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Normal School Bulletin

FOR
TEACHERS AND STUDENTS

PUBLISHED QUARTERLY:

OCTOBER, DECEMBER, MARCH, JUNE.

No subscription fee is charged. All who desire to receive the Magazine will please send their names.

Vol. 2. DECEMBER, 1909. Whole No. 18.

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EX-OFFICIO.

His Excellency, BRAXTON BRAGG COMER,Governor
HARRY C GUNNELS,.....Superintendent of Education
CLARENCE WILLIAM DAUGETTE,.....President of Faculty

BY APPOINTMENT.

	Term Expires
I. L. BROCK, Center,	March 13, 1915
A. A. HURST, Edwardsville,	March 13, 1915
W. M. HAMES, Jacksonville,	March 13, 1911
JOHN C. FORNEY, Birmingham,	March 13, 1911
JOHN D. MCNEEL, Talladega,	March 13, 1913
WATT BROWN, Ragland,	March 13, 1913

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NORMAL SCHOOL BULLETIN

FACULTY.

CLARENCE WILLIAM DAUGETTE,

President, and Teacher of Geography, Geology and Psychology. (B. Sc. '93, M. Sc. '94, Alabama Polytechnic Institute; Science in State Normal School, '94-'99; summer work at the University of Chicago, '01 and '02; President State Normal School, '99—.)

MARY C. FORNEY,

Pedagogics and Metaphysics. (Graduate State Normal School '94; Teacher in Public Schools '94-'96; summer work at Monteagle '98; at University of Chicago '01 and '02; Columbia '05; Pedagogy in State Normal School '97—.)

ELIZABETH PRIVETT,

Mathematics and Book-keeping: (Graduate State Normal School '02; Teacher in Public Schools '92-'94; graduate Peabody Normal College '95; Teacher in Public Schools '99; summer work at the University of Chicago '01 and '02; Columbia '05; Cornell '06; Mathematics in State Normal School '07—.)

MRS. A. L. BLACKMORE,

Class Music. (Summer work University of Chicago '01; Class Music State Normal '01—.)

WALTER FRED CLAYTON,

English. (A. B. Park College, Kansas City, '01; Graduate St. Louis School of Elocution and Dramatic Arts '02; A. M. Yale University '03; Professor of the English Language and Literature, St. Louis Teachers' College '04-'06; Associate Manager of Institutes, State of Missouri '07; Litt. D. Oxford England, (Habitator in oppido, 1909; English in State Normal School '09—.)

MARY C. FORNEY,

Painting, Free-hand Drawing and Physical Culture.

ALPHA P. RASOR,

Physics, Chemistry, Botany and Physiology. (Graduate Due West Female College, S. C., '04; Teacher in Public

Schools, '94-'95, in High Schools, S. C., '95-'97; in South Carolina Baptist Orphanage, '97-'98; in High School, Texas, '01-'03; L. I. and B. Sc. Peabody College for Teachers and University of Nashville '01; summer work at Vanderbilt University '00 and University of Chicago '05; Science State Normal School '03—.)

CICERO FLOYD WATTS,

(A. B. Washington and Lee University 1903; First Assistant Columbia (Miss.) High School 1903-4; student Summer School of the South 1904; Principal Sumrall (Miss.) High School 1904-5; Graduate student Washington and Lee University 1905-6; Graduate Student University Chicago summer 1906; Peabody Fellow in Economics Tulane University 1906-07, A. M.; Graduate student Economics and History Harvard University 1907-8; Special Agent Bureau of Corporations, Washington, D. C., 1908-9; Professor of History and Economics State Normal School Jacksonville, Ala., 1909—.)

FLORENCE O. WEATHERLY,

Penmanship, Shorthand and Typewriting. (Graduate Birmingham High School '89; graduate Birmingham Normal Training School '90; Teacher Birmingham Public Schools '91-'92; Teacher in Public Schools of Alabama '95-'00; Stenographer '00-'06; Secretary to President and Teacher of Stenography and Typewriting State Normal School '06—.)

ARTHUR G. HAMILTON,

Manual Training. (Graduate Boston English High School '00; South Boston Evening Drawing School '02; Massachusetts Normal Art School '03; Charlestown Evening Drawing School '03; Course in Manual Training Massachusetts Institute of Technology, summer, '03; Boston Lloyd School '04; Teacher in Manual Training Providence Technical High School '04; Boston Public Schools '05; St. Louis Private Schools '06-'07; Manual Training State Normal School '08.)

CHRISTINE WATERS,

Home Economics. (Peabody College for Teachers, Nashville, Tenn., '02-'04; University of Tennessee, Knoxville,

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Tenn., '04-'06; Summer School of the South, Knoxville, Tenn., '05; Supervisor of Domestic Science City Schools of Asheville, N. C., '06-'08; Teacher of Domestic Science White County High School, Sparta, Tenn., '08; Home Economics State Normal School '09—.)

SUSAN LANCASTER,

Librarian and Instructor in Library Science. (Graduate Carnegie Library Training School, Atlanta, Ga., '07; Librarian State Normal School, March, '08—)

CHARLES HENRY YOUNG,

Ancient and Modern Languages, Randolph-Macon A. M. 1901; scholarship to the Johns Hopkins University in 1903; spent 1903-04 doing graduate work in the Romance Languages; Instructor in French and Latin in the Martinsville (Va.) High School, 1904-05; Assistant Professor of English, in the Southwestern University 1905-07; Instructor in English Corsicana (Texas) High School, 1907-08; Principal and Instructor in Latin and German, Sulphur Springs (Texas,) High School, 1908-09; Ancient and Modern Languages State Normal School '09—.)

FRANKLIN ANDREW HARWOOD,

Assistant in English and Mathematics and Director of Athletics. (Graduate McGuire's University School '03; Assistant Engineer R. F. & P. R. R. '03-'04; Assistant Engineer Tidewater R. R. '04-'05; Professor of English and Mathematics Jefferson University School, Charlottesville, Va., '08-'09; B. A. University of Virginia, '09; State Normal School '09—.)

W. R. HIGHTOWER,

Principal Training School, Sixth and Seventh Grades. (Graduate State Normal School, Jacksonville, Ala., '03; Summer School at Knoxville '04; Principal Training School '05.)

M. E. KLINGER,

Fourth and Fifth Grades. (Graduate Oswego Normal School, N. Y.; Intermediate Department in Training School of State Normal School,, '99—.)

LILIAN BARKSDALE,

Second and Third Grades. (Graduate Eighth District Agricultural School '07; Graduate State Normal '08; Teacher in Public Schools of Alabama five years; Training School, State Normal School '08—.)

JULIA A. CHARLETON,

Kindergarten and Primary Departments. (Graduate Elliman Kg. Training Class, New York City; Summer work at Chautauqua, N. Y.; Normal diploma, Grand Rapids Kg. Training School, Mich.; Summer work at Summer School of the South Knoxville, Tenn.; Director of Woman's Club Free Kg., and assistant in the Training Class, Houston, Texas; Director Helena Kg., Helena, Ark., Oct. '05 to June '08; Kindergarten and Primary Department State Normal School '08—.)

FLORENCE WEATHERLY—Secretary to the President.

C. P. MONGER—Custodian of buildings and head janitor.

OSCAR WASHINGTON—Janitor.



REVIEW TERM FOR TEACHERS.

This term begins April the fifth and continues till the examination in July, the sixteenth.

It was organized to accommodate teachers who spend a part of the school year in teaching and who have to depend

upon spring and summer work for advancement in their profession.

That this arrangement meets a pressing need and furnishes many teachers of Alabama the opportunity which they are seeking, is proven by the large attendance which always marks this term. It opens at a time when nearly all the rural schools of the State have closed, it continues long enough to afford the teachers who enter considerable time for real study, which results in true progress, and on the part of a great majority, a higher certificate and a better salary, the next session.

Estimate of Expenses.

Board and lodging for the review term.....	\$33 00
Incidental fee " " " "	5 00
Laundry " " " "	3 00
Books—(State adopted as far as they go)	4 00
	<hr/>
	\$45 00

This of course represents necessary expense.

INFORMATION.

General Directions.

A 'bus meets all trains passing Jacksonville. Students, upon arriving, should ask for the President's office. All ladies will be met at the depot by a representative of the School if information is given as to the time of arrival. The Y. M. C. A. and Y. W. C. A. maintain committees to meet and assist all students, male and female, who let the time of their arrival be known.

A list of approved boarding houses with rates is furnished to all who apply.

Board.

Board may be obtained in private families at \$10.00 to \$12.00 a month. Other expenses are reasonable. The expenses, including everything may be held within the limit of \$45.00 for the term.

Many students rent rooms and do their own cooking, thereby reducing the cost. Some report to the president that their board in this way costs from \$2 to \$5 per month. Rooms

can be had for \$1.50 per month up, according to location, quality and furnishing. A list of those who have rooms to rent will be given upon application to the President.

The boarding facilities of Jacksonville have been greatly increased very recently. Several large two-story houses have been erected for the sole purpose of enabling families to take boarders; however, it will be well for those who expect to enroll to write and engage board as soon as they determine that they are coming.

Academic Requirements.

Applicants for admission to the third grade class must be able to read ordinary prose and poetry understandingly, to write a composition or letter in correct form, to spell words in common use, to work Arithmetic through common fractions, and must know elementary Grammar.

Those who desire to enter the second grade class must stand an examination equal to the third grade State examination.

To enter first grade an examination equal to second grade State examination must be passed.

Teachers who hold a third grade State certificate or who have held it, may enter the second grade class without examination; those who hold second grade may enter first without examination.

State Examinations.

The regular work of this term meets all requirements of the State Board for examinations. In addition to that many courses in professional work are offered. The examination will be held the third Monday in July. School continues till Saturday July the sixteenth. Those who wish to take the examination in April can find such preparatory work as needed.

Growth of School.

In 1899, 25 in Normal, 80 in School.

In 1900, 57 in Normal, 175 in School.

In 1901, 100 in Normal, 262 in School.

In 1902, 207 in Normal, 353 in School.

In 1903, 244 in Normal, 388 in School—45 Counties.

In 1904, 290 in Normal, 402 in School—49 Counties.

In 1905, 322 in Normal, 436 in School—52 Counties.

In 1906, 332 in Normal, 524 in School—55 Counties.

In 1907, 409 in Normal, 608 in School—55 Counties.

In 1908, 405 in Normal, 602 in School—54 Counties.

In 1909, 434 in Normal, 641 in School—53 Counties.

Increase in eight years of over 1600 per cent.

SYNOPSIS OF WORK OFFERED DURING REVIEW TERM.

English Grammar.

Third Grade—During the review term there will be at least one rapid review of English Grammar, and possibly two. Some attention will be given to method of presenting this study to school children, especially beginners, and the practical application of the rules to our daily language will hold the first place of importance. If a second review be given, it will consist largely of a rapid general summary of the most important elements of grammar. The last two weeks will be given to answering particular questions proposed by the students themselves. Five periods per week.

Second Grade—In this grade something of the above outline will be followed, but with much more detail. The theories of grammar will receive more attention, and other text books will be consulted and compared. The analysis of very difficult sentences will be taken up; there will be considerable construction work; and a study of each part of speech from every point of view will occupy much of the time. Methods of teaching the most difficult portions of grammar will be discussed, and the pupils will be encouraged to give their own views. Five periods per week.

First Grade—This class, which will have finished by this time a course in Rhetoric, will return to a study of Grammar. The class will be expected to know accurately all details as well as essentials. There will be some study of the history of the language, how words came to have their form, why certain cases, modes, and tense are not used, the present condition of English, the changes now taking place, mooted questions, etc. Choice of words will receive discussion, and in the theme work the utmost accuracy will be expected. Methods of presenting lessons in grammar will be noted, and pupils may be called upon to take charge of the class and illustrate the manner of presentation. Five periods per week.

Literature.

First Grade—During the review term this class will complete the study of American Literature. Pancoast's American Literature will be used as the text. Much of the work will be done by means of the books on general literature in the library. Among such are Warner's LIBRARY OF THE WORLD'S BEST LITERATURE, Stedman and Hutchinson's LIBRARY OF AMERICAN LITERATURE, various collections of Southern poetry, etc. This study will call for some independent research on the part of the student and will give no little practice in the use of books. Short essays based on the reading of the greater writers will be written and discussed by the class. Two hours per week.

Senior Class—This grade will continue its study of English Literature. By review term the nineteenth century writers will have been reached, and the remaining time will be spent on them. Some time may be given up to discussions of the different ways of teaching literature in public schools. One topic that will receive some attention is WHAT TO READ IN PUBLIC SCHOOLS. In this the teacher will take up each grade of the grammar-school, name the books suited to that period, discuss the manner of reading or studying them, and the results sought for, the various editions of the publishers, the prices, and other topics that are of practical interest to any one called upon to teach the subject. Composition work

will be continued throughout the term. Two hours per week. Newcomer's English Literature and Manley's English Poetry will be used as texts.

MR. CLAYTON,
MR. HARWOOD.

Latin.

Second Grade—There will be frequent reviews in this beginner's class in Latin, and pupils entering during the review term can, by a little extra study, gain a knowledge of the elements of the language and learn to read simple prose. The various declensions and conjugations are repeated often, and new pupils will not find themselves handicapped by lack of study in the fundamental facts. Collar and Daniell's *FIRST YEAR LATIN*. Two classes, five periods per week.

First Grade—This class will probably be in *CAESAR*. Frequent reviews of Latin Grammar are given and a portion of every lesson is given to translating English into Latin. Any edition of *CAESAR* will be allowed.

Senior Class—At the beginning of the review term the senior class will be finishing the fourth book of *CAESAR* or just beginning the study of *VIRGIL*. Latin Grammar will be studied in some detail, and English prose, based upon Caesar and Virgil, will be translated into Latin. Any Latin Grammar and any edition of *CAESAR* or *VIRGIL* will be allowed. Five periods per week. Bennett's Latin Grammar.

MR. YOUNG,
MR. LAWHON.

MATHEMATICS.

Arithmetic.

In all courses in mathematics, methods of presenting work will be discussed; plans will be formed for mathematics in the primary and grammar grades; and a short history of the growth and development of the various branches will be included.

Third Grade—Principles of the fundamental operations, fractions, general analysis, the use of the equation in arith-

metic, decimals, denominate numbers, practical measurements. Measures and diagrams will be used in developing principles. Attention will be given to methods of studying and teaching the subject. Five periods per week.

Second Grade—A general review of the subject-matter of arithmetic, mastery of principles and their practical applications, theory of number, and study of methods of presentation comprise this course. The aim of the course is to fit students to teach arithmetic intelligently and effectively. Five periods per week.

First Grade—Students in this grade have the privilege of pursuing the preceeding course.

Algebra.

Third Grade—Incidental instruction in the use of the simple equation.

Second Grade—An elementary course, including the fundamental operations, factoring, fractions, the use and importance of the simple equation. Five periods per week.

First Grade—A complete course in high school algebra, beginning with factoring. Familiarity with essential definitions, care in arrangement and clearness of statement are emphasized. Five periods per week.

Geometry.

Second Grade—A course for beginners. Five periods per week, if conditions warrant.

First Grade—This course presupposes acquaintance with Books I and II. It includes a review of the first two books and a thorough study of Books III, IV, V. In geometry the chief aims are to cultivate logical habits of thought and to develop the power to follow an original course of reasoning. Five periods per week.

Trigonometry—The laws for the solution of triangles, practical problems, the use of natural and logarithmic functions. Five periods per week.

MISS PRIVETT,
MR. HARWOOD,
MR. LESLIE.

Domestic Science.

The review term will comprise a course in the study of the composition of food and its proper preparation. The end in view is to prepare a meal using food materials which have the necessary amount of the different food principles to build to the body and give energy.

1. Discussion of the food principles. Amount of each required in a daily diet. Cooking temperatures of each. Method of combining the different foods. Preparation of creamed chipped beef on toast.

2. Preserving and jelly making—Why the means are necessary. Discussion and study of bacteria, yeasts and molds. Ways of destroying germ-life by different processes of sterilization. Different methods of canning and preserving. Sealing of jars. Making of apple jelly.

3. Fish—Its nutritive value. Why classed as a brain food. Different ways of cooking. Its serving and seasoning. Preparation of salmon timbales with amber sauce.

4. Vegetables—Their composition and classification into sweet-juiced or strong-juiced. Their uses as a food. Different ways of cooking. Making of vegetable soups without meat stock.

5. Bread making—Study of different grain used. Manufacture of flour. Tests for good flour. Experiments with gluten and starch in flour. Study of yeast plant in detail. Its growth and products. Effect of heat on it. Making of light bread.

6. Stale bread.—Its uses in desserts and as fillings. Means of keeping it fresh. Cooking of bread pudding with vanilla sauce.

7. Pastry—Study of different fats that may be used. Their manufacture. Tests for the detection of oleomargarine. Pure food law studied. Rules for the making of pastry. Making of apple pie.

8. Milk—Why a perfect food for the young. Its composition. Its uses. Cooking temperature of milk. Making of butter and cheese. Action of rennet and acids on milk. Making of "Dutch cheese" and corn-starch mold.

9. Cake making—Different proportions possible. Dif-

ference between doughs and batters. Uses of eggs, baking powders and air as lightening agents. Methods of making ingredients. Temperature of oven. Making of plain cake with filling.

10. Baking powder biscuit—Uses of sweet and sour milk. Baking soda, its manufacture and uses. Effect of addition of fat to doughs. Rules for the making of biscuit. Requisites of a perfect biscuit.

11. Salad—Different kinds of oils and its adulteration. Difference between French dressing. Mayonaise and boiled dressing. Effect of mixing oils and acids together. Proper temperature of cooking a boiled dressing. Preparation of fruit salad with mayonaise dressing.

12. Preparation of a meal according to a standard diet.—Food materials will be used which contain the food principles in the proper amount. They will be combined in the most pleasant way and cooked at the right temperatures. Menu will include a meat, vegetable, salad, bread, soup and dessert.

MISS WATERS.

Sewing.

The sewing classes will learn the simple and fancy stitches. Materials and models for the different grades will be studied. The advanced pupils will draught their own patterns. An article of clothing will be embroidered and put together during the term.

MISS WATERS

SCIENCE.

Agriculture.

Third Grade—Maintaining and restoring the fertility of land, with emphasis on deep preparation, shallow cultivation, cover and leguminous crops, commercial fertilizers, keeping of live-stock and rotation of crops; budding and grafting, planting, cultivation, and the care of orchards and vineyards; standard types of live stock; feeds and feeding, beautifying school buildings and grounds will be discussed in this course.

The material found in the state adopted book will be

supplemented in the class room and by practical work. Three hours per week required.

Second Grade—In addition to the work outlined above, the student's attention will be directed to questions that bear on the commercial side of the subject, as supply and demand; and also to such principles of nature as the relation between function and structure, and between inactivity and atrophy. Five periods per week.

MISS RASOR.

Geography.

Third Grade—An effort will be made to give the student a working basis by helping him understand such fundamentals as direction, motions of the earth and their effects, latitude and longitude, climate as influenced by latitude, prevailing winds, ocean currents, etc., and the relation between physical and commercial conditions.

Alabama will be studied closely from the physical, political and commercial standpoints. United States, with her foreign possessions, the other countries of North America and those of South America will be studied along the same lines; as will also, in a small degree, the continents of Europe, Asia, Africa, and Australia. Five periods per week.

Second Grade—A complete review of general geography, physical, political, and descriptive, with special emphasis upon that of the United States.

Home geography is taken up, the drainage of Jacksonville, topography of the surrounding country, plants, animals, and climate, effects of all upon industries of the people, the formation of communities, and the regulation of population. This plan is extended to the country, and to the state, and less in detail to the United States and in general principle to the continents.

Very little memory work is done. The aim is to teach the science of geography by looking behind effects for cause and establishing the relation between the two and determining the bearing of all upon the life of the people today. A second rapid review is given in which the work is summa-

rized, the principles emphasized, the relations of the continents traced, the universal brotherhood of man established. Sets of questions are given covering the entire subject. Five periods per week.

MR. DAUGETTE, MISS RASOR.

Physiology.

Third Grade—At the review term many students come to us with some knowledge of physiology, but oft times this knowledge consists of uncorrelated facts that are of little value in regulating habit. An effort will be made to help them correlate the facts they have in mind, see what they mean and how they may be applied in caring for that animal which, despite his superior intellect, is the sickliest of all. As much dissecting of organs from the butcher's shop will be done as is practicable, and a full set of questions will be given at the close of the term. Five periods per week are required.

Second Grade—The work will be carried on as outlined for the third grade, and will be supplemented in the class room and by parallel reading. Five periods per week are required.

MISS RASOR.

Chemistry.

First Grade—A review of the fundamental principles of the subject and a few common elements with their compounds, together with individual laboratory work will be given. Applicants for this course should have had one-half year's work in chemistry, and be able to give it five periods per week.

Regular courses in qualitative and quantitative analysis will be given also. Applicants for this work should have had not less than one year's work in general inorganic chemistry, and be able to give it six or more periods per week.

To cultivate in the student the idea of exactness; the power to observe, to draw correct conclusions, to express his thoughts accurately; to help him realize that conditions do

determine results; and to direct his attention to the intimate relation of industries to chemistry, are among the aims of these courses.

MISS RASOR.

Physics.

A general review of a high school course is given, including the following.—Units of measurements; Fluid pressure, with appliances for determining and utilizing it; Dynamics; Laws of motions; composition and resolution of forces; The pendulum; Units of work; Energy; Machines; Heat; Thermodynamics; Sound; Light; Images in Mirrors; Rainbows; Color. Also a brief course in electricity, giving means of generating it, its simpler laws and its ordinary applications. Five periods per week.

MISS RASOR.

Manual Training

The aim of the Manual Training Department in the Normal School will be:

1. To give in the limited time allotted to the subject such a knowledge of manual training, as would be most valuable to promotion of general education.
2. To give a refreshing change from sedentary occupation through work requiring vigorous use of the muscles, with a variety of tools, in the performance of exercises so arranged as to stimulate thought and action.
3. To give to the Normal students proof of the educational value of manual training, that they may with intelligence promote it, or having gained sufficient power, to teach it in the rural schools.
4. To give general dexterity through the use of various hand tools.

All the work of this department will be of such nature as to appeal to the student's utilitarian interests, develop in him artistic tastes and a love of the beautiful, lead him to understand something of the relationship of each art to the great out of school world and to the history of industrial

effort, and enable him to see more, feel more and do more, thereby to become a more efficient worker in the field of education.

Course of Study

Courses will be offered in paper folding, card board construction, venetian iron, basketry, weaving, thin wood work, advanced wood work, clay modeling, outline drawing, light and shade, drawing from nature, applied design and water color painting.

Particular stress in all this work is laid upon giving the student something he can take with him and make useful in the rural schools. Two courses are contemplated; one, a simple course for beginners whose education has been neglected in this line, and a more advanced course for teachers in grades who have some knowledge of the subject and who wish to prepare themselves to teach it in their grades. The time devoted to the subject may be from two to ten periods per week.

MISS FORNEY,
MR. HAMILTON.

History

Third Grade—The Third Grade will continue their study of the History of the United States, beginning with the War between the United States and ending with the Expansion of the United States following the war with Spain. A review will follow of the whole period of American History, in which will be traced in broad outline the main current of events from 1492 to the present time.

Second Grade—The Second Grade will devote the entire term to the rapid and thorough review of the History of the United States and that of Alabama. The plan is to correlate these two courses in such manner that their necessary connection may be made clear.

First Grade—The First Grade will continue the course in American History, beginning with the period of the Dem-

ocratic Revolution and ending with the close of Reconstruction in the South. The text book for the third term will be Prof. Woodrow Wilson's "Division and Reunion."

Senior Class—The Senior Class will continue the course in European History, beginning the term with a study of the French Revolution.

Pedagogy

It is the purpose of this department to study the ideas of eminent educators on school subjects, and to discuss present conditions and ways and means of educational progress.

Third Grade—The term will be given to the study of McMurry's Method of Primary Reading. SOME TIME will be given to story telling and supplementary reading and observation of primary reading class. Time, Five periods per week.

Second Grade—The time will be divided between discussion of subjects treated in Seeley's Foundations of Education and lectures on how to teach reading, the lectures intended to show the aim, value, methods, psychology of reading, and the value and kind of supplementary reading. Time, five periods per week.

First Grade—The greater part of the term will be given to discussion of general methods, showing the laws and operations of the mind, and to methods applied to the different subjects. Text book, Roark's Method in Education. There will be a review of Roark's Psychology in education and of Page's Theory and Practice of Teaching and Quick's Educational Reformers. Time, five periods per week. Alabama School Laws will be given by the President during the last week.

Senior Class—The senior class will study Williams' History of Modern Education. In this, Ancient and Medieval Education are linked with Modern Education, which begins with the Renaissance. All the great educators are discussed and present educational ideals and systems.

MISS FORNEY.

MUSIC.

This arrangement of the books we use, the Natural Music course, is especially adapted to the purpose of review, each cycle of work beginning with simple exercises and ending with dictation study. First, the student is introduced to the key of C and mastering this he goes from the charts to simple dictation exercises. Second, exercises in rhythm. Third, chromatic scale study. Fourth, exercises in Minor keys. Fifth, two-part exercises. Sixth, three-part exercises. Seventh, four-part exercises.

Each element is accompanied by an illustrative song. Lessons from the charts are given daily in progressive order.

The matter of changing the key, that is singing to any tone of the scale and assuming it to be a new starting point is practiced till one is able to transpose all keys containing sharps and flats to the key of C.

All the patriotic songs are taught and songs suitable for school use are practiced so that teachers can put this to practical use in their schools. Two hours to five periods per week.

MRS. BLACKMORE.

READING AND PUBLIC SPEAKING.

The courses in reading are based on standard English classics which are read in the class. The purpose of the work is to develop correct pronunciation and articulation. Understanding of what is read is indicated by proper grouping, inflection and emphasis.

ELOCUTION.

The course in elocution is founded upon the principle that true expression can be obtained only by the speaker's surrendering himself completely to the thought in the words spoken. To develop purity of tone and ease of general bearing suitable exercises are given. Daily practice in vocal expression is required for the cultivation of a finished style in reading and speaking. The aim is to turn the pupil's shrill and stumbling brogue into a flexible, sustained, and finely modulated voice; to make his action free and forceful; to cause him to acquire perfect readiness in thinking on his legs; to conquer stage-fright, and develop self-control, ease and power. Some think that all one must do is "to enter into the spirit of what he speaks, speak naturally, and he will speak well." Similar advice might, with equal propriety, be given to a clumsy, stiff-jointed person in regard to dancing. "Enter into the spirit of the dance, dance naturally, and you will dance well." The more he might enter into the spirit of the dance, the more he might emphasize his stiff-jointedness and lack of knowledge of and skill in dancing. The science of speaking cannot be expounded with a single sentence.

MR. CLAYTON.

MR. HARWOOD.

PENMANSHIP.

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. The Palmer Method of Business Writing is used which system has been adopted by the public schools of New York City, Boston and hundreds of other schools in the United States and has proven a success. The lessons are arranged 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. Form and freedom are the two chief essentials

of good writing and they must be united in every system or method of instruction. It is the aim to teach the pupils the plainest, simplest forms, consistent with the easiest and speediest action,—to see that form and freedom are practised from the beginning, not in a lifeless, but in an enthusiastic, systematic and intelligent manner. Since arm movement gives grace, smoothness and strength to lines and firmness and symmetry to forms, movement drills are given in each lesson, careful attention being directed to the application of movement in the making of letter forms.

Second and Third Grades. Five periods per week each.
MISS WEATHERLY.

ATHLETICS AND PHYSICAL TRAINING.

Courses in the Swedish system of Physical Training are offered for teachers who are here during the review term—exercises which can be used by them in their schools. In addition to this, play as an educative exercise is stressed. Games are taught which can be made of use in the public schools. Seasonable games in athletics will be indulged in, base ball, tennis and others.

MR. HARWOOD.

MODERN LANGUAGES.

Classes in French and German will be organized provided a sufficient number apply for these languages. French will be given in the Second and Third Grades. Frazer and Squair's French Grammar, and Snow and Lebon's "Easy French" will be the text-books used. German will be offered two hours a week in the First Grade. Joynes-Meissner's German Grammar and Guerber's *Marchen und Erzählungen* will serve as text-books. The main object of these classes will be to gain knowledge of the essential elements of the languages and to supplement this with a reasonable amount of reading from French and German authors.

MR. YOUNG.

NORMAL SCHOOL BULLETIN

KINDERGARTEN.

A course in Kindergarten methods is offered to those who wish to prepare themselves especially for this line of work. This is intended not only for beginners, but for those who have had some experience and wish to pursue their studies further.

For further information, address the President.

Enrollment by Counties.

The following is the representation of the different counties of Alabama in the enrollment of the Normal School this session, '09-'10:

Calhoun, 58.	Wilcox, 3.	Pickins, 3.
Bibb, 3.	St. Clair, 2.	Tallapoosa, 10.
Blount, 7.	Jefferson, 12.	Marion, 3.
Shelby, 7.	Monroe, 1.	Coosa, 6.
Lamar, 10.	Winston, 7.	Etowah, 5.
Cleburne, 17.	Lee, 1.	Marengo, 5.
Lawrence, 6.	Chilton, 3.	Talladega, 6.
Walker, 14.	Green, 1.	Montgomery, 1.
Cullman, 10.	Conecuh, 1.	Choctaw, 1.
Colbert, 2.	Clarke, 1.	Hale, 1.
Clay, 5.	Tuscaloosa, 10.	Dale, 1.
Franklin, 8.	Elmore, 2.	Covington, 1.
Cherokee, 4.	Chambers, 4.	Dallas, 1.
Marshall, 11.	Fayette, 7.	Dekalb, 5.
Perry, 1.		

The states of Georgia, South Carolina, Florida and Illinois are also represented.

Total, 43 counties represented.

Of this number 32 hold first grade; 87 hold second grade; 89 hold third grade and 63 are studying for third grade.

The Christian Associations.

The Christian Associations are active in the interest of

the spiritual welfare of the student-body. They take charge of strangers and assist them in securing board and making arrangements. The officers are as follows:

Y. W. C. A.

President—Ada Milligan, Jacksonville, Ala.

Vice President—Nell McFarlin, Jacksonville, Ala.

Secretary—Josie Armstrong, Blount.

Treasurer—Nellie Barker, Cleburne.

Y. M. C. A.

President—Melvin Johnson, Cleburne.

Vice President—Chas. H. Seibert, Cullman.

Secretary—Walter A. Parker, Winston.

Treasurer—Jno. B. Langley, Chambers.

Program Committee—J. E. Burch, Franklin; J. B. Langley, Chambers; N. B. Burch, Franklin.

Bible Class Committee.

C. H. Seibert, Cullman.

O. E. TeBow, Chambers.

T. J. Leslie, Coosa.

Literary Societies.

The literary societies of the school are doing good and enthusiastic work. The officers are as follows:

Calhoun.

President—J. E. Burch, Franklin.

Vice President—W. E. Ayres, Lamar.

Secretary—T. M. McClesky, Marion.

Chaplain—Thomas J. Leslie, Coosa.

Critic—Luther Farris, Walker.

Sergeant-at-Arms—C. H. Seibert, Cullman.

Committee—G. F. Sparks, Walker; J. W. Stephenson, Hale; E. C. Lawhon, Marion.

Journalist—W. E. Ayres, Lamar.

Morgan.

President—J. F. Glazner, Dekalb.

Vice President—E. A. Thomas, Winston.

Secretary and Treasurer—G. L. Jacobs, Cleburne.

Critic—John A. Lunceford, Tallapoosa.

Reporter—J. M. Watson, Cleburne.

Door-keeper—J. B. Langley, Chambers.

Editor—J. M. Cannon, Cullman.

Curry.

President—Josie Armstrong, Blount.

Vice President—Kate Foust, Blount.

Secretary—Bernice Ellis, Conecuh.

Treasurer—Alta Petty, Marshall.

Critic—Nellie Barker, Cleburne.

Chapter.

President—Fannie Warlick, Calhoun.

Vice President—Cathryne Aderhold, Calhoun.

Secretary—Mattie English, Calhoun.

Censor—Stella Stevenson, Calhoun.

Critic—Romye Burns, Cherokee.

Door-keeper—Leta Milner, Jefferson.