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PART I

ANNOUNCEMENT

OF THE

State Normal School

Jacksonville, Alabama

FOR THE

THIRTY-FIFTH ANNUAL SESSION

Beginning September 16, 1918

Ending May 27, 1919

Summer Term Ends August 15, 1919



June, 1918

Entered as Second-class Matter, August 17, 1905, at Jacksonville,
Alabama, Under the Act of July 16, 1904

Faculty

CLARENCE WILLIAM DAUGETTE

President and Teacher Psychology and Education. (B. Sc. '93, M. Sc. '94, Alabama Polytechnic Institute; LL. D., University of Alabama, 1916; 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. (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—.)

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—.)

F. H. BOSTIAN

History and Economics. (A. B. Roanoke College '06; A. M. Princeton University '07; Principal High Schools in Mississippi and Virginia '07-'09; Superintendent City Schools Albemarle, North Carolina '09-'10; Instructor University of Alabama Summer Terms '14, '15-'16; Instructor Alabama Polytechnic Institute Summer Session '17; Professor History and Economics State Normal School '10—.)

BENJAMIN EDWARD HARRIS

Mathematics and Director of Athletics. (B. S. '09; M. E. '10 Alabama Polytechnic Institute; Assistant in Mathematics and English, Alabama Polytechnic Institute '09-'10; Mathematics and Athletic Director Seventh District Agricultural School (Ala.) '10-'11; Assistant in English and Mathematics and Director Athletics State Normal School '11—.)

CLAUD HOWARD

English. (A. B. East Texas Normal; Assistant same '07; Superintendent Gober, Texas, '08; A. M. University of North Carolina '09; Instructor in English, University of North Carolina '09-'10; A. M. Harvard University '11; Teacher of English, State Normal School '11—.)

CHARLES W. SAUNDERS

Science. (B. S. University of Missouri '07; Summer work University of Missouri '07; University of Chicago '08, '09, '11; M. S. University of Chicago '11; Public school work six years; Principal High School, Aurora, Missouri, '05-'06; Science Teacher Shreveport High School '07-'11; Science State Normal School '11—.)

ALBERT LEON YOUNG

Manual Training and Agriculture. (B. S. '10 Alabama Polytechnic Institute; Public Schools '05-'07; Instructor in Science, Manual Training and Agriculture, Bibb County High School '12-'13; Summer work at the University of Chicago '13; Teacher Manual Training and Agriculture State Normal School '13—.)

SARAH P. MARKS

Domestic Science and Art. (Academic Training Rose Hill Seminary, Versailles, Kentucky; College Training Kentucky State University; Instructor Domestic Science State Reform School, Greendale, Kentucky '10-'11; Student Assistant Domestic Science Department Kentucky University '10-'11; Assistant Matron and Director Women's Dormitory State University '11-'12; Instructor Domestic Science of Episcopal Mountain Mission, Proctor, Kentucky, summer '12; Student Home Economics University of Kentucky, '12-'13; Instructor Domestic Science and Household Arts St. John's Home Training School, Corbin, Kentucky; Teacher Domestic Science and Art, State Normal School '14—.)

EMMA HARVEY

Extension Worker State Normal School. Calhoun County Agent Girls Canning Club and Home Demonstration Work. (Georgia State Normal School, Milledgeville; Summer work University of South, Knoxville, Tenn.; Brenau, Gainesville, Ga.; Extension work State Normal School 1917—.)

ETHEL RANDOLPH

Head Critic and Principal Training School. (Graduate Noble Institute; Summer work at Harvard, Cornell and Columbia; Diploma in Supervision Columbia University 1911; Teacher in Anniston Public Schools; Principal Elementary Department Elizabeth College, Charlotte, N. C. 1909-'15; Director Lower School Shippen School for Girls, Lancaster, Pa., 1915-'16; Head Critic and Principal Training School State Normal School 1916—.)

NELLIE M. WYMAN

Critic and Public School Music. (Blandville College, Kentucky, 1902-1906; Summer School of the South, Knoxville, Tenn. 1909; Chicago University 1910; Teachers College, Columbia University, 1911; Peabody College 1914 and two years—1915-1917; Barboursville Institute, Barboursville, Ky. 1906-1907; Mayfield City Schools, Mayfield, Ky., 1908-1916; Critic and Public School Music State Normal School 1917.)

ANNIE AGEE

Matron Girls' Dormitory.

MRS. MAUDE HOBBS

Supervisor Foods and Cookery

FLORENCE WEATHERLY

Secretary to the President and to the Faculty.

GEORGE CHAMPION

Custodian of building and head janitor.

Announcement for 1918-1919

LOCATION

Jacksonville is one of the oldest towns in Northeast Alabama. It is on the Southern Railway and the Seaboard Air Line.

Anniston is twelve miles south, Rome fifty miles north-east, Birmingham sixty miles west, and Atlanta about the same distance east of this place. The surrounding country is beautiful, as at this point the great Blue Ridge Mountains begin to break into rolling hills and sheltered valleys. On the east side of the town, at a distance of two miles or more, the hills rise almost to the dignity of mountains—one peak, Chimney, being something over seventeen hundred feet above the level of the sea. The School is situated upon a hill and has an elevation of seven hundred and fifty feet above the sea. At the foot of this hill the town spring bursts forth with a flow of over a million gallons per day, one of the largest and purest limestone springs in the State. The town is noted for its healthfulness. Our students invariably improve in health while here.

The soil is a deep red clay, with here and there a strip of sandy loam, especially upon the creek bottoms. The country is well watered and drained. No malaria or other swamp diseases are known. The town of Jacksonville is noted throughout the State for the culture and refinement of its citizens. Five of the Christian denominations are represented here, and services are held every Sunday in several of the Churches.

The tone of morality is high, and very few, if any, of the temptations of the cities are offered to the students. All the citizens of the town unite in endeavoring to make the stay of the young men and women pleasant and profitable.

ATTENDANCE

No student can do himself justice by an irregular attendance upon his school duties; besides his own loss, he damages the proper course of the whole class. It is expected, therefore, that every student will allow nothing to interfere with his regular attendance. Normal students will be dropped from the list for non-attendance except when the cause is unavoidable.

GENERAL DIRECTIONS

A 'bus meets all trains passing Jacksonville. Students, upon arriving, should ask for the President's office or residence. All ladies will be met at the depot by a representative of the school if information is given as to the time of arrival. Full accommodations are provided for both men and women, but rooms should be engaged as early as possible.

LECTURES

Public lectures are delivered during the session in the hall at the School free to all the students, or at reduced rates, and at a small price to the public. The lectures are upon subjects of interest to the pupils and to all earnest, thoughtful men and women who have the good of the State and its educational interests at heart. The State Superintendent of Public Instruction and his assistants usually pay one or more visits to the school annually.

REPORTS AND PRIZES

Reports are given monthly. When a student fails to do his duty, as through neglect of studies or disorderly conduct, it is deemed a sufficient indication that he will not make a successful teacher, and he is asked to withdraw from the school. Parents should insist on their sons and daughters sending their reports promptly and regularly and should sign them and return to the President.

No prizes or medals are given for special excellence in any of the grades of the School. The interest is maintained throughout the whole class, and a more just conception of the objects of study is acquired by keeping from the student all selfish emulation.

SOCIETIES

The Training Class devotes one hour each Saturday to general literary work, the basis of which is recitations, readings and debates, and such other subjects are introduced as prove of interest and profit to the students. In the Normal School three societies are maintained, the "Calhoun" and "Morgan" for men, and the "Sidney Lanier" for women. These societies are all under the direction of the Normal Faculty but are officered and controlled by the students. Their work is mainly of a debating character but other subjects for thought and expression are presented from time to time.

CHRISTIAN ASSOCIATIONS

Both organizations, the Y. M. C. A. and the Y. W. C. A. are in active operation in the School. Much good is accomplished through their wholesome influence upon the students.

They aid in physical culture and athletics and stand for purity in sport. They have for their purpose the strengthening of the Christian characters of all the students of the institution. They endeavor to take the place of the Christian influence of the home while the men and women are in the school.

The work of these associations is heartily endorsed and encouraged by the Faculty.

They maintain committees to meet the trains and assist new students in getting started in school.

Devotional exercises are held every Sunday afternoon, led by the students, but often addresses on inspiring subjects are given by members of the faculty, and others invited to deliver them. Bible missionary classes are held each week to study the great Book in a systematic way.

LIBRARY

There are over 2,000 well selected books, including dictionaries and reference works, books on education, biography, history, travel and literature in the library. In addition, there are many public documents. The books are classified according to the Dewey Decimal System and the dictionary Card-catalogue is used, which makes all books available. It is kept open all day, and a trained librarian is in charge. A course in Library Methods is given to the Seniors, the purpose of which is to give such instruction as is needed in the formation and care of a library. The course includes such subjects as the selection of books for the different grades, buying books, simple methods of accessioning, classifying, cataloging and organizing, also methods of raising money for the establishment of school libraries.

A reading table is supplied with magazines and newspapers as follows:

American Magazine,
Boston Cooking School Journal,
Century,
Commoner,
Cosmopolitan,
Current Literature,
Delineator,
Education,
Educational Exchange,

Educational Review,
Elementary School Teacher,
Everybody's Magazine,
Forum,
Good Housekeeping,
Good Health,
Harper's Monthly,
Health Culture,
Journal of Geography,

Kindergarten Review,
Literary Digest,
McClure's,
Nature Study Review,
National Geographical Magazine,
Primary Education,
Public Libraries,
Puck—Weekly,
Review of Reviews,
Saturday Evening Post,
School Arts Book,
School Science and Mathematics,

Scribner's,
St. Nicholas,
Success,
Woman's Home Companion,
World's Almanac,
World's Work,
Uncle Remus,
Ladies' Home Journal,
Anniston Daily Star and Hot Blast,
Birmingham Age-Herald,
Birmingham News,
And others.

