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Jacksonville State University

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ANNOUNCEMENT

OF THE

State Normal School

Jacksonville, Alabama

FOR THE

THIRTY-SEVENTH ANNUAL SESSION

Beginning September 13th, 1920

Ending May 31, 1921

Summer Term Ends August 19, 1921



June, 1920

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

State Board of Education

Governor Thos. E. Kilby, <i>ex-officio</i>	Montgomery
Superintendent John. W. Abercrombie, <i>ex-officio</i>	Montgomery
Mrs. T. G. Bush.....	Birmingham
Hon. A. H. Carmichael.....	Tuscumbia
Dr. A. T. McCall.....	Mobile
Hon. L. B. Musgrove	Jasper
Hon. A. L. Tyler.....	Anniston
Dr. R. H. McCaslin.....	Montgomery

School Calendar for 1920-1921

Fall Term

Classification and Enrollment of Students.....	Monday and Tuesday, Sept. 13 and 14, 1920
Class Work Begins.....	Wednesday, Sept. 15, 1920
Thanksgiving Day.....	Thursday, Nov. 25, 1920
Term Closes.....	Friday, Dec. 3, 1920

Winter Term

Term Begins.....	Monday, Dec. 6, 1920
Christmas Holidays Begin.....	Saturday, Dec. 18, 1920
Work Resumes.....	Monday, Jan. 3, 1921
Term Closes.....	Friday, March 11, 1921

Spring Term

Term Begins.....	Monday, March 14, 1921
Annual Commencement.....	Tuesday, May 31, 1921

Summer Term

Term Begins.....	Tuesday, June 6, 1921
July Examinations Begin.....	Monday, July 18, 1921
Term Closes.....	Friday, Aug. 19, 1921

Faculty and Officers

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, Penmanship 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—.)

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

Drawing, Manual Training and Agriculture. (B. S. '10 Alabama Polytechnic Institute; Instructor in Science and Manual Training Geneva Co. H. S. '10-'12; Instructor in Science and 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—)

MARIE B. THOMAS

Supervisor of Foods and Cookery and Teacher

Domestic Science and Art. (Academic Training Yonkers Preparatory School, Yonkers, N. Y.; Stamford High School, Stamford, Conn. '15; School of Home Economics and Dietetics; Dietitian, Battle Creek Sanitarium; Demonstration and Lecture work, Battle Creek, Mich. '16-'18; Domestic Science and Art Teacher State Normal School '18-'19; Domestic Science and Art and Dietitian, State Normal School '19—.)

JEAN E. TAYLOR

English. (A. B., B. S. in Education University of Missouri '07; Summer term University of Chicago '12-'14; A. M. University of Missouri '15; Teacher of English in Mt. Vernon, Mo. High School two years; Teacher in other High Schools of Missouri till '16; Superintendent Schools in Canada '16-'18; Principal High School Pattonburg, Mo. '18-'19; Teacher English State Normal School '19-'20—.)

ETHEL RANDOLPH

Critic. (Graduate Noble Institute; Summer work at Harvard, Cornell and Columbia; Diploma in Supervision Columbia University '11; Teacher in Anniston Public Schools; Principal Elementary Department Elizabeth College, Charlotte, N. C., '09-'15; Director Lower School Shippen School for Girls Lancaster, Pa., '15-'16; Head Critic and Principal Training School State Normal School '16; Critic Training School '20—.)

ADA M. CURTIS

Public School Music. (Northern Illinois State Normal, DeKalb, Ill., '13 Public School Music, Voice and Piano, Columbia School of Music, Chicago, Ill., '16-'17; Instructor Public School Music, North Bereoy, Brookfield, Congress Park, Ill. '16-'17; Critic and Public School Music State Normal School '19—.)

CLUTIE BLOODWORTH

Principal and Critic Training School. (A. B. Cox College '91; Summer terms Chicago Institute '00; Kindergarten course Monteagle '01; Summer School of the South summer '03; Summer term Columbia University '08; Summer term University of Chicago '10; Teachers' College one half year '17; Teacher in Public Schools Alabama several years; Critic State Normal School Livingston '17-'18; Critic State Normal School Florence '18-'19; Principal and Critic Training School Jacksonville '19-'20—.)

CLAUD RODOLPHUS WOOD

Extension Director and Mathematics. (Graduate 6th District Agricultural School, Hamilton, Ala., '09; Teacher Public Schools '09-'10; B. S. Alabama Polytechnic Institute, '12; Teacher Lafayette High School, '12-'13; M. S. Alabama Polytechnic Institute, '14; Assistant in English, '13-'14; Alabama Polytechnic Institute; Teacher Macon, Ga. High School, '14-'15; Summer work at University of Alabama, '15; Teacher Chilton Co. High School, '15-'16; Principal Cherokee Co. High School '16-'19; Teacher Summer Session, State Normal School, '19; Principal Jackson Co. High School, '19-'20; Extension Director and Mathematics, State Normal School '20—.)

HAMLINE C. JELKS

Physical Director of Women and Assistant. (Graduate Quitman, Georgia High School, '19; Sargent School in Physical Education, Cambridge, Mass. '20; Director Physical Education for Women State Normal School '20-'21)

JULIAN W. STEPHENSON

Director of Athletics and Assistant. (Graduate of Jacksonville State Normal School, '10; Teacher in Public School, '10-'11; B. S. University of Alabama '17; Teacher of Science and History in Marshall Co. High School, '15-'16, '16-'17; Teacher of History and Science in Etowah Co. High School, '17-'18; Teacher of History and Mathematics in Tallapoosa County High School '19; Athletic Director and Assistant State Normal School '19-'20—.)

MRS. ADA PITTS

Matron Girls Dormitory

JOE CASTAIN

Engineer and Chief Custodian of Buildings.

FLORENCE WEATHERLY

Secretary to the President and the Faculty

GEO. CHAMPION

Custodian of Building and Janitor.

Announcement for 1920-1921

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 northeast, 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 his 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

Taxicabs meet 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. Dormitory 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. Deficiency in deportment for three consecutive months automatically excludes one from school.

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

Four societies are maintained, the Calhoun and the Morgan for men, and the Calhoun and the Morgan 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 character 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 and prayer meetings during the week, 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. This influence is strongly moral and Christian.

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 librarian is in charge.

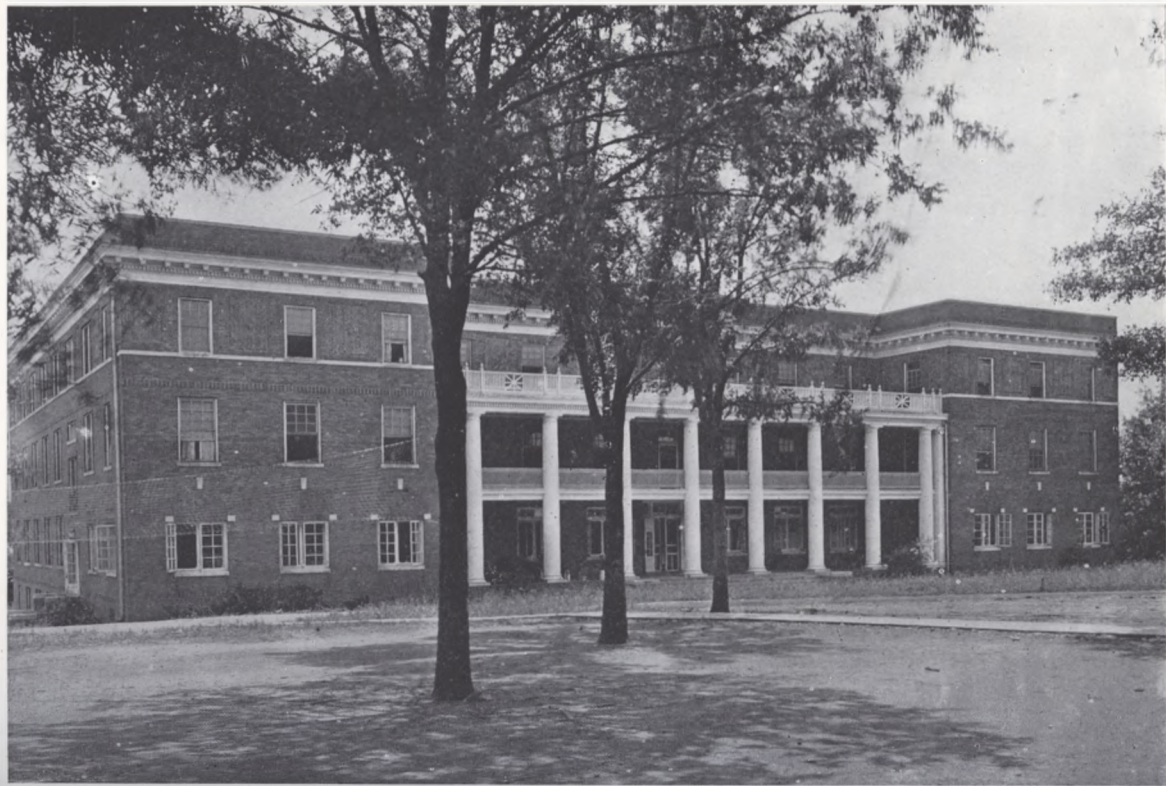
A reading table is supplied with magazines and newspapers as follows:

American Magazine	Educational Review
Boston Cooking School Journal	Elementary School Teacher
Century	Everybody's Magazine
Cosmopolitan	Forum
Current Literature	Good Housekeeping
Delineator	Good Health
Educational Exchange	Harper's Monthly
Education	Journal of Geography
Kindergarten Review	Health Culture
Literary Digest	Scribner's
McClure's	St Nicholas
Nature Study Review	Success
National Geographical Magazine	Woman's Home Companion
Primary Education	World's Almanac
Public Libraries	World's Work
Puck—Weekly	Uncle Remus
Review of Reviews	Ladies' Home Journal
Saturday Evening Post	Anniston Daily Star
School Arts Book	Birmingham Age-Herald

And Others



MAIN BUILDING



DORMITORY FOR WOMEN

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.

DORMITORIES FOR MEN AND WOMEN

Dormitory accommodations are had here for both men and women as follows:

One brick dormitory for women, a three and a half story building. One brick dormitory for men, two stories. A cottage dormitory for men with seven rooms and accommodations for fourteen people. A cottage for pupils who desire to do light-housekeeping. A latrine with shower baths is available for the men. The rates of board are sixty dollars per term. Meals furnished in the dining room of the Girls' dormitory. Men and women should bring towels, pillow cases and cover. The rooms for light-housekeeping are furnished and may be had for two-fifty (\$2.50) per month for each person. Young ladies who desire to secure rooms in this cottage should bring their cover and room linen.

LOAN FUNDS

There are two loan funds for assisting students to finish the two higher classes. One fund known as the "Alumni Fund" and the other furnished by a friend of the school. The amount of both is about \$1500.00. Worthy students may apply to the President of the school for assistance.

ATHLETICS

The school always has a Foot-ball team contending for the championship outside the colleges. Basket-ball for both men and women is given. Tennis and Volley-ball courts provide for those who prefer this form of sport. Indoor Base-ball is provided for women. An ordinary gymnasium with some equipment is possessed by the school.

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 the 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 the library, and a \$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.

Class of 1919—Porch furniture for dormitory.

Class of 1920—One dollar each for swimming pool.

FROM THIS POINT FORWARD ALL STATE-
MENTS APPLY ALIKE TO THE CLASS-A
NORMALS: FLORENCE, JACKSON-
VILLE, LIVINGSTON AND 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 17 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 the 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 enough money to pay your entrance fees, your first term's board, and your books—total estimated at \$80.00.

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 **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.

CERTIFICATES ISSUED BY THE CLASS A NORMAL SCHOOLS UNDER THE NEW PLAN OF CERTIFICATION

1. A Second Grade Certificate good for one year will be granted to students who complete the first year of the pre-normal course.
2. A Second Grade Certificate good for four years will be granted to students who complete the second year of the pre-normal course.
3. A First Grade Certificate will be granted to teachers who are holding a Second Grade if they will complete the second year of the pre-normal course.
4. A Professional Certificate, B-Grade, will be granted to students completing the Junior year.
5. A Professional Certificate, A-Grade, will be granted to Seniors. This certificate can be changed into a Life Certificate by taking certain Reading Circle Courses as prescribed.
6. Any certificate issued by the State Board of Education, except a provisional certificate, may be extended for one year by the satisfactory completion of an approved six weeks' course of study, or by the completion of a full term of three months of the prescribed normal course, at a Class A Normal.
7. First and Second Grade State Certificates secured by examinations may be kept valid during the last half of their existence by completing a six weeks' course at a Class A Normal; and every life certificate issued after Oct. 1, 1920, will have to be kept valid by taking, during each five year period, two six weeks', or one twelve weeks', course at a Class A Normal, or some other institution of higher learning.
8. The A and B Professional Certificates granted to Normal students entitle their holders to teach in both elementary and junior high schools.

COURSES OF STUDY

PRE-NORMAL COURSE

First Year

	Terms	Periods Per week
<i>Education:</i>		
Theory and Practice of Teaching and Rural Sociology	3	2
<i>English:</i>		
Mechanics.....	3	4
<i>Mathematics:</i>		
Arithmetic, Farm Accounting.....	1	4
Algebra.....	2	4
<i>History:</i>		
Early European History.....	1	4
U. S. History and Civics.....	2	4
<i>Science:</i>		
Biology.....	1	4
Geography.....	1	4
General Science.....	1	4
<i>Arts:</i>		
Music, Drawing, Cooking, Sewing, Manual Training.....		
Physical Training.....	3	2

Second Year

<i>Education:</i>		
Introductory Psychology.....	3	2
<i>English:</i>		
Literature.....	3	4
<i>Mathematics:</i>		
Plane Geometry.....	3	4
<i>History:</i>		
Modern European.....	2	4
Elementary Sociology.....	1	4
<i>Science:</i>		
Physics or Chemistry	3	4
<i>Arts:</i>		
Music, Drawing, Cooking, Sewing, Manual Training,		
Physical Training.....	3	2
Electives:		
<i>Mathematics:</i>		
Solid Geometry and Trigonometry.....	3	4
<i>History:</i>		
English History.....	2	4
Elementary Economics.....	1	4

PROFESSIONAL COURSE I

Sophomore Class

	Term	Periods per Week
<i>History and Civics:</i>		
Modern European History, (Ashley's).....	(3)	4
<i>Mathematics:</i>		
Algebra, (Wentworth-Smith's Academic).....	(2)	
Solid Geometry, (Wentworth-Smith's).....	(1)	4
<i>English:</i>		
English Literature, (Long's).....	(2)	
English Composition, (Effective English—Claxton and McGinniss).....	(1)	4
<i>Science:</i>		
Physics, (Millikan and Gale's).....	(3)	4
<i>Education:</i>		
Elementary Psychology, (Harvey's).....	(3)	
Educational Psychology, (Klapper's Principles of Educational Practice).....	(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)	6
Physical Education.....	(3)	
	Total,	27

PROFESSIONAL COURSE I

Junior Class

<i>History and Civics:</i>		
Advanced American History and Government, (Stephenson's American History) Garner's Civil Government).....	(3)	4
<i>Mathematics:</i>		
Trigonometry, (Wentworth-Smith's).....	(1½)	
Theory and Practice of Teaching Arithmetic in the Elementary Schools.....	(1½)	4
<i>English:</i>		
Advance Grammar, (Kittredge and Farley's Concise English Grammar).....	(1)	
Advanced Composition and Reading.....	(1)	
Theory and Practice of Teaching English in the Elementary Schools, (Leiper's).....	(1)	4
<i>Science:</i> (Omitted from this course.)		
<i>Education:</i>		
Child Study, (Fundamentals of Child Study—Kirkpatrick); General Methods, (A brief course in the Teaching Process Strayer).....	(3)	
Observation.....	(3)	7
<i>Arts:</i>		
Public School Music.....	(3)	
Public School Drawing.....	(3)	
Manual Training, (boys).....	(3)	
Household Economics, (girls).....	(3)	8
Physical Education.....	(3)	
	Total,	27

PROFESSIONAL COURSE I

Senior Class

	Periods per Terms	Week
<i>History and Civics:</i>		
Economics, (Elementary Principles of Economics—Ely and Wicker).....	(1½)	
Theory and Practice of Teaching History and Government in the Elementary Schools— How to Teach American History—Wayland.....	(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 Schools.....	(1)	4
<i>Science:</i>		
Household and Farm Chemistry.....	(1)	
Geology, (Elements of Geology—Norton).....	(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, (Duggan's)	(2)	
Special Methods.....	(3)	
(Teaching of Geography—Dodge & Kirchway); Reading in Public Schools—(Briggs & Coffman); (Modern Methods in Arithmetic— Linquist)		
Practice Teaching.....	(3)	7
<i>Arts:</i>		
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, Food Study—Wellman.....	(1)	8
Physical Education.....	(3)	
	Total,	27

PROFESSIONAL COURSE II

For those Preparing Especially for Teaching Grammar and Junior High Schools

Science-Mathematics Basis
Sophomore Class same as in Course I

Junior Class

	Periods per Terms	Week
<i>History and Civics:</i> (Omitted from this Course)		
<i>Mathematics:</i>		
Trigonometry, (Wentworth-Smith's).....	(1½)	
Theory and Practice of Teaching Arithmetic in Elementary Schools.....	(1½)	4
<i>English:</i>		
Advanced Grammar, (Kittredge and Farley's Concise English Grammar).....	(1)	
Advanced Composition and Reading.....	(1)	
Theory and Practice of Teaching English in Elementary Schools (Lieber's)	(1)	4

	Periods per Terms	Week
<i>Science:</i>		
Chemistry, (Elementary Study of Chemistry—McPherson and Henderson).....	(3)	4
<i>Education:</i>		
Child Study, (Fundamentals of Child Study—Kirkpatrick); General Methods, (A brief course in the Teaching Process Strayer).....	(3)	
Observation.....	(3)	7
<i>Arts:</i>		
Public School Music.....	(3)	
Public School Drawing.....	(3)	
Manual Training, (boys).....	(3)	
Household Economics, (girls).....	(3)	8
Physical Education.....	(3)	
	Total,	27

PROFESSIONAL COURSE II

Senior Class

History and Civics:

Economics, (Elementary Principles of Economics—Ely and Wicker).....	(1½)	
Theory and Practice of Teaching History and Government in the Elementary Schools.....	(1½)	4

Mathematics:

Analytics, or Junior Civics, or Senior English, Course.....	(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)	

Education:

Alabama School Laws and the Rural Schools.....	(1)	
History of Education, (Duggan's).....	(2)	
Special Methods.....	(3)	
(Teaching of Geography—Dodge & Kirchway); (Reading in Public Schools—Briggs & Coffman); (Modern Meth- ods in Arithmetic—Lindquist).....		
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, (Food Study)—Wellman.....	(1)	8
Physical Education.....	(3)	
	Total,	27

**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)
Physical Education, (all)

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 of Practice and Teaching It
Theory and Practice of Teaching Cooking and Sewing
Physical Education, (all)

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, three subjects are required of every student during his entire school course. For girls, household economics physical education and music or drawing; for boys, manual training, physical education and music or drawing.
3. 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.
4. No student is permitted to graduate without having had at least one year of attendance work.
5. 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. The equivalent of three years of high school work, (amounting to twelve high school units) is required for entrance to the Class A schools, the said entrance requirements to be determined either by certification or by examination, as the President may elect. For entrance to pre-normal courses, see below.

2. **Entrance by Diploma**—Graduates from accredited four-year high schools are admitted to the two-year course without examination. Graduates of three-year high schools are admitted to the Sophomore 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.

ENTRANCE REQUIREMENTS FOR PRE-NORMAL COURSE

4. Any person who is 17 years of age and holds any State Teacher's certificate or, has had training, which in the opinion of the Committee, is equivalent to that necessary to secure the lowest grade State certificate issued on examination, shall be admitted to the pre-normal course.

REQUIREMENTS OF THE PRE-NORMAL COURSE

5. Any pupil admitted to the pre-normal classes shall be required to carry twenty 45 minutes recitation periods per week and upon the approval of the Classification Committee such a pupil may be permitted to carry a maximum of twenty-five 45 minute recitation periods per week.

EXTENSION COURSE

An extension course for the benefit of those teachers in the service who cannot afford to cease active work in order to improve themselves professionally is in process of preparation, and will be announced later in full as soon as its details are worked out by the authorities.

COURSE IN PHYSICAL EDUCATION

The work of the Normals is to be further strengthened and enriched by adding a course in physical education. This course will embrace not merely formal gymnastic exercises, but rich and varied programs of folk dances and other sociological phenomena, such as can be carried into the daily work of the school. The details of this course will also be announced later.

AFFILIATED SCHOOLS

All the County High Schools, the Agricultural High Schools, and the following others:—

The High Schools at Alexander City, Albany, Aliceville, Alliance, Andalusia, Anniston, Bessemer, Bay Minette, Citronelle, Birmingham, Brewton, Camp Hill, Carbon Hill, Carrollton, Clayton, Collinsville, Cuba, Decatur, Demopolis, Dothan, Elba, Ensley, Eufaula, Eutaw, Five Points, Gadsden, Geneva, Georgiana, Girard, Gordo, Greenville, Haleyville, Huntsville, Jacksonville, LaFayette, Lanett, Leeds, Linden, Louisville, Luverne, Madison, Marbury, Morris Rt. 2, New Market, Opelika, Opp, Ozark, Pell City, Phoenix City, Piedmont, Pike Road, Ramer, Red Level, Selma, Sheffield, Springville, Sulligent, Talladega, Tallassee, Thomasville, Town Creek, Troy, Tuscaloosa, Tuscumbia, Tuskegee, Union Springs, Uniontown, Winfield, Slocomb, Swason, Montgomery, (Sidney Lanier High School).

Also the following:—

Noble Institute, Anniston; Athens College Academy, Greene University Academy, Athens; Birmingham College Training School; Loulie Compton Seminary, Birmingham; Snead Seminary, Boaz; Downing Industrial Institute, Brewton; Tennessee River Institute, Bridgeport; Industrial Institute, Camp Hill; School of Organic Education, Fairhope; Southern Military Academy, Greensboro; University Military School Mobile; Academy of the Visitation, Mobile; Barnes School, Montgomery; Margaret Booth School, Montgomery; Edgar's School, Montgomery; Baptist Collegiate Institute, Newton; Thorsby Institute, Thorsby; McGill Institute, Mobile; Daphne Normal; Wills' School, Huntsville; Judson Academy, Marion; Knott School, Mobile; Moundville Normal.

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 especially 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

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 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 or 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 our 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' environment. 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:

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.

Methods 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 Hyperbole, 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 revolutionary stages through the juggling of pagan priests, through the black arts of mediaeval times, and onward and upward through the 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 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.

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 the 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 pro-

fessional 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 the 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.

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 every one 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 school room.

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 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 Sophomore year 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 to 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 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 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 the 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.

SOPHOMORE CLASS

(4 times a week)

I. Composition and Rhetoric—Herrick and Damon 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 the student; (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 A 1—1. The Technique of the Drama. 2. The Reading of Dramas.

English B 1—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 or 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 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.

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 making simple architectural drawings, plans and elevations of farmhouses, such as hog houses, poultry houses, beef barns, dairy barns, dipping vats, dwelling 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 the 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 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 hand work as can be done in school having no workshops 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 wood work, 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 public schools.

The course includes the following:

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**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 illustrations, 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**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, \$60.00.

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 reduction 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 \$6.00 per week, and for less than a week \$1.25 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 also pay 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 or 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, \$60.00 per term.

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, \$225.00 minimum.

Note 1. In addition to the fees stated above, students in chemistry, physics, household economics, physical education 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 of 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 standards 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.

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 thus spend their vacations in doing 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 and first grade.
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 professional certificates authorizing them to teach in the elementary and junior high schools.

Extension of Certificates

Courses in 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 carefully 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 the State-wide assembly of County Board of Education, held in Montgomery, 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 the 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 to 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.



STATE CHAMPIONS FOR TWO YEARS



MEN'S DORMITORY



STEVENSON COTTAGE—DORMITORY FOR MEN

ENROLLMENT OF STUDENTS

SENIOR CLASS

<i>Name</i>	<i>County</i>	<i>Name</i>	<i>County</i>
➤ Adderhold, Leona.....	Calhoun	Lamberth, Annie.....	Tallapoosa
Allen, Hubert S.....	Clay	Linn, Fannie.....	Marshall
Burns, Annie Lee.....	Calhoun	Milligan, Mrs. Virgie.....	Butler
Chambers, Alma.....	Marshall	Ponder, Jos.....	Blount
Cogswell, Isabella.....	St. Clair	Reynolds, Grace.....	Tallapoosa
Drummond, Maggie.....	Randolph	Roberts, Lenna.....	Lee
Gilliland, Myrtle Faye.....	Etowah	Satterfield, Homer.....	Clay
Gray, Milton.....	St. Clair	Stansell, Cludie.....	Florida
Haynes, Melda.....	Calhoun	Stevenson, Jno. Forney.....	Calhoun
Heflin, Pattie.....	Randolph	Sewell, Carmen.....	Calhoun
Hodges, Lillie Mae.....	Marshall	Wilson, Doris.....	Clay
Hooten, Albert.....	Randolph	Yates, Cora.....	Tallapoosa
Huey, Elizabeth.....	Jefferson	Young, Mattie Belle.....	Tallapoosa
Jordon, Myrtle.....	Elmore	TOTAL.....	27

JUNIOR CLASS

<i>Name</i>	<i>County</i>	<i>Name</i>	<i>County</i>
Agee, Janie.....	Monroe	McNeill, Kate.....	Chilton
Anders, Jas. Marvin.....	Pickens	Martin, Jno. Harlan.....	Clay
Beaver, Margaret.....	Marshall	Mears, Lurline.....	Calhoun
Boman, Pearl.....	Cleburne	Melton, Ruby.....	Chambers
Britt, Eva.....	Tallapoosa	Melton, Stella.....	Chambers
Burton, Lillian.....	Tallapoosa	Moon, Mary.....	Chambers
Chambers, Winnie.....	Marshall	Nickerson, Nannie.....	Tallapoosa
Clements, Alma.....	Jefferson	Owings, Pearl.....	Talladega
Clements, Thos. W.....	Fayette	Pruitt, Gratis.....	Marshall
Crisler, Hattie Mae.....	Chambers	Reynolds, Robt. B.....	Marshall
Crumley, Ellen.....	Jefferson	Robinson, Henry B.....	Coosa
Durham, Iva.....	Etowah	Roden, Velma.....	Dekalb
Dye, Stella.....	Georgia	Satterfield, Reuben.....	Clay
Fulton, Gladys.....	Coosa	Saylors, Gertrude.....	St. Clair
Green, Audrey.....	Chambers	Sharpe, Kathryn.....	Calhoun
Grogan, Grace.....	Cherokee	Smith, Mildred.....	Montgomery
Hackney, Mattie Belle.....	Georgia	Spradlin, Minnie.....	Marshall
Hackney, Lula B.....	Georgia	Stubbs, Delaney.....	Clay
Hallman, Gertrude.....	Clay	Sutherland, Mary.....	Calhoun
Harris, Goldie Melton.....	Randolph	Vaughan, Wm. C.....	Clay
Haralson, Lillian.....	Calhoun	Woodham, Marcus.....	Dale
Haralson, Lois.....	Calhoun	Young, Vivian.....	Lamar
Isbell, