physical training point of view, who have become expert in muscular movement, and who have become successful teachers of it, know that young students who have been skillfully trained in muscular movement writing through the primary grades and for three years thereafter, write better and better as they progress educationally, and at the same time they write rapidly and easily in good, upright, beautiful positions.

That something is wrong with the old methods of public school writing there is not the least semblance of a doubt, and there has never been a time when public school workers were so anxious to be informed and taught how to secure good, permanent results in practical writing, and to place the teaching of writing in the primary schools of this country upon a satisfactory and lasting basis. It is impossible to teach practical writing through any copybooks that were ever made, or that can be devised. All future penmanship instruction must be given by the living teacher in blackboard work and in the examination of the writing of each individual pupil. It is impossible for teachers to teach what they do not know, therefore, the lessons in this subject are planned not only with the view of assisting the pupils to acquire efficiency as penmen, but also to give them a working knowledge of modern methods and devices of teaching writing.

FLORENCE WEATHERLY.

DEPARTMENT OF HISTORY.

THE USE OF HISTORICAL SOURCES IN SCHOOLS.

"History," says Lord Acton, "to be above evasion and dispute must stand on documents, not on opinions." History, then, is not the text-book; the text-book is opinion—the author's opinions con-

cerning a variety of topics which he has chosen to discuss; it is a commentary resting on the sources; it is the opinion of an expert and not "original" or the "best" evidence of the facts; it is used because the reader either has not the training or the time necessary to examine for himself the documents which *are* the best evidence. One whose entire knowledge of history rests on the secondary works, can understand history about in the same way that the public understands trial of insanity where expert testimony alone is introduced: his opinion is taken ready-made from some one else and is not his own at all.

If history is to be understood it is clear that the foundation on which it rests must be known. The learner must be initiated into all of the mysteries of the order; he must be shown history in the making for he must be taught that history is dynamical, not statical; he must be made to see that history is not merely a scientific dissection of the part; he must realize that one of its main uses is a scientific attitude of mind toward the present. Acquaintance with the documents and with the text-books gives such an approach to the subject. Neither ought to be used alone; they should be known together.

The story of an eye witness is not only more reliable than that of one who has received his information at second hand, it is more interesting. Certainly, the teacher is to seek to interest the student in the subject of study. In no way can this end be reached so surely and so speedily in history as by introducing him to the sources. The contentions between the Aristocrats and the Democrats at Athens during the Peloponnesian War may be discussed by Grote and Holm but Aristophanes has made them more interesting in his incomparable comedies than the art of the most learned and skillful writer has been able to do.

Schools do not purpose to make historians of boys and girls. They are not to depend upon their own judgment for their historical opinion, but no subject lends itself more readily to the *training* of judgment than history. It is hardly necessary to add that an appeal to the sources is necessary where such training is to be attempted, since the secondary works are merely other's opinions.

Men's doings and sayings constitute the subject matter of history and their character and their motives are to be sought in their acts and words. The pupil must be taught to judge men by this standard, to separate the good from the bad, the just from the unjust, the right from the wrong.

(Limitations of the use of historical sources will be discussed in another number of the Bulletin.)

S. G. RILEY.

DEPARTMENT OF MATHEMATICS.

THE HISTORY OF FRACTIONS.

In the oldest mathematical records fractions may be found, but the ancients did not attain proficiency in using them. The Ahmes Papyrus, commonly called the Handbook of Ahmes, written about 2000 B. C., begins with exercises in fractions, in which only unit-fractions occur. No general rule was followed in getting such results. The Egyptians had a special symbol for $\frac{2}{3}$ but all the other fractions employed by them had unity for numerator.

The Babylonians used sexagesimal fractions. These fractions were expressed by writing the numerator a little to the right of its ordinary position and omitting the denominator.

The Greeks expressed unit-fractions by writing the denominator with double accent, and derived fractions by writing the numerator once with an accent and the denominator twice with a double accent.

Unlike the Greeks the Romans dealt with concrete fractions. They used only duodecimal fractions and a few others derived from them. By Romans special names were given to fractions $\frac{1}{12}$, $\frac{11}{12}$, $\frac{1}{24}$, $\frac{1}{48}$, $\frac{1}{72}$, $\frac{1}{144}$, $\frac{1}{288}$. Additions and subtractions of duodecimal fractions offered no difficulty. Hence, much attention was given to fractional computation in Roman schools.

In computations of the Hindus fractions are written with numerator above denominator but without the bar.

Earlier than the fifteenth century Fibonacci employed a method of finding the lowest common denominator. Methods were also given by Tartaglia in 1556 A. D.

At the beginning of the fifteenth century computations with

fractions were regarded as very difficult. About this time the pupil was instructed to read fractions in the following way: "It is to be noticed that every fraction has two figures with a line between. The upper is called the numerator, the lower the denominator. The expression of fractions is then: Name first the upper figure, then the lower, with the little word *part* as 2-3 part." Next came rules for the reduction of fractions to a common denominator, for reduction to lowest terms, for multiplication and division.

At first divisions were performed by reducing the fractions to a common denominator. It was not until 1544 that Stifel performed division by a fraction by the use of its reciprocal.

DOMESTIC SCIENCE.

"Good cookery means the knowledge of all herbs and fruits and balms and spices and all that is healing and sweet in the fields and groves, and savory in meats. It means carefulness and inventiveness and willingness and readiness of appliances. It means the economy of your grandmother and the science of the modern chemist; it means much testing and no wasting. It means English thoroughness, and French art and Arabian hospitality, and, in fine, it means that you are to be perfectly and always ladies—loaf-givers."—RUSKIN.

Probably the greatest lesson we have to learn in this world is to never let our circumstances get the better of us. In order to accomplish this end we must be well equipped in many lines; in other words we must be so broad that we can face any problem and, at least, attempt some solution of it.

A woman, in whatever sphere of life she is placed, finds herself more or less in touch with the home. She is essentially the home-maker. If she is a teacher, her duty is to make good citizens out of her pupils; and good citizens mean good home-makers. So she is either making a home for herself or helping others to make one.

Many of the household duties years ago were termed drudgery but that was because they were slighted and not brought up to the level of work. It is just as much an education to polish a stove well

or wash dishes as it is to learn a Latin or Greek lesson. Skill in any line of work is pleasure while careless, slipshod, untidy and unthinking work is drudgery.

The aim then of this department is to help the women learn to become broad, wholesome home makers; and to elevate the work by bringing in science to aid in the preparation of healthy food for daily use. If she is to do the work herself or only direct it, she will find that she can direct best that which she can do best.

She will learn the nature of food and its proper combinations. She will learn that the right way to prepare food is always the easiest way; or in other words she will give thought and not guess to her work. She will learn what foods are best served in the different seasons. Economy will be employed. The proper serving of the food to the well and the sick will be taught.

The work will be essentially practical so that any girl may go out with at least a working knowledge of the fundamental principles of the preparation of food. For "But for life the universe were nothing, and all that has life requires nourishment."

SEWING.

The sewing lessons take up the different stitches necessary for practical, home sewing. Useful articles are to be made. Fancy stitches and work will be taught with the other work. The end desired is to make each pupil her own dress maker. She will learn to cut her own patterns according to her measurements, apply the patterns to the material, put them together, and make a finished article.

ALICE HILLMAN.

DEPARTMENT OF ENGLISH.

UNSATISFACTORY RESULTS IN ENGLISH: SOME CAUSES.

The results in English in our schools have not proved satisfactory. High schools have complained that pupils entering the English department from the grammar grades do not know English; colleges have complained that pupils coming from the secondary schools do not know English; those employing students and gradu-

ates of the colleges complain that even these do not meet the requirements in English. In response to this clamor for better English, the colleges give more formal drill in our mother tongue; the colleges, in turn, demand more formal drill in the high school; while the high school makes a similar demand of the grammar school.

The question is, is there not too much formal drill already in our schools? By formal drill is meant a drill on language as a form of expression, apart from language as expressing thought, too much drill on language and grammar from text-books, where the energies are centralized in efforts to comprehend the relation of words, which, in fact, never existed. Take the rule "The verb must agree with the nominative case in number and person." or "A transitive verb governs the objective case." In Latin or Greek, or in any inflected language, these rules have meaning. They mean that there is a certain correspondence in form between the noun and verb; but in English the most that they can mean is, that this occasionally is true. These rules applied to the past and future tenses of the English verb, express no facts whatever.

On the other hand, many similar illustrations might be given of too little attention being paid to language work—the expression of thought. Time has been consumed in teaching facts about language—many of which are true, and as many, false—and too little time has been devoted to real language work. This fault follows from the failure of those making the mistake to grasp the truth that language teaching must not be divorced from thought getting and thought expression, if the work is to be fruitful in its results. The former method has resulted in failure; there is now a well developed movement to employ methods of teaching language under the impulse of thought.

The practical test for results is to ascertain the pupil's ability to express himself in clear, forceful English. Give a pupil a composition, or a theme, to write, and if his training has been limited to the theoretical teaching of Composition or Grammar, he will be unable to do more than furnish a few poorly constructed sentences. He apparently has forgotten all his rules about agreement, co-

herence, and capitalization. However, should you call on him for the rules themselves, he will quote them to you glibly enough. Furthermore, give him a sentence of some one else's thought, and he is knowledge in his possession?

Before answering this question, there may be doubts in the mind of some whether a pupil having the knowledge attributed to him in the foregoing, will fail so signally as has been stated. But I have counted as many as forty-two mistakes in a pupil's work of two pages, and mistakes, too, that were in direct violation of rules that were quoted faultlessly only a few moments afterwards.

Why then did the pupil fail? Because he was reversing the natural process of acquiring knowledge. The carpenter never learns his tools by talking about them, but by using them. English will never be learned by talking about language and its structure, *but by actual constructive work*. But since language is only used to express thought, the pupil first must be induced to think. Develop ideas, and in the presence of the idea give the word. In the lower grades, begin by developing clear thought, and the pupil will give the expression in clear language. In the elementary phases of the work, teach words as names of objects, qualities, relations, in the presence of the objectives which have the qualities, and sustain the relations, of which the word presented is but the symbol. Clear conception and clear thinking depends on definite and distinct perception.

The young pupil must be led to perceive clearly, and to observe closely in object and nature lessons, and there will follow clean-cut concepts and unhampered thinking; the pupil's ideas will be definite, their relations will stand out with noon-day clearness, with the result that his language will express these relations with conciseness, force, and distinctiveness.

(To Be Continued.)

E. M. MURPHEY.

THE ESSENTIAL AIMS OF STATE NORMAL TRAINING SCHOOLS.

PRESIDENT C. W. DAUGETTE, State Normal School, Jacksonville, Ala.

Paper read before the Southern Educational Association, Mont-

gomery, Alabama, Dec. 1906.

No discussion of this subject in the time allotted will serve to answer a question which an experience of over two hundred years of normal school history and of six thousand years of human civilization has failed to this good time to settle. The merest inquiry will develop the fact that no two normal schools in the old world and no two normal schools in the United States have the same entrance requirements for graduation. This would seem to indicate that the aims of normal schools are not at all identical, and in some respects this is true, but a closer study of the question will show that there is running through them all a more or less common aim, and there is more difference in the attainment of the aim, than in the aim itself.

There are certain essentials upon which all normal schools agree. In order to find out what normal schools should do, it is necessary to look at the demands made upon them, to go to that which called forth their existence, when civilization had advanced to the point where it called for trained teachers and schools were established to fulfill this function. Now as the needs of the teacher called forth the school, to see what the schools should do, we should inquire what is demanded of the teacher.

If we can determine the character of the teacher wanted, then it is a very easy matter to show that the aim of the normal school is to prepare this ideal teacher. All will agree, people generally, and all normal schools that (1), the teacher must be a true man or woman; (2), he must know his subject and more; (3), he must have professional training; and (4), he must possess skill in teaching.

As to the first proposition, the teacher must be a man or woman of the highest character. This requirement is too often lost sight of. I believe it is the most important of all. In this, teaching differs from no other profession. Character is the bedrock upon which every professional life is built. But it applies here if anything, more strongly than anywhere else. The teacher of little children should be a good man or woman. The highest object of teaching is not to give knowledge, but to develop character. The teacher cannot teach more than he is himself. Children will not

do as he says do, but will do as he does. The teacher's personality and his character are closely interwoven. The honest, truthful teacher whose motives are known to be good, can do much to overcome the absence of a pleasing personality. The fact is, education is not all books; on the contrary, I might say that books have very little to do with one's education while he is in school, but his teacher has a great deal to do with it. What we need is more Mark Hopkinses and more Thomas Arnolds whose inspiration was the guiding star of many a life. Indeed, we need subjects taught, there are certain bodies of knowledge that must be learned, but the teacher's character and personality have a great deal to do with the securing of a true conception of the studies and of their ultimate relation to life. It is a great mistake to teach arithmetic as an end or to teach grammar as an end. These should be taught merely as a means to an end, and that end is to fit the student for living a happy and worthy life. If this is lost sight of, there is no true teaching of these subjects. President R. I. Kelly of Indiana, says: "We have yet to devise some method of teaching arithmetic to all the people so that no group of sharks shall be able to steal the people's money, as officers of our life insurance companies do. We should be able to teach United States history to all the people so that no man of the standing of John W. Kern shall be able to assert that in our state, 'In every county votes are bought like cattle at every election and the number to be bought is increasing every year.' We should be able to teach chemistry to all the people so that our boys will remain on the farms, and our girls in the kitchen, if duty calls them there, with the full appreciation that the farms and the kitchens are veritable ganglia of our social organism. We should be able to teach civics to all our people so that our national and state and municipal life shall not be deeply tainted with the stain of pollution." In other words, President Kelly thinks that subjects have been taught as ends rather than as means contributing to a rounded character which asserts itself in activity, in sustaining and practicing the right and condemning the wrong. We need teachers who teach the spiritual side of the child's life; who endeavor to fill his soul

with noble thoughts, who teach him to love the good, the true, and the beautiful; who teach him the enthronement of conscience as a guide to his conduct; who teach him the nobility of service, and the sublimity of duty; who teach him to regulate his life by honesty, truthfulness and virtue, and who teach him that this is infinitely more important than any text-book knowledge he can secure. We need teachers who realize that the subjects of the common schools are taught for the purpose of making the child a good and useful citizen of the state. We need teachers who will set an example of right and large living which may be followed by their pupils, who will not say, "Go, and do in this wise," but "Come, let us do." We need teachers who will teach their pupils to fear nothing that the world can do and to be slaves to nothing that the world can offer. Indeed, we want teachers of children rather than subjects, who teach for eternity rather than the moment; who hear more than is spoken, and who observe more than is seen; whose insight pierces the innermost nature of the child and who perceive the permanent rather than the temporary effect upon his character.

The demand upon the teacher is that he know his subject. This is indeed an **essential**. One cannot teach what he does not know. The question for the normal schools is, How shall this standard of scholarship be attained? Shall entrance requirements be made so high that he must have all necessary academic acquirements before he enters, or shall the normal schools undertake to give these? This has been, up to the present time, an unsettled question. There are no normal schools in the south which do not

We cannot regard methods as an external attachment to give academic training, and there are very few in the north. knowledge which must be added after one has secured the necessary knowledge for teaching. Experience seems to prove that one can best secure methods as he learns subjects. We teach as we are taught, not as we are told how to teach in the normal schools, however, the point of view for the student should be not the learning of the subject alone, but the learning of it with great thoroughness for the purpose of teaching it and in its relation to all the other

subjects of the school curriculum, thus securing for himself a much broader, more comprehensive view. If normal schools in the south waited for prospective teachers to come to them who had all necessary academical preparation, they would as well close up shop at once. It is a doubtful question whether any school should undertake to give professional training only, exclusive of academic training, and under the present conditions in the United States it is hardly practicable for any of them to do it. Graduates of normal schools are criticised more upon this line than upon any other—lack of scholarship—and it is one of the phases of normal school work which must receive greatest attention, for shallow scholarship gives rise to narrowness and provincialism, but the work of state normal schools can not go much in advance of public sentiment, and as long as the people do not call for specific training on the part of all teachers, higher and secondary as well as elementary, just so long will the normal schools be unable to raise their standards of academic requirements. Indeed, normal schools reflect the condition of education generally in their respective states. If the people demand high qualifications for their teachers, the normal schools must meet these demands. If very few qualifications are required, the academic and professional standard of the normal schools will be low, for their work is directly with teachers and for teachers. As the need for deeper scholarship on the part of all teachers makes itself felt and as truer ideals of education come to be held by the people these schools will strengthen their faculties and raise their standards—there is an unmistakable movement in this direction now.

Third, granting that the teacher is a person of good character and has all academic requirements, it is necessary for him to know how to teach. In order to do this he must know the child's mind, the stages of growth and development and the effect certain activities will have upon the growing mind, and he must know how to produce these activities; in other words, he must know at least simple psychology, or as it is popularly called, human nature, and he must know this as applied to education. He must be a master of general method. Specific methods will be shown in his

personality. Methods are all right if used by one who understands the principles which originated them, but it must be admitted that the normal schools have turned out too many peddlers of methods and devices in the past who did not have a clear idea of the principles involved. In order to know how to manage a school, he must have a thorough course in school management. In order to organize it, and to make out a course of study, he should be familiar with theory and practice of teaching, pedagogy, and the history of education. In other words, he must have thorough professional training, but professional training is not culture, and a teacher who is trained but not educated is but a poor substitute for a real teacher. There is a science of education and an art. The science is not perfected but neither is medicine nor law. It is growing, it is progressing, discoveries are made, new facts are established, old theories are discarded in the light of newer developments. The profession of teaching is not analagous to the of medicine, law or theology, for the reason that in these a man must secure bodies of knowledge which are not obtainable during his literary education, while in the profession of teaching, the very best way to learn to teach a subject is in the learning of the subject itself, taught in the very best manner.

Fourth, the teacher must be skilled in his work. He must not only be a person of character, who has all necessary academic and professional preparation, but he must be skillful in teaching; indeed, he must be an artist rather than an artisan. It is much easier to know things than to do things. Skill in teaching, is the net result of all that is done to prepare one for teaching, and this represents the success of the efforts that have been put forth in this direction. The teacher's power is not revealed by his knowledge of academic subjects, nor by his professional knowledge, but is shown in his good sense in dealing with all questions before him, in his sympathy and interest, in his large interpretation of things and in his appreciation of life. Skill is something that can not be taught and comes as a result of character and experience. It is the avenue through which one's character, knowledge, and professional attainments make themselves felt and known, and without

which they will count for very little.

This, then, is the sort of teacher we want—that he be of good character, have all necessary academic and professional preparation, and that he be an artist in his work. This is what the normal schools are called upon to furnish. All agree that these are essential qualifications.

The greatest difference in the normal schools is that they have different methods of producing this result. "The normal schools are exponents of a great profession." In addition to turning out ideal teachers, they have still other work to perform. The educational world is full of theorists and of reformers. It is the duty of normal schools to scrutinize educational theories, curriculums, plans, methods, and practices, and to criticise them with vigor, or approve them with use; to retain that which is good, and to condemn that which is bad; to test the theories that are advanced, to experiment, and thus contribute to the sum total of the world's knowledge upon educational principles and affairs. It is their duty to see that subjects are taught with their true significance, and in their true relations, not as ends but as means. The normal schools should always preserve a sane balance, yet it is their duty to lead, to test and to instruct. It is their privilege and duty to translate theory into practice, to reject faulty propositions, and to put the seal of approval upon worthy ones. To do this it is necessary that every normal school have a practice school. This is the surest place to kill unworthy fads and to exemplify true but unaccepted theories. The highest duty of the normal schools is to turn out men and women of good common sense, level-headed people, who are not swept away from the fundamental principles of education by the numberless theories of cranky minds, and yet who are not too conservative to adopt the good that they see in anything advanced for the improvement of education. It should be the essential aim of the normal schools to turn out men and women, prepared to teach, but first prepared themselves to live—men and women who are trained to conditions so that they can adapt themselves to circumstances, and thus teach not only the children in their school room, but the entire community.

Calender For 1907-08.**Fall Term—1907.**

Entrance Examinations.....	Monday and Tuesday, Sept. 23 and 24.
Fall terms begins.....	Wednesday, Sept. 25.
Holiday	Thanksgiving Day.
Fall terms ends.....	Thursday, Dec. 19.
Christmas vacation begins.....	Friday, Dec. 20.

Winter Term—1908.

State Examination.....	Jan. 6, 7, and 8.
Winter term begins.....	Wednesday, Jan. 8.
Holiday.....	Friday, Feb. 22.
Winter term ends.....	Saturday, April 4.

Spring Term.

Spring term begins.....	Tuesday, April 7.
Spring term ends.....	Friday, July 3.

Commencement Week.

Annual Sermon.....	Sunday, May 31.
President's Reception.....	Monday, June 1.
Alumni Oration and Exercises.....	Tuesday, June 2.
Graduating Exercises.....	Wednesday, June 3.

Special Review Term for Teachers.

Entrance.....	Monday, April 6.
Work begins.....	Tuesday, April 7.
State Examination.....	July, 6, 7 and 8.

SECOND TERM OF State Normal School

Begins January 8, 1908.

THIS IS A GOOD TIME TO ENTER.

All expenses are reasonable. Board \$11 to \$12 per Month.

For Catalogue and other information, address

C. W. DAUGETTE, - - - President.