STUDENTS' AID, ATKINS FARM

Through the generosity and philanthropy of Mrs. Fannie Atkins, of Jacksonville, and her desire to perpetuate the name of her husband, we are able to offer rooms without cost to a limited number of young men. Mrs. Atkins donated a farm for this purpose about two miles out on the Anniston pike. The house has ten rooms. Those who desire to secure reservations in this building will please communicate with the president as soon as possible. It is for the benefit of those who need the assistance. Work can be secured for a limited number. All who wish to attend this school and who need help should write at once.

Dormitory for Men

Atkins Hall is used as a dormitory for men. This will furnish accommodations for about twenty-five men, two per room. The rates for board will be \$15.00 per month, meals furnished at the Girls' Dormitory. Some students rent rooms out in town and do their own light housekeeping, thereby greatly reducing the cost of living here. Rooms may be had for \$2.00 per month up, according to furnishings and location. A list of persons who have rooms for rent will be given upon application.

Men should bring towels, pillow cases, sheets and cover.

Dormitory for Girls (See Part II)

CLASS MEMORIALS

It has been the custom of the classes of the Normal School to make some gift to the school as a memorial.

The following is the record since 1905:

Class of 1905—Set of lace curtains for Chapel.

Class of 1906—Three patent gasoline lamps.

Class of 1907—A stage chair for the President.

Class of 1909—A \$30.00 set of books for library, and \$10.00 set of shades and curtains.

Class of 1910—A table for reception room.

Class of 1913—Statue of David, height on pedestal 6 feet.

Class of 1914—Set of books for library.

Class of 1915—Statues Victory and Minerva.

Class of 1917—Drop curtain for Auditorium.

Class of 1918—One dollar each for swimming pool.



MAIN BUILDING



GIRLS' DORMITORY

Enrollment in Summer School 1917

<i>Name</i>	<i>County</i>	<i>No. Weeks Taught</i>
Abrams, Orlis	Calhoun	41
Adams, B. B.	Etowah	0
Adams, Verner L.	Cleburne	80
Alexander, May Belle	Calhoun	0
Alexander, Bessie R.	Calhoun	120
Atkins, May G.	Bibb	29
Baker, Lora H.	DeKalb	0
Baker, Ethel A.	Dallas	0
Baker, John H.	DeKalb	24
Barker, Jessie	Escambia	160
Barnhill, Annie	Clay	36
Bell, Walter	Cleburne	80
Bishop, Felix O.	Calhoun	66
Blevins, Pattie	DeKalb	83
Boozer, Mary E.	Marengo	48
Brooks, Annie L.	Monroe	0
Brooks, Florence L.	Monroe	0
Brown, Laura	Pike	102
Burns, Annie L.	Calhoun	116
Butler, Maggie N.	Talladega	70
Byrd, Lesley D.	Lamar	80
Campbell, Myrtle	Clay	104
Carlton, Margaret	Tallapoosa	0
Carlton, Timmons J.	Coosa	0
Carter, Essie R.	Perry	85
Chambers, Greene C.	Marshall	104
Clayton, Almedia	DeKalb	0
Clayton, Myrtle A.	DeKalb	84
Clements, Richard L.	Tuscaloosa	0
Cockrell, Mattie L.	Clay	60
Cole, Mattie L.	Etowah	34
Coleman, Agnes O.	Clarke	103
Coleman, Sara E.	Clarke	92
Cook, Lillie B.	Cleburne	30
Compton, Emma	Marengo	104
Cosby, Jewell	Tallapoosa	36
Cosby, Dora	Tallapoosa	32
Crawford, Fannie	Morgan	0
Crow, Ralph L.	Calhoun	0
Crow, Ross L.	Calhoun	0
Crow, James F.	Calhoun	0
Currier, Cuba	Calhoun	160
Dark, Rena B.	Tallapoosa	0
Daugette, Kathlene F.	Calhoun	0
Daugette, Palmer	Calhoun	0
Davis, Mattie F.	DeKalb	80
Davis, Mary	Shelby	40
Davis, James R.	Calhoun	110
Denman, Mary	Calhoun	0
Dothard, Dan H.	Calhoun	0
Downing, Stella	Calhoun	240
Dunn, Bertha	Clarke	168
Dyer, Fannie E.	Calhoun	104

<i>Name</i>	<i>County</i>	<i>No. Weeks Taught</i>
Elliott, Lillie	Hale	63
Evans, Cecil N.	St. Clair	22
Fowler, Edna	Fayette	32
Fowler, A. C.	Fayette	140
Franke, Bertha	Jefferson	64
Gilbert, Bama L.	Tuscaloosa	0
Glenn, Nelle	Etowah	40
Goodlett, Mary	Calhoun	172
Gray, Julia L.	St. Clair	22
Gray, Annie M.	St. Clair	0
Griffith, Dadie	St. Clair	444
Griswold, Dixie A.	Bullock	200
Hall, Lela	DeKalb	92
Hall, Lillie M.	Calhoun	55
Hargrave, E. L.	Jefferson	0
Harris, J. L.	Chilton	30
Haynes, Daisy O.	Tallapoosa	20
Hilley, Ethel	Cherokee	150
Hobbs, Lynna Y.	Tallapoosa	68
Honeycutt, Eloise	Chilton	10
Hood, Bascom	Jefferson	0
Horlev, Gusta S.	Tallapoosa	0
Hoskinson, Ivylyn	Floyd	40
Howard, Walter L.	Chambers	84
Howle, Rosiela	Cleburne	0
Hudson, Winnie D.	Clay	73
Hudson, Wilmer	Clay	88
Hudson, Willie T.	Calhoun	0
Huggins, Annie R.	Calhoun	23
Hulgan, Sherman A.	DeKalb	80
Humble, Beulah E.	DeKalb	60
Johnson, Lula P.	Tallapoosa	0
Jones, Bibb E.	Covington	40
Jones, Kate E.	Calhoun	182
Jordon, Myrtle	Elmore	104
Kennedy, Mrs. Carl	Elmore	104
Kennedy, Mattie E.	Morgan	129
Kennedy, James A.	Cleburne	115
Kersh, John F.	Lee	0
Key, Nan D.	St. Clair	288
King, Lillie F.	Marshall	34
Law, Martha A.	Talladega	0
Lee, Della	Jefferson	72
Lee, Alta B.	Jefferson	148
Littlejohn, Manila	Chilton	56
Livingston, Maude	Coosa	200
Livingston, B. P.	Cherokee	0
Lusk, Maude I.	Calhoun	0
McCain, Gladys	Clay	56
McCollough, Noba	Clay	56
McCollough, Dewey H.	Calhoun	0
McCormick, Pauline	Calhoun	0
McCracken, Nola	DeKalb	48
McDonald, P. L.	Blount	112
McDonald, Otha	Blount	0
McGinnis, Eula L.	Calhoun	240
Martin, Lou	Blount	44

<i>Name</i>	<i>County</i>	<i>No. Weeks Taught</i>
Matison, Em A.	Calhoun	0
Melton, Minta	St. Clair	22
Mitchell, Homer F.	Cullman	112
Mitchell, Sarah M.	Cullman	13
Moore, Thos. A.	Cleburne	174
Morrell, Esther M.	Jefferson	112
Morris, Elbert G.	Calhoun	0
Morris, Eunice	Calhoun	0
Morton, Sarah K.	Calhoun	0
Musick, Lucy	Tallapoosa	80
Neeler, Olive	Jefferson	0
Norris, Lona Dee	Calhoun	12
Nunnally, Roberta	Calhoun	48
Osburne, Levice	Clay	0
Parish, Onie	Tallapoosa	0
Parish, Edith	Tallapoosa	12
Pate, Sarah L.	Randolph	100
Pearce, Bessie	Talladega	31
Pirkle, James H.	Carroll	60
Porter, William	Elmore	23
Potts, Mary L.	Jefferson	108
Powell, E. A.	Calhoun	0
Prather, Laura L.	Randolph	0
Pruett, Lily-Bell	DeKalb	96
Rasco, Zilpha	Calhoun	0
Rayfield, James M.	Coosa	0
Rayfield, Claud C.	Coosa	40
Reid, Zudye V.	Blount	64
Richardson, Jesse V.	Clay	200
Roberts, Lon L.	Blount	168
Roberts, Ruth	Cherokee	0
Roberts, D. H.	Calhoun	0
Robson, John B.	Calhoun	0
Robson, Mary S.	Calhoun	0
Ryan, Sophia	DeKalb	42
Salter, Ola	Jefferson	72
Salter, Martha L.	Coosa	54
Salter, Robbie	Coosa	0
Sanders, Irene	Blount	56
Satterfield, Reuben M.	Clay	0
Sayers, Dovie	Elmore	0
Scott, Ernest D.	St. Clair	64
Simmons, Susy I.	Fayette	12
Skelton, Signa	Calhoun	0
Stancil, Delphia	Calhoun	0
Stephens, Ben D.	Calhoun	0
Stephens, Ida	Calhoun	0
Stephens, John F.	Calhoun	0
Stogsdill, Mary S.	Jackson	512
Stout, Ava	Etowah	0
Stovall, Lillie P.	Calhoun	135
Street, Ruth	Calhoun	0
Sudduth, Ruth	Randolph	48
Sudduth, Eris	Randolph	54
Tatum, Bessie K.	Autauga	0
Thompson, Ethel	Calhoun	0
Toles, Mary E.	Georgia	0

Name	County	No. Weeks Taught
Towns, Thos. M.	Blount	32
Traylor, Lillian	Randolph	150
Treadwell, Pattie	Randolph	152
Turner, Marietta	Jefferson	51
Turnham, Eunice	Chambers	19
Turnham, Eldora	Chambers	40
Vardaman, Myrtle	Coosa	76
Weatherly, Cleta	Texas	0
Webb, Thomas V.	Cleburne	20
Webb, H. V.	Cleburne	24
Weir, Martha L.	Calhoun	360
White, Stella	Lamar	64
Wilson, Samuel L.	Winston	90
Wilson, Felix T.	Winston	176
Wood, Emma B.	Etowah	96
Wright, Jordan E.	Franklin	75
Young, Washington J.	Calhoun	600
Total 184.		

Enrollment of Pupils 1917-1918

GRADUATING CLASS

Name	County	No. Weeks Taught
✓ Adams, Lelis	St. Clair	0
✓ Adams, Verner L.	Cleburne	90
✓ Aderholdt, Josie	Calhoun	0
✓ Agee, Lula F.	Monroe	0
✓ Alexander, Bessie R.	Calhoun	120
✓ Alexander, May Belle	Calhoun	0
✓ Arnett, Ora	Calhoun	40
✓ Barker, Jessie	Escambia	240
✓ Barnard, Ola	Marshall	0
✓ Burnett, Berta Belle	Cherokee	0
✓ Bynum, Irene	Calhoun	0
✓ Clements, Richard L.	Tuscaloosa	0
✓ Cospser, Grace	Talladega	0
✓ Crow, James Fred	Calhoun	0
✓ Crow, R. Liston	Calhoun	0
✓ Currie, Della E.	Calhoun	0
✓ Davis, Mary	Shelby	40
✓ Denman, Mary	Calhoun	28
✓ Edge, W. C.	Chambers	0
✓ Fitz, Mary Knox	Calhoun	0
✓ Gavin, Marie	Franklin	0
✓ Goodlett, Mary	Calhoun	175
✓ Gray, Julia L.	St. Clair	22
✓ Hicks, Patterson	Calhoun	61
✓ Hobbs, Lynna Y.	Calhoun	68
✓ Helligsworth, Lawrence M.	Calhoun	0
✓ Johnson, Lula P.	Tallapoosa	108
✓ Johnson, Melvin	DeKalb	184
✓ Kennedy, Mattie L.	Morgan	132
✓ Lee, Alta B.	Jefferson	148
✓ Little, Linnie R.	Cherokee	6

JACKSONVILLE, ALABAMA

13

Name	County	No. Weeks Taught
✓ McCall, Nelle	Dallas	0
✓ Maxwell, R. C.	Tennessee	0
✓ Mooneyham, John C.	Barbour	28
✓ Morris, Eunice C.	Calhoun	48
✓ Morris, Elbert G.	Calhoun	0
✓ Osburne, Levice E.	Clay	0
✓ Owen, P. Shirley	Chambers	196
✓ Pannell, Henry C.	Elmore	0
✓ Parish, Onie	Tallapoosa	0
✓ Payne, Herbert R.	Marshall	28
✓ Porter, William J.	Elmore	23
✓ Pratt, Leonard C.	Bibb	70
✓ Prude, Mary E.	Tuscaloosa	0
✓ Rayfield, Lee R.	Coosa	44
✓ Roberts, D. H.	Calhoun	0
✓ Roberts, Mrs. D. H.	Calhoun	24
✓ Robertson, Thomas H.	Calhoun	138
✓ Robson, John B.	Calhoun	0
✓ Sibley, Leatha	Morgan	0
✓ Smyer, Grace J.	Cherokee	0
✓ Stone, Kate L.	Cherokee	420
✓ Stone, Birdie	Cherokee	250
✓ Stovall, Lillie P.	Calhoun	140
✓ Tatum, Bessie K.	Autauga	0
✓ Thompson, Ethel	Calhoun	0
✓ Weatherly, Cleta	Dale	0
✓ Webb, H. Vinton	Cleburne	24
✓ Wilson, Beatrice R.	Clay	0
✓ Wheat, Hubert F.	Tuscaloosa	0

Total 60.

SOPHOMORE CLASS

Aders, Mozelle	St. Clair	01
Adderholt, Leona	Calhoun	0
Amberson, Eudessa Joe	Marshall	2
Anders, Marvin	Pickens	22
Baker, Pearl	Cherokee	48
Baker, Bert	Cherokee	0
Barnard, Lattie	Marshall	0
Bell, Walter	Cleburne	48
Boaz, Ethel	Talladega	0
Brooks, Florence	Monroe	0
Burns, Annie Lee	Calhoun	0
Butler, Maggie N.	Talladega	100
Byrd, Lesley D.	Lamar	80
Carpenter, Esther	Calhoun	0
Carroll, Otis M.	Clay	28
Causey, W. C.	Coosa	96
Clayton, Myrtle A.	DeKalb	24
Clements, Thos. W.	Tuscaloosa	6
Clifton, Bonnie	Cherokee	0
Cobb, Grace	Madison	0
Coleman, Sara E.	Clarke	92
Cooper, Frances	Calhoun	0
Cox, Ruby Lee	Calhoun	84
Currier, Winona	Calhoun	0

<i>Name</i>	<i>County</i>	<i>No. Weeks Taught</i>
Daugette, Palmer	Calhoun	0
Deese, Ruby	Dale	0
Florey, Carter C.	Shelby	0
Fowler, Arthur C.	Fayette	140
Garner, Belle	Cherokee	0
Grant, Mazie	Georgia	30
Hall, Lillie Mae		
Hatch, Louise	Marengo	0
Haynes, Ahava	Clay	0
Hobbs, Inda	Tallapoosa	0
Holmes, Thos. N.	Jefferson	0
Hudson, Lola	Clay	128
Hudson, Willie Theo	Calhoun	0
Huey, Elizabeth	Jefferson	0
Jackson, Homer A.	Georgia	0
King, Lillie F.	Marshall	36
Kirkland, Wilma	Fayette	50
Lee, Annie Mae	Talladega	0
Linn, Mary Fannie	Marshall	0
McCollough, Dewey	Calhoun	0
McGuire, Jas. Oscar	Marshall	0
Mitchell, Hubert	Cullman	1
Morgan, Ada	Calhoun	0
Morton, Jimmie	Calhoun	0
Naugher, Sam W.	Tuscaloosa	0
Nickerson, Ruth	Tallapoosa	0
Nixon, Hubert	Calhoun	0
Nelson, Vester	Tallapoosa	0
Norsworthy, Phadra	Montgomery	0
Parker, Belle	Etowah	120
Pate, Agnes	St. Clair	143
Pinson, Nelle	Calhoun	0
Pinson, Claudinia Mae	Calhoun	0
Pittard, Lassie	Clay	0
Ponder, Joseph	Marshall	69
Prescott, Sam J.	Jefferson	44
Robson, Mary S.	Indiana	0
Savage, Clementine	Calhoun	0
Sewell, Carmen	Calhoun	0
Sewell, Mary	Etowah	0
Slone, Thelma	Cherokee	0
Snead, Nora	Cherokee	0
Steed, Pat B.	Cleburne	0
Stinson, Jewell	Cherokee	6
Taff, Annie G.	Jefferson	84
Thomas, Kate	Dale	112
Upshaw, Curtis Leland	Georgia	0
Upshaw, Wm. Cranfill	Tallapoosa	0
Vick, Zebedee	Fayette	140
Ward, Emma Lee	Marion	0
Weller, Emma	Talladega	108
Williams, Walker	Calhoun	0
Wright, J. E.	Franklin	80

Total 77.

FRESHMAN CLASS FOR 1917-1918

<i>Name</i>	<i>County</i>	<i>No. Weeks Taught</i>
Adams, B. B.	Etowah	0
Adderhold, Frank	Calhoun	0
Carpenter, Henry A.	Calhoun	0
Cartledge, Annie L.	Calhoun	0
Clayton, Almedia	DeKalb	0
Crumbly, Ellen	Jefferson	0
Dothard, Dan H.	Calhoun	0
Edge, Mrs. W. C.	Chambers	0
Fowler, Mrs. Grace	Calhoun	7
Fowler, Edna	Fayette	35
Hodges, Lillie Mae	Marshall	32
Hurt, Clifford T.	Marengo	0
Jordan, Lena	Elmore	52
Law, Martha A.	Talladega	0
Linn, Annie Mae	Marshall	0
Naugher, Eula	Tuscaloosa	0
Pritchett, Nora G.	Wilcox	24
Samuels, Edd G.	Coosa	0
Taff, Lula	Jefferson	0
Warren, Lee	Georgia	20
Woodham, Marcus M.	Dale	60

Total 21.

SPECIAL AND IRREGULAR

Barclift, Tinnie May	Marshall	0
Bell, Oscar	Cleburne	169
Bentley, Bama	Calhoun	0
Bethune, C. A.	DeKalb	140
Brown, Thos. H.	St. Clair	0
Brown, Willie J. P.	Clay	0
Chunn, Willie Mae	Calhoun	0
Davis, Reuben	DeKalb	0
Dilbeck, Walker	DeKalb	90
Fuller, Verna	Tallapoosa	0
Fuller, Gertrude	Tallapoosa	58
Gambrell, Theo	St. Clair	8
Golden, Nelle	Talladega	0
Haralson, Lillian	Calhoun	0
Haralson, Lois	Calhoun	0
Haynes, Grace	Talladega	0
Hatchett, Geo. W.	Coosa	60
Horsley, Gusta	Tallapoosa	0
House, Lillian	Talladega	0
Huey, Mamie	Jefferson	0
Huey, Luke	Randolph	9
John, Mrs. Jas. E.	Virginia	0
King, Allie	Calhoun	0
King, Miriam Dot	Cherokee	0
McCrory, Marie	Dale	0
Pearce, Birdie	Talladega	0
Pearce, Lucile	Talladega	12
Robertson, Mattie S.	Calhoun	91
Robertson, Scottie	Calhoun	154
Robinson, Lizzie Mae	Coosa	34

Name	County	No. Weeks Taught
Saxon, Madge E.	Talladega	0
Seaman, Leah D.	Calhoun	56
Snead, Lester	Cherokee	0
Snead, Clara S.	Blount	0
Stephens, Ida	Calhoun	0
Stephenson, Margaret E.	Cherokee	18
Stevenson, Sarah Eloise	Calhoun	0
Walker, Rosine	Talladega	12
Watson, Thomas F.	Etowah	0
Watwood, Vernon B.	Marshall	0
Weldon, Grover C.	Chilton	500
West, Clyde H.	Cherokee	110
Williamson, Clyde	Calhoun	0
Wilson, Ethel	Tallapoosa	0
Witt, Rosa L.	Cherokee	0

Total 38.

EXTENSION OF CERTIFICATES

Allen, Mattie C.	Randolph	218
Anderson, Lucile	Calhoun	28
Berry, Ethel	Jackson	60
Blevins, Battie	DeKalb	92
Cosby, Jewell	Tallapoosa	72
Dodson, Dora Belle	Fayette	120
Dean, Luther	DeKalb	30
Hallmark, Ethel	Blount	136
Hayes, Ethel Erwin	Jackson	102
Hilton, Annie Lou	Florida	0
Logan, Murrelle	Coosa	78
McEachern, Odessa	Cleburne	260
Maulden, Austin B.	Shelby	188
Moore, Thos. A.	Cleburne	217
Reid, Zudye V.	Blount	100
Sampley, Myrtle	Lowndes	74
Shelton, Geneva	Chambers	115
Simpson, Laura	DeKalb	116
Stewart, Lillie	Randolph	0
Walls, Beulah	Marshall	12
Walls, Dicie M.	Marshall	42

Total 21.

SUMMARY

Graduating Class	60
Sophomore Class	77
Freshman Class	21
Special and Irregular	45
Extension of Certificates	21
Total in Session 1917-18	224
Total in Summer School, 1917	184
Grand total	408

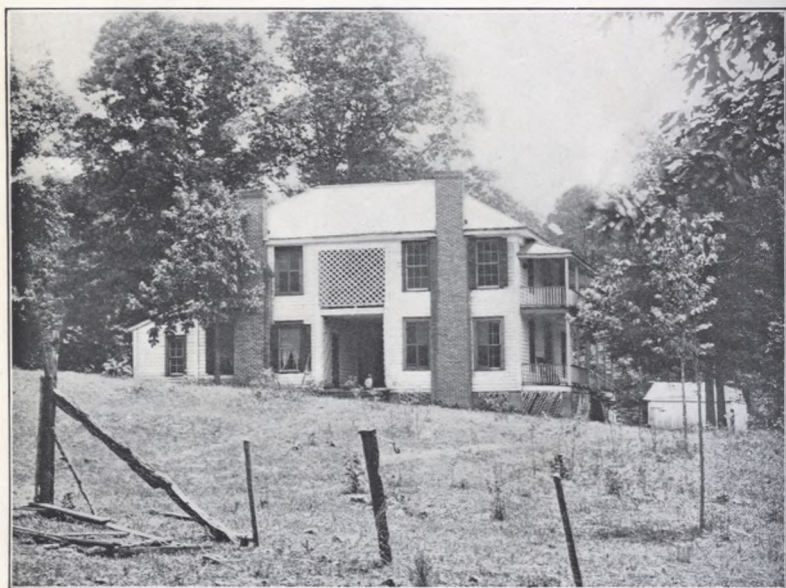
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ATKINS HALL



SOME WORK DONE BY STUDENTS



HOUSE ON SCHOOL FARM

PART II

JOINT BULLETIN

OF THE

Class A Normal Schools of Alabama

LOCATED AT

**Florence, Jacksonville, Livingston
and Troy**

**For the Year
1918-1919**



**Issued as a Supplement to the Catalogue Number of
Separate Bulletins for 1918**

CALENDAR FOR 1918-19

Fall Term

Classification and Enrollment of Students.....
.....Monday and Tuesday, Sept. 16 and 17, 1918
Class Work Begins.....Wednesday, Sept. 18, 1918
Thanksgiving Day.....Thursday, Nov. 28, 1918
Term Closes.....Friday, Dec. 6, 1918

Winter Term

Term Begins.....Monday, Dec. 9, 1918
Christmas Holidays Begin.....Friday, Dec. 20, 1918
Work Resumes.....Thursday, Jan. 2, 1919
Term Closes.....Friday, March 17, 1919

Spring Term

Term Begins.....Monday, March 10, 1919
Confederate Memorial Day.....Saturday, April 26, 1919
Thirty-first Annual Commencement.....Tuesday, May 27, 1919

Summer Term

Term Begins.....Tuesday, June 3, 1919
July Examinations Begin.....Monday, July 21, 1919
Term Closes.....Friday, Aug. 15, 1919

DIRECTORY

Board of Trustees

Governor Charles Henderson, ex officio Chairman.....	
.....	Montgomery, Alabama
Superintendent Spright Dowell, ex officio Secretary.....	
Wm. F. Feagin, Montgomery, Ala.....	1919
Hon. M. M. Striplin, Florence, Ala.....	1920
Hon. Walter C. Black, Troy.....	1921
Hon. Will T. Sheehan, Montgomery, Ala.....	1922
Hon. Charles S. McDowell, Jr., Eufaula, Ala.....	1923
Hon. W. W. Lavender, Centreville, Ala.....	1924

Board Officers

Governor Henderson.....	Chairman
Superintendent Dowell.....	Secretary

Executive Committee

Governor Henderson	Mr. Dowell
Mr. Sheehan	

Presidents

Dr. Henry J. Willingham	Florence
Dr. Clarence W. Daugette.....	Jacksonville
Dr. George W. Brock	Livingston
Dr. Edward M. Shackelford	Troy

SUGGESTIONS TO PROSPECTIVE STUDENTS

1. The courses of study, entrance and graduation requirements, expenses, and general rules and regulations are the same for all of the Class A Normal Schools of the State. Hence, information on these points given by one of the schools applies to all of them alike.

2. Applicants must be 15 years of age in order to matriculate as a normal student.

3. Students may enter at any time during the year, but it is always best to enter at the beginning of a term if possible.

4. Bring with you and present to the Classification Committee any letters you may have received from the Normal School regarding credits, classification, etc. If you are a graduate, bring your diploma or a certified statement of your graduation. Report cards and promotion certificates might help in classifying you.

5. Engage board as early as possible. This should be done through the President of the School. If you wish board in the dormitories, reservations will be made only by depositing \$1.00. This \$1.00 will be credited on your board if you arrive within five days of the time fixed for the reservation to begin; if you fail to arrive on time, without previous arrangement with the School, the \$1.00 will be forfeited to the School.

6. Write to the President several days in advance of your arrival in order to insure proper arrangements for your reception.

7. If possible, have your baggage checked through to the School and marked in its care. Hold baggage checks and turn them over to the School authorities. Since baggage may be delayed, students boarding in the dormitories should bring, in a suit case, such bed linen and toilet articles as may be needed at once.

8. Bring with you at least enough money to pay your entrance fees, your first month's board, and your books—total estimated at \$40.00.

9. Have your mail addressed in care of the State Normal School, and have all valuable mail registered.

10. Study this entire bulletin carefully, and if you fail to find in it all the information you wish, or if you do not understand some of its statements, write the President for an explanation.

PURPOSES OF THE SCHOOL

The function of the Normal School is the training of teachers for the elementary schools. Its course of study is so cast that its graduates go into these schools prepared for leadership in community life. It differs from other kinds of schools in emphasizing the **how** and the **why** as well as the **what**. It believes in liberal scholastic attainments, but it concerns itself largely with methods for making these attainments effective in the school room; it especially believes in the doctrine of "learning to do by doing," hence, it maintains an elementary training school as a laboratory of methods. What the library and laboratory are to the student in academic work, this training school is to his professional work. Under expert guidance the student must test the theories met with in his lectures and studies. He thus learns to discriminate among the various educational schemes and devices and to use only such as

prove worthy. No student is permitted to graduate with a teacher's diploma who has not done at least a year's work in the training school.

It has been correctly said, "The State Normal School is not an institution for general culture for its own sake; it is a special school—a professional school. Its sole purpose is to confer on its students that education, discipline, professional training and practical skill which will best fit them for teaching in the public schools of the State." A Normal School being characteristically professional, the dominant interest centers in that training which the school affords to those preparing to be teachers.

COURSES OF STUDY

In order to carry out the purposes set forth in the preceding paragraph, courses have been prepared and are given in detail on the following pages:

STANDARD NORMAL 4-YEAR COURSES PROFESSIONAL COURSE I

For Those Preparing Especially for Teaching Grammar Divisions in the
Elementary Schools.

History-English Basis

	Periods per Week			
	Fr.	So.	Jr.	Sr.
History	4	4	4	4
Mathematics	4	4	4	—
English	4	4	4	4
Science	4	4	—	4
Education	5	5	7	7
Arts	4	4	6	6
	25	25	25	25

PROFESSIONAL COURSE II

For Those Preparing Especially for Teaching Grammar Divisions in the
Elementary Schools.

Science-Mathematics Basis

	Periods per Week			
	Fr.	So.	Jr.	Sr.
History and Civics.....	4	4	—	4
Mathematics	4	4	4	*4
English	4	4	4	—
Science	4	4	4	4
Education	5	5	7	7
Arts	4	4	6	6
	25	25	25	25

*Elective—Junior Civics or Senior English may be substituted.

PROFESSIONAL COURSE I

For Those Preparing Especially for Teaching Primary Divisions.
History-English Basis

Freshman Class

	Terms	Periods per Week
<i>History and Civics:</i>		
Early European History.....	(3)	4
<i>Mathematics:</i>		
Plane Geometry	(3)	4
<i>English:</i>		
American Literature	(2)	
English Composition	(1)	4
<i>Science:</i>		
Agriculture, or Botany and Zoology.....	(3)	4
<i>Education:</i>		
Theory and Practice of Teaching.....	(1)	
Classroom Management	(1)	
Rural School Sociology.....	(1)	
Observation	(3)	5
<i>Arts:</i>		
Public School Music.....	(1)	
Geometrical Drawing	(2)	
Manual Training (boys).....	(3)	
Household Arts (girls).....	(3)	4
		<hr/> Total, 25

PROFESSIONAL COURSE I

Sophomore Class

	Terms	Periods per Week
<i>History and Civics:</i>		
Modern European History	(3)	4
<i>Mathematics:</i>		
Algebra	(2)	
Solid Geometry	(1)	4
<i>English:</i>		
English Literature	(2)	
English Composition	(1)	4
<i>Science:</i>		
Physics	(3)	4
<i>Education:</i>		
Elementary Psychology	(3)	
Educational Psychology	(3)	
Observation	(3)	5
<i>Arts:</i>		
Public School Music.....	(2)	
Public School Drawing.....	(1)	
Manual Training and Mechanical Drawing (boys).....	(3)	
Household Economics (girls).....	(3)	4
		<hr/> Total, 25

PROFESSIONAL COURSE I

Junior Class

	Terms	Periods per Week
<i>History and Civics:</i>		
Advanced American History and Government.....	(3)	4
<i>Mathematics:</i>		
Trigonometry	(1½)	
Theory and Practice of Teaching Arithmetic in the Elementary Schools	(1½)	4
<i>English:</i>		
Advanced Grammar	(1)	
Advanced Composition and Reading.....	(1)	
Theory and Practice of Teaching English in the Ele- mentary Schools	(1)	4
<i>Science:</i> (Omitted from this course)		
<i>Education:</i>		
Child Study and General Methods.....	(3)	
Observation	(3)	7
<i>Arts:</i>		
Public School Music.....	(3)	
Public School Drawing.....	(3)	
Manual Training (boys).....	(3)	
Household Economics (girls).....	(3)	6

Total, 25

PROFESSIONAL COURSE I

Senior Class

	Terms	Periods per Week
<i>History and Civics:</i>		
Economics	(1½)	
Theory and Practice of Teaching History and Gov- ernment in the Elementary Schools.....	(1½)	4
<i>Mathematics</i> (Omitted from this course)		
<i>English:</i>		
A study of the Drama.....	(1)	
The Art of Book Reading and Story Telling.....	(1)	
Theory and Practice of Teaching Literature in the Elementary School	(1)	4
<i>Science:</i>		
Household and Farm Chemistry.....	(1)	
Geology	(1)	
Theory and Practice of Teaching Agriculture and Nature Study in the Elementary Schools.....	(1)	4
<i>Education:</i>		
The American Rural School and Alabama School Laws.....	(1)	
History of Education.....	(2)	
Special Methods and Practice Teaching.....	(3)	7
<i>Arts:</i>		
Theory and Practice of Teaching Public School Music.....	(1)	
Theory and Practice of Teaching Public School Draw- ing	(1)	
Manual Training and Theory and Practice of Teach- ing It	(3)	
Theory and Practice of Teaching, Cooking and Sewing.....	(1)	6

Total, 25

45 Minute

PROFESSIONAL COURSE II

For Those Preparing Especially for Teaching Grammar Divisions.

Science-Mathematics Basis

Freshman Class (same as in Course I)

Sophomore Class (same as in Course I)

Junior Class

Periods per
Terms Week

History and Civics: (Omitted from this course)

Mathematics:

Trigonometry	(1½)	4½ hr.
Theory and Practice of Teaching Arithmetic in Elementary Schools	(1½)	4

English:

Advanced Grammar	(1)	3 hr.
Advanced Composition and Reading	(1)	
Theory and Practice of Teaching English in Elementary Schools	(1)	4

Science:

Chemistry	(3)	9
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Education:

Child Study and General Methods	(3)	
Observation	(3)	7

Arts:

Public School Music	(3)	
Public School Drawing	(3)	
Manual Training (boys)	(3)	
Household Economics (girls)	(3)	6

Total, 25

PROFESSIONAL COURSE II

Senior Class

Periods per
Terms Week

History and Civics:

Economics	(1½)	
Theory and Practice of Teaching History and Government in the Elementary Schools	(1½)	4

Mathematics:

Analytics, or Junior Civics, or <u>Senior English</u> , Course I	(2)	
Theory and Practice of Teaching Mathematics as correlated with other subjects	(1)	4

English: (Omitted from this course)

Science:

Household and Farm Chemistry	(1)	
Theory and Practice of Teaching Agriculture and Nature Study in Elementary Schools	(1)	4

Education:

Alabama School Laws and the American Rural School	(1)	
History of Education	(2)	
Special Methods and Practice Teaching	(3)	7

Arts:

Theory and Practice of Teaching Public School Music..	(1)	
Theory and Practice of Teaching Public School		
Drawing	(1)	
Manual Training and Theory and Practice of Teaching It	(3)	
Theory and Practice of Teaching Cooking and Sewing.	(1)	6
		<hr/> Total, 25

**PROFESSIONAL COURSE FOR GRADUATES OF ACCREDITED
FOUR-YEAR HIGH SCHOOLS**

First Year

Education:

Theory and Practice of Teaching
Classroom Management
Rural School Sociology
Elementary Psychology
Educational Psychology
Observation

Arts:

Public School Music
Public School Drawing
Manual Training (boys)
Household Economics (girls)

Academics:

Two academic subjects to be selected by the President.

Second Year

Education:

Child Study
General Methods
Observation
The American Rural School
Alabama School Laws
History of Education
Special Methods
Practice Teaching

Arts:

Theory and Practice of Teaching Public School Music
Theory and Practice of Teaching Public School Drawing
Manual Training and the Theory and Practice of Teaching It
Theory and Practice of Teaching Cooking and Sewing

Academics:

Two academic subjects to be selected by the President.

NOTES ON THE COURSES

1. The courses outlined above constitute the requirements for graduation with a standard normal diploma and a first grade State certificate.
2. In Arts, two subjects are required of every student during his entire school course. For girls, household economics and music or drawing; for boys, manual training and music or drawing.
3. Former students having recognized credits for work done in the Normal School will be permitted to graduate on the course which was in effect June 1, 1917, provided that they complete the said course prior to June 1, 1920.
4. Students will not be permitted to take more than 25 periods of class work per week. No deviation from this will be permitted except in such extraordinary cases as may be approved by the President or the Classification Committee.
5. No student is permitted to graduate without having had at least one year of attendance work.
6. The year's work is divided into four terms, at the end of which written examinations are held. A record is kept of all the grades, and immediately thereafter a report, showing the standing of the student, is made out and sent to parents or guardians. The passing grade is 70%, and three terms constitute a school year. In order to get credit for a term's work the student must attend at least two-thirds of the term.

ENTRANCE REQUIREMENTS

1. **For Freshman Class**—The equivalent of two years of high school work (amounting to eight high school units) is required for entrance to the Freshman Class of the Class A schools, the said entrance requirements to be determined either by certification or by examination, as the President may elect.
2. **Entrance by Diploma**—Graduates from accredited four-year high schools are admitted to the two-year course without examination. Graduates of 3-year high schools are admitted to the Sophomore Class without examination. Graduates from two-year high schools are admitted to the Freshman Class without examination.
Graduates of Class A colleges may enter Senior without examination and complete the professional course in one year.
3. **Entrance by Examination**—Applicants for admission without certificates may enter any class below the Senior by passing satisfactory examinations upon the work below the point of entrance.
4. **Special Students**—Students wishing to take the complete courses who are not prepared to pass the required examinations may be admitted under the head of special students, provided they are at least twenty years of age. Special academic students now on courses may complete them, but no new students will hereafter be admitted who do not expect to teach.

ACCREDITED SCHOOLS FOR 1918-19

1. All district agricultural schools.
2. All county high schools.
3. City high schools as follows: Alexander City, Andalusia, Anniston, Athens, College Academy; Athens, Green University School; Bessemer; Birmingham, Howard Academy; Birmingham, Central High School; Bir-

mingham, Birmingham College Training School; Birmingham, Loulie Compton Seminary; Birmingham, Margaret Allen High School; Birmingham, University High School; Boaz, Snead Seminary; Brewton, Collegiate Institute; Bridgeport, Academy; Camp Hill, Cuba, Daphne, Normal; Decatur, Demopolis, Dothan, Ensley, Eufaula, Eutaw, Gadsden, Gaylesville, Greensboro, Southern University Fitting School; Greenville, Haleyville, Huntsville High School and Goodrich School, LaFayette, Lineville, N. E. A. Agricultural Institute, Marion, Judson Academy; Mobile High School, Knott High School and University Military School; Montgomery, Edgar, Lanier, Barnes; Moundville, Normal; New Decatur, Newton, Collegiate Institute; Opelika, Opp, Piedmont, Roanoke, Handley; Selma, Sheffield, Talladega, Thomasville, Thorsby Institute, Tuscaloosa, Tuscumbia, Tuskegee, Union Springs.

PARTIALLY AFFILIATED SCHOOLS

(Equivalent to 3-Year High Schools)

Aliceville, High School; Bay Minette, High School; Boaz, High School; Camp Hill, Southern Industrial Institute; Carrollton, High School; Citronelle, High School; Collinsville, High School; Elba, High School; Geneva, High School; Georgiana, High School; Girard, High School; Gordo, High School; Lanett, High School; Linden, High School; Livingston, High School; Madison, High School; Midway, Midway High School; Mobile, Baker High School; New Market, High School; Pine Apple, Phil Campbell, Moore Academy; Red Level, High School; Samson, High School; Sulligent, High School; Tuscaloosa, Alabama Preparatory School; Uniontown, High School.

(Equivalent to 2-Year High Schools)

Alabama City, Ariton, Arkadelphia, Berry, Bessie Mines, Blocton, Bethel, Brighton, Brookside, Calera, Childersburg, Clay, Cleveland, Cordova, Corner, Cottontown, Courtland, Crayton, Crumley's Chapel, Daleville, Dora, Edwardsville, Epes, Falkville, Fitzpatrick, Gainesville, Geiger, Goodwater, Graysville, Hurtsboro, Huffman, Irondale, Jemison, Johns, Jones Mill, Luverne, Midland City, Millport, McCalla, Montevallo, Mulga, New Blocton, Newville, Northport, Paint Rock, Palos, Phoenix City, Pinckard, Pinson, Pine Hill, Pollard, Ragland, Repton, Seale, Section, Springville, Stevenson, Trussville, Victory, Wadley, Warrior, Waterloo, Waverly, West Blocton, Winfield, Wilsonville.

Note:—A representative of the Association of Colleges, each year, prepares a revised list of the high schools in this State which are fully affiliated with the Normal Schools and Colleges for the purpose of fixing entrance requirements.

Applicants will be admitted to proper class standing on presenting a statement from the principal of any of the affiliated schools.

There are probably other high schools which should be on this list. The four Normal Schools will appreciate any information which would make more complete and more accurate this list of affiliated schools.

COURSE OF STUDY BY DEPARTMENTS

SCHOOL OF CIVICS

The subjects taught in this school are History, Civil Government and Political Economy. Instruction is given by means of text-books and lectures. One of the chief ends to be attained through education is that of providing a good citizenship for the State. For this purpose no branch of study is better suited than Civics, which deals with the origin, development, and policies of public institutions. The methods used are such as to make the work in this school thoroughly practical.

The course in History extends over the whole four-year curriculum. The purpose is to trace and follow the progress of civilization from the earliest records to the present time along governmental, religious, social, industrial and economic lines. To connect the present with the past, and to appreciate the heritage which is ours, and to recognize humanity as a whole advancing toward the fulfillment of that "unceasing purpose" which runs through the ages is the aim. Hence little emphasis is laid on the spectacular, the romantic or the poetic phases of the subject, but the attention is specially directed to the work done by each successive age and people, their experiments and the causes of their successes and their failures, and their relation to the world of today. As youth is essentially self-centered, the work begins in the

FRESHMAN YEAR

The work of this year is based upon the presumption that those who enter this School have had a course in United States History during the two years of high school preparation required for entrance. Hence, it is logical to make close connection here with the history of our immediate ancestors—the English people. In the study of English History the origin and growth of our judicial, social and religious systems are presented and the progress of commercial and industrial development is traced. In the third term of this year, with broadened view and increased thought-power, the student takes up the subject in a general manner. From Ancient Greece and Rome the fundamentals of modern civilization are traced to their maturity under the old regime.

SOPHOMORE YEAR

The study of ancient history is continued and completed during the first term of this year, after which the line of thought advances through the night of the "Dark Ages" and the dawn and sunrise of the "Renaissance" and the "Reformation" through the struggles for recognition and application of the new ideals, the conflict for mastery and the insistent clamor for human emancipation and civil and religious liberty. Topical study of important epochs and events requiring comparative reading and original deductions and application justifies the definition of History as "Philosophy teaching by example," and forms a fitting preparation for an intelligent study of Civics and Political Economy.

JUNIOR YEAR

In this year the information previously gained is summarized and applied to our own time and country. The student catches a clearer view of what it means to be an American citizen and is better prepared to appreciate his magnificent heritage and is inspired to be found worthy of it. The entire year is devoted to a higher view of American History and Government, the aim being to lead the student to a realization of the fact that government is the concrete embodiment of a people's history, and, further, that neither history nor government can be successfully taught without the other.

SENIOR YEAR

This year is divided equally between the subjects of Economics and Methods of Teaching History and Government in the elementary schools. While the material side of our public life should not be too much magnified, it cannot be altogether ignored. Business principles should be applied to governments as well as to individuals, and the student should be introduced to these principles systematically while in school and not be left to discover them in a haphazard way in the school of hard knocks.

After getting the "what" of all of the subjects in this course, it is logical that schools for the training of teachers should cap their work with a course on the "How" and the "Why" of the subjects. Hence, the last half of the Senior year is given to the theory and practice of teaching history and government in elementary schools.

SCHOOL OF MATHEMATICS

This subject has ever been a recognized essential of any system of education—from both theoretical and practical viewpoints.

Being the oldest field of investigation, it has helped to shape and make needs for most all the other departments, and naturally its processes have not been made to adjust themselves, as other derived subjects have, to the ever changing conditions. In its march of progress for more than three thousand years it has developed and is developing some of the world's greatest thinkers, though at times along lines far removed from the students' environments. During the past score of years this power has been sought to be retained while the subject has been turned for its development into the more practical lines of investigation, and today we have all the fundamentals of mathematics taught in the use or association of things with which we come in daily contact. We strive to relate the several subjects of this department to the facts of life, as may be seen by a careful study of the following course:

FRESHMAN CLASS

Plane Geometry—The year is given to the subject. We require the solution of many "Originals," that the pupil may appreciate the truths of Demonstrated Geometry.

SOPHOMORE CLASS

Solid Geometry—The first term of the year is devoted to three books of Solid Geometry.

Algebra—In the second and third terms we give that part included between Simultaneous Simple Equations and Logarithms.

JUNIOR CLASS

Trigonometry—One-half the year is given to a practical consideration of Plane Trigonometry, stressing its relation to Algebra and Geometry.

Method in Arithmetic—The second half of the year is devoted to the Theory and best practice in Arithmetic.

SENIOR CLASS

***Analytics**—One-half year is given the subject through the Hyperbola, omitting supplementary work. In the study of Analytics we have the student relate it to the other branches of Mathematics.

Method—The second half of the year is given to the relation of the several subjects in this department, and to the best methods of teaching each.

* Elective.

SCHOOL OF SCIENCE

The recognition accorded science in the scheme of present-day education shows how common sense, though discounted often, eventually dominates in the adjustment of human affairs. It has had its evolutionary stages through the juggling of pagan priests, through the black arts of mediaeval times, and onward and upward through star-gazer and alchemist, brightening and broadening to this good hour when it comes as an evangel of light and joy to the children of all the schools, town and country, of our land. It is the powerful and inveterate foe to all superstition and leads the way to all material progress of the race.

The course in natural science has been amplified and advanced, including the following branches: Botany and Zoology, Agriculture, General Chemistry, Physics and Geology.

FRESHMAN CLASS

In the Freshman year the two subjects in biology are taken up, the fall term being devoted to botany; the winter term to zoology and the spring to agriculture, laboratory and field work being featured throughout the year.

SOPHOMORE CLASS

The general subject of physics, with practical applications to the affairs of daily life, will be studied during the entire three terms of this year. Fee, 50c per term.

JUNIOR CLASS

The work required in this class is general chemistry, with laboratory work, and covers the whole of the regular nine months' session. Fee, \$1.00 per term.

SENIOR CLASS

The Senior year's work, aside from a term of geology, consists essentially of a review and application of fundamentals in household and farm chemistry, and the theory and practice of agriculture and nature study in the elementary schools, affording an opportunity for a more complete preparation for those finishing the course. Fee, \$1.00 per term, where laboratory work is done.

SCHOOL OF EDUCATION

This subject is naturally divided into three parts—the theory in education, methods of instruction, and the demonstration school—and for the sake of both clearness and convenience, they will be treated separately, in the order named:

I. The Theory of Education

To be successful, a teacher needs besides scholarship the ability to train and teach pupils; and to be successful in the highest degree, these things must be done in the most economical way. The trained teacher is a skillful artist, using material at once the most sensible and valuable known; the risk, therefore, is too great to allow the work of an untrained hand. The Department of Education is the most characteristic and perhaps the most important department of a normal school. It has to deal with the distinctly professional side of the training of teachers.

To understand the process of education, it is necessary to know how the mind grows or learns best. This feature of professional training is supplied by educational psychology and related subjects.

To understand what the teacher can do to facilitate the process of learning best, it is necessary to know how to select, arrange and relate subject matter so that it will come to the child with the highest degree of educative value. This feature is supplied by the work in methods both general and special.

To understand how to help the child find his place in the environment in which he should live, it is necessary to know the vital problems of community interest; the problems of home and church and citizenship. The Department of Education gives special emphasis to this phase of work.

All courses in this department are made as practical as possible.

Every-day school-room problems are used as a basis for discussion and illustration.

The aim of this department at all times is to impress on these future teachers the importance of the work they are about to undertake; to show how vitally they will influence the intellectual and moral growth of the children under their care; and to emphasize the duty of a teacher as a member of society, his duty to patrons, to the public and to the profession.

FRESHMAN CLASS

Theory and Practice of Teaching, Class Management and Observation and Rural School Problems constitute the work for three terms of the Freshman Class. In these studies the class is required to make out daily programmes for schoolroom use and show how the various methods of instruction can be adapted to the many types of schools. Drill in the use of text-books is one of the important features of this division of the work. The books which the young teacher is going to use are carefully analyzed and outlined.

The course in Rural Sociology is undertaken in response to the increasing demand for teachers and supervisors who are definitely trained to do some high-class work in country schools as has been done for some time in city schools. The aim of this course is to give special preparation for teaching and supervising graded and consolidated country schools. In this study the child will be considered as a definite member of society with a definite contribution to make in his time and generation. The course given in Observation in Schools will be in every case by expert teachers.

SOPHOMORE CLASS

Elementary Psychology, Educational Psychology, and Observation in Schools are the subjects taken up in the Sophomore Class.

The course in Psychology is intended to embrace the "essentials of mental life." The students of this course are enabled to find clear-cut notions of mental phenomena, the laws of mind and its growth, the relationship of mind to matter and the inter-relation of physical, mental and moral conditions. A large proportion of the time is given to the application of psychological laws to the teaching processes.

The course in Educational Psychology is designed to broaden and deepen the student's knowledge of educational psychology and to teach general psychology in so far as this lays the foundation for educational theory. Special attention is given to the brain and nervous system, and to the development from childhood to the adult stage of memory, imagination, habit formation, association, feeling and the emotions, interest and volition. The basic principles of education thus set forth enable the teacher to test the value of educational theories and observations.

JUNIOR CLASS

Child Study, General Methods and Observation make up the work of the Junior Class.

The importance of knowing the laws that govern the growth of the child's body and mind is apparent to everyone who has the right conception of teaching. Unless the teacher is acquainted with the laws of child growth; whether he is of average size or not; whether he has average control or not; whether he is over nervous or not, then that teacher cannot know what the child needs in the way of treatment. Without Child Study we cannot properly settle any of the questions concerning the courses of study, the order of subjects and the presentation of materials. This course proposes to bring us face to face with the great principles of Biology and Psychology as they are being lived by the children in the schoolroom.

Experiments will be conducted throughout the entire year's work.

SENIOR CLASS

History of Education, Rural Sociology, General Methods and Observation form the work of the Senior Class.

The class will make a thorough study of the History of Education. The Oriental systems are first taken up for consideration, then the classical

systems are investigated with special reference to the educational theories of Greece and Rome. The course concludes with a study of the reforms in Europe from the Renaissance to the present time. The modern problems in American Education are fully stated and considered in connection with this course.

Rural Sociology will receive particular attention in this class.

The problems of consolidation, equipment, and introduction of new courses together with the discussion of their educational valuation will form the basis of this course, which is intended principally for elementary teachers.

II. METHODS OF INSTRUCTION

That "the old order changeth, giving place to new," is distinctly felt in the realm of teaching in the common schools of today. The teacher of the past had simply to know his subject, the teacher of today and of the future must know not only the subject but child-mind and nature and the best methods of adapting instruction to the individual child for his fullest growth.

The common school curriculum has greatly enlarged in response to the demands of the times and the methods of teaching have necessarily changed as well. There is a great demand for teachers who are trained in up-to-date, effective methods. Method work is distinctly practical in its nature since it consists in putting to the test pedagogical theories.

The method department consists of: (1) a model school of children, which is used as a demonstration school and also as a "practice" school; and, (2) of the class work where the best methods are discussed. Juniors and Seniors form the Method classes.

In the Freshman and Sophomore years students are required to observe model lessons given by the grade principals in the Model School. They take notes on this work, and afterwards discuss their observations under the supervision of the Professor of Education. The course is as follows:

JUNIOR CLASS

First Term—Reading; Primary and Intermediate.

Reading is fundamental to all other subjects. "Teach a child to read and teach him what to read and you have educated him." The method of training a child in the art of reading is evolving into something better and more effective each year and engages the largest per cent of the method course.

Second Term—Method in Teaching Geography.

Geography is one of the most valuable branches of the school curriculum and one of the most poorly taught; hence, the importance put upon it in the course. Map modeling and map drawing is taught.

Third Term—The Recitation.

Lesson plans are worked out looking towards Senior Practice.

Observation in the Model School one hour each week.

Students observe lessons taught in various subjects in the different grades by the principals of the grades. This work is designed to stimulate higher ideals and also to give a more definite idea of the execution of a well-prepared lesson.

SENIOR CLASS

First Term—Primary Methods; Reading, Phonics, Spelling, Writing.

Second Term—Number, Language, Nature Study.

There is a great demand for trained primary teachers. Principals and superintendents also feel a need of acquaintance with primary methods; hence, the important place given to it.

Third Term—Methods in Intermediate History and Arithmetic.

Observation in the Model School throughout the year.

Practice Teaching, throughout the year.

This is the most valuable exercise in a normal course; it is "learning to do by doing"; it is where a student finds himself. Practice teaching gives experience in planning lessons, in teaching them, and in class management. All of the work is done under careful supervision, and constructive criticisms are given by the principals and supervisors when necessary.

SCHOOL OF ENGLISH LANGUAGE AND LITERATURE

The study of the English language and literature is of prime importance in every American school. Whatever else may be neglected, English cannot be slightly treated without loss of power and prestige. Every person's education is judged by his acquaintance with good literature and his ability to use good, fluent, correct English. Hence, in all departments of the school, effort is made to develop good habits in the use of English both oral and written.

In this department the special objects sought are:

1. To give students a ready command of good English and the ability to use it in a practical way.
2. To approach the best American and English classics in such a manner that students will appreciate them and will see in them help, beauty, power, and inspiration.
3. To give future teachers in elementary and rural schools information concerning American and English literature.
4. To train teachers in the best methods of teaching, so that the study of literature will enrich the life of the students and will be a means of making the school a center of influence in the community.

In the English Department the school library is the laboratory and students are required to use it freely.

FRESHMAN CLASS

(4 times a week)

I. Oral and written composition will be emphasized throughout the year.

II. The course in literature will include a study of the following types of American writers: (1) Short Stories; (2) Narrative and Lyric Poetry; (3) A Novel; (4) Ballads; (5) Descriptive Essays.

Any good History of American Literature may be used as a reference book.

SOPHOMORE CLASS

(4 times a week)

I. Composition and Rhetoric—Herrick and Damon's text. The text-book is used largely for reference to aid in correct writing and speaking. The actual work in composition is based: (1) On the experience of students; (2) On home reading from books, papers, and magazines; (3) On dramatic literature; (4) On debating.

II. Literature: (1) Dramatic literature from English writers; (2) Novels, essays, and poetry from English writers.

Any good History of English Literature may be used as a reference book.

JUNIOR AND SENIOR CLASSES

(4 times a week)

During the Junior and Senior years English will be pedagogically studied with a view to its place in the curricula of rural and elementary schools and the best methods of presenting its value and of inculcating a love for it.

In addition to a study of English for primary and elementary classes, advanced courses in composition and literature will be offered.

The course of study is as follows:

English A—1. Primary and Elementary Composition Pedagogically studied. 2. Advanced Composition. 3. Advanced Grammar.

English B—1. The Structure and Character of the Novel. 2. The Reading of Novels.

English C—1. Story Telling. 2. Primary and Elementary Literature, Pedagogically studied.

English A1—1. The Technique of the Drama. 2. The Reading of Dramas.

English B1—1. Subjective Literature. 2. Narrative Literature.

English C1—1. Orations and Essays Read and Discussed. 2. Novels and Dramas Read and Discussed.

Thesis—Each Senior is required to write a thesis—usually on some interesting phase of education.

Note.—No student will be permitted to graduate who is deficient in spelling, punctuation, or oral and written composition.

DEPARTMENT OF SCHOOL ARTS

Formerly the educational ideal was to train and educate the pupil in a general way and throw him on the world to discover his own field of usefulness. But scientific investigation and modern thought have given educators a clearer insight into the needs of our social life and the demands of our civilization, and now the definite aim is to give the student the education which will best fit him for his life work. This can be done by teaching those subjects in our common schools which will give the pupil the greatest opportunity for realizing on his latent abilities and enlarging his scope of usefulness, and thus make him a master of himself. In other words, it is the purpose to teach those things which are of most vital interest to the future men and women—those things that will make them effective bread earners, home builders and useful citizens.

The work of this department consists of manual training, household arts, public school drawing and public school music. Until recently the value of these subjects as a part of an educational system has been questioned but there is no longer any doubt as to their place in the curriculum, and each subject is to play an important part in enriching our educational system and making the hitherto dry course of study a live, interesting and effective one.

I. Manual Training

Manual training consists of a variety of occupations which serve to develop the power of the worker through intellect and spontaneous self-activity. Its office is not to turn aside the pupil from intellectual studies, but to reinforce them; not to prepare for any particular mechanical pursuit, but for the common activities of life. While the student's mind is being stored with the facts of mathematics and science, and elevated by the teachings of literature and history, he is receiving the discipline of care and patience in the workshop, and gaining strength in shaping means to an end.

The courses offered are such as tend to develop not only manual dexterity, but originality and ability to see, to think, to act.

FRESHMAN CLASS

Geometrical and Linear Drawing—First, second and third terms.

The aim of this course is to give definite and thorough training in geometrical and linear construction as related to manual training.

Wood-working—First, second and third terms.

This is an elementary course in bench-work. A portion of the first term is given to the study of tools, tool action and woods.

The aim of this course is to give training in elementary technical processes in wood-working. It employs a comprehensive set of bench tools and deals with construction in a series of simple models that are first designed in the class and then executed in the shop.

A number of models will be made in the course, all of which will be useful as well as practical.

Fee, 50c per term.

SOPHOMORE CLASS

Mechanical Drawing and Farm Architecture—First, second and third terms.

The aim of this course is to cultivate habits of neatness, order and accuracy; to develop the power of expression; to give an appreciation and understanding of drawing in its relation to modern industrial life. The first work consists in making projections and developments of geometrical objects, as cubes, cones, and crosses. These drawings are made in order that the student may obtain some skill, and become familiar with the use of his instruments. This having been accomplished, the remainder of the time is spent in making simple architectural drawings, plans and elevations of farmhouses, such as hog houses, poultry houses, beef barns, dairy barns, dipping vats, dwellings and farm implements.

Tracings and blue-prints are made from the working drawings.

Students are expected to provide themselves with the following instruments. T-square, 30°-60° triangle, 45° triangle, scroll, scale rule, and a drawing set including a pen, compasses, and bow pen.

Fee, 50c per term.

JUNIOR CLASS

Advanced Wood-working—First, second and third terms.

This course is intended for students and prospective teachers who have had some experience in the use of tools.

Projects suited for upper grades of the common school are discussed in class and methods of presentation considered. Skill in the manipulation of tools is acquired by the making of a number of useful objects. The different methods of wood finishing, staining, varnishing, waxing, and painting receive attention. Some of the objects made are book racks, magazine stands, taborets, porch swings, mission tables and chairs.

A portion of the year is given to the planning and making of work benches and the study of an equipment suitable for wood-working in rural schools, also a series of models are made especially adapted to rural school work.

A portion of the last term may be devoted to lathe work. The course consists in turning chisel handles, rolling pins, biscuit beaters, gavels, darning eggs, cups, goblets and napkin rings.

The last six weeks of the third term, wood-work will be suspended by the Junior class and the time will be devoted to cement and concrete work.

Concrete Work—This course is to be very elementary, taking up such problems as may be profitably worked out on the farm and about the home or the school. A careful study of cement, its manufacture, method of mixing, coloring, etc., will be made. Molds will be designed and made by the class and the various methods of molding and forming concrete will be considered. Some of the problems which will be worked out are: laying walks, making tiles and building blocks, fence posts, hitching posts, hog troughs, watering troughs, flower boxes, and other articles of beauty and utility.

Fee, 50c per term.

SENIOR CLASS

Hand-work for the Primary Grades—First, second and third terms.

Such forms of handwork as can be done in schools having no workshop available are considered in this course. The lines of work studied are: raffia, reed and grass basketry, including pine straw, bulrush, cat-tail flags, willow, bear grass, white oak splits, vines and all kinds of native textiles, elements of sewing and weaving, paper folding and cardboard work, clay modeling, simple woodwork, and cord work. Part of the third term will be devoted to methods.

Special stress is laid on the use of the native materials for rural schools.

Fee, 50c per term.

II. PUBLIC SCHOOL MUSIC

The Music course is designed to meet the demand for teachers of singing in the public schools.

The course includes the following:

FRESHMAN CLASS

(Two terms)

Principles of Music—The scale as a whole, its intervals, exercises on intervals; ear music, practice in note reading, time difficulties, reading on base clef and treble, easy part singing.

SOPHOMORE CLASS

(Two terms)

Reviewing and continuing work of preceding year. Study of minor and chromatic scales and exercises; ear training, sight reading.

JUNIOR CLASS

(Three terms)

Continuation of work of previous year. Study of selections from opera and oratorios; song classification and analysis; chorus singing.

SENIOR CLASS

(One term)

Methods in teaching music as adapted to rural schools; song analysis; sight reading and note singing.

III. PUBLIC SCHOOL DRAWING

FRESHMAN CLASS

(One term)

Elementary principles of public school drawing are begun in this class.

SOPHOMORE CLASS

(One term)

Drawing—Outline drawing for shape, proportion, direction and position. Composition in black and white for values. Objects from nature and still life.

Water color studies from nature and still life.

JUNIOR CLASS

(Three terms)

Drawing—Freehand, circular, parallel, angular and oblique perspective; figure and animal drawing, methods of shading, crayon and water color work, blackboard illustration, art history.

SENIOR CLASS

(One term)

Drawing—Blackboard sketching and illustrations. Story illustrations with cutting and tearing of paper. Methods of teaching; practice teaching. Fee in each of the four classes for this work, 25c per term.

IV. HOUSEHOLD ECONOMICS

In accordance with the most general custom, Household Economics is divided into three principal heads: 1. Food; 2. Shelter; 3. Clothing.

The object of this course in Household Economics is to give such training as will enable young women to understand the problem arising in the administration of the home and to meet intelligently and wisely the varied demands of every-day life. The course is so arranged that it is adapted to the training of the Normal School students who expect to be grade teachers and who will use some phase of the elementary course in Household Economics in their teaching.

COURSES OF INSTRUCTION

FRESHMAN CLASS

Elementary Clothing and Hand-work—Three terms; four periods per week.

Instruction in the principles of plain sewing, making of simple stitches, seams, fastenings, hems, tucks, etc.; the sewing machine, its construction; management, care, and use of attachments; a study of textiles. These principles will be applied to the making of under-garments.

Fee, 50c per term.

SOPHOMORE CLASS

Food and Nutrition—Three terms; four periods per week.

Instruction in the composition and nutritive value of foods; the effect of cooking upon foods, and the relation of these facts to digestion and nutrition; the application of principles to actual cookery; the selection, purchase and cost of food, and the planning and serving of meals.

Fee, \$1.50 per term.

JUNIOR CLASS

1. Advanced Cookery—Two terms.

A study of canning and preserving, simple desserts, salads, cakes, etc.

2. The Home—One term.

Its location, construction, sanitation, furnishings and care.

Fee, \$1.50 per term.

Dressmaking—Three terms.

Study of suitability, cost, and construction of simple skirts, waists and dresses.

Fee, 50c per term.

SENIOR CLASS

Methods of Teaching Cooking and Sewing in Public Schools.

Open to students who have completed the prescribed course in Household Economics. Observation and practice class teaching. The girls of the fifth grade are used for this work. No fee.

BOARDING

All of the Class A schools are provided with well-equipped, modern dormitories for girls, and the rates for accommodations are uniform. They are as follows:

For one term of 12 weeks, \$50.00, if paid in advance.

For one term of 12 weeks, \$51.00, if paid by the month.

Students entering after the beginning of the term pay for only the remainder of the term. Those withdrawing for unavoidable reasons have the unused part of board refunded. No refund or deduction is allowed when rooms are reserved and held pending the arrival of students, and no room is considered reserved until the reservation fee of \$1.00 is paid. This fee is credited on the first quarter's board.

Rates in the dormitory for less than one month are \$5.00 per week, and for less than a week, \$1.00 per day.

No deductions are allowed for absence for a shorter time than two weeks, and then only when the absence is unavoidable.

Students boarding in the dormitories pay also a fee of \$1.00 per quarter for medical services.

They must furnish for room use 1 white bed spread, 2 pillow cases, 1 pair of blankets, 4 sheets, 1 comfort, 2 clothes bags, 6 towels, 6 napkins, all of which should be plainly marked with the student's name. Bedding material should be for single beds.

Neither relatives nor other friends are permitted to lodge in the dormitories, and all outsiders are limited to the parlors when visiting students.

All girls except those who do light housekeeping or who have very near relatives residing in town are required to board in the dormitory, so long as there is room.

Young ladies who cannot be accommodated in the dormitories and all young men board in town at places selected or approved by the President of the School. For rates in private homes, write the President.

All boarding students, whether in the dormitories or in private homes, are subject to the same general rules and regulations.

EXPENSES

Board in dormitory, \$50.00 per term, or \$17.00 per month.

Incidental fee, paid by all students, \$10.00 per term, in advance (three terms constitute a year).

Library fee, paid by all students at entrance, \$1.00 per annum.

Medical fee, paid only by students in dormitories, \$1.00 per term.

Text-books, estimated at \$8.00 to \$12.00 per annum.

Estimates for year of nine months, \$190.00.

Note 1. In addition to the fees stated above, students in chemistry, physics, household economics and manual training work pay the fees mentioned elsewhere in the presentation of those subjects, to cover cost of material, breakage, and wear of tools and machinery.

Note 2. All incidental fees are paid for an entire term at the beginning of the term, or upon entrance.

Note 3. For graduates the diploma fee of \$2.50 must be added to the estimate above.

Note 4. Such expenses as those for clothing and laundry are not included as school expenses, for they must be borne whether one is in school or not.

DISCIPLINE

Board Rules

Rule 9. "Every pupil in the Normal Schools of Alabama, in addition to complying with the requirements fixed by this Board for entrance into said school will be required to render strict obedience to all the rules and regulations for the government of the schools, and for the conduct of the pupils thereof. The pupils shall conduct themselves in a manner becoming future teachers in the public schools in Alabama, and will be expected to show a spirit of loyalty to the institution they attend, and give willing and ready obedience to the President and Faculty in charge of the schools. Acts of insubordination, and defiance of authority, and conduct prejudicial to discipline and the welfare of the school will constitute grounds for suspension or expulsion from school.

"Pupils denied admittance to one normal school for cause shall not be admitted to another normal school."

Rule 10. "Pupils may be expelled from any of the normal schools"—

a. "For wilful disobedience of the rules and regulations established for the conduct of the schools."

b. "For wilful and continued neglect of studies, and continued failure to maintain the standard of efficiency required by the rules and regulations."

c. "For conduct prejudicial to the school and for conduct unbecoming a student or future teacher in the schools of Alabama, for insubordination and insurrection, or for inciting other pupils to like conduct."

d. "For any conduct involving moral turpitude."

Note.—For special rules adopted by the respective schools, see their special announcements accompanying this general bulletin.

Earnest effort is made to develop in the student that self-reliance and high character which makes formal regulations and discipline unnecessary. Every student is credited with being honest and willing to do what is right, and it is rare that there is failure to respond to such treatment. When it becomes certain that a student will not so respond, he is not continued in school. A very large majority of those who attend the normal schools are earnest, industrious and conscientious young people. They give tone and character to the schools and have a strong influence for good over the few who are not animated by the purpose of high endeavor.

MISCELLANEOUS POINTS

Summer School

A summer school of eleven weeks is a permanent feature of the Normal School. The calendar year is divided into four terms of approximately twelve weeks each, four weeks vacation in the summer and two weeks during Christmas holidays. This keeps the Normal School open for students the entire year, which should prove of especial convenience to teachers already in service who can spend their vacations in credit work toward a diploma.

The courses offered during the summer term are as follows:

1. Regular work toward diploma.
2. Extension work for third, second, first grade, and life certificates.
3. Review work for the regular state examination.

Normal Diploma a First Grade Certificate

The Legislature recognized the work of the Class A Normal Schools by providing that those who hold diplomas shall be awarded first grade certificates without further examination upon recommendation of the President of the schools.

Extension of Certificates

Courses for the extension of certificates are offered throughout the regular session. Any student who attends for a period of six weeks and pursues a course of study with a minimum of ten hours of professional work and a maximum of twenty hours may have any grade of certificate extended for a period of one year, provided the course be taken within the last year of the life of the certificate.

Demand for Normal Graduates

Since the establishment of these schools there has been a demand upon them for qualified teachers. As the years have gone by this demand has increased. Teachers, as well as other professional people, need to be care-

fully trained in order that they may do first-class work. They must have both scholarship and professional training to be acceptable in progressive communities. Normal graduates hold good positions as teachers. There seems to be no lack of work with good pay for those who prepare themselves for it. Educational development in Alabama demands thorough preparation of teachers.

In a state-wide assembly of County Boards of Education, held in Montgomery recently, the following resolutions were adopted:

1. "That we do hereby express our belief that professional training is necessary to the highest efficiency in teaching.
2. "That a teacher who is contented to hold certificate of lower grade, or to continue teaching without making any effort to secure specific professional training, is lacking in the proper attitude toward her work.
3. "That it is the duty of school officials to encourage teacher training, and in filling positions, to give the preference, all things being equal, to those who have been specially trained for the work.
4. "That as early as conditions will permit we will employ as teachers in the schools only those who possess the requisite amount of scholarship and professional training."

Text-Books

The Class A schools use a uniform series of text-books, and these books are obtained from the school supply stores. Students are advised to bring with them whatever books they may have upon subjects in their courses, but they should buy no new books until after they are assigned to classes by the school authorities.

ATTENDANCE SUMMARY FOR 1917-18

GRAND TOTAL (for the four schools), Florence, Jacksonville, Livingston, Troy	2,097
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SUMMARY OF GRADUATES DURING THE YEAR 1917-18

TOTAL (for the four schools)	290
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Estimating the undergraduates who teach before completing their course at 40%, it is seen that more than 1,000 teachers have, in one year, been directly aided by the four Class A Schools.

CONCLUSION

Since each of the Class A Normals is assigned to a certain part of the State, prospective students are advised to save traveling expense by attending the school nearest to them unless there is an especial reason for doing otherwise. Each school will issue its individual supplement to this general bulletin, and inquirers should write to the President of the particular school which they expect to attend for this individual bulletin, or for such other information as they may wish.

President—Henry J. Willingham, Florence, Alabama.

President—Clarence W. Daugette, Jacksonville, Alabama.

President—George W. Brock, Livingston, Alabama.

President—Edward M. Shackelford, Troy, Alabama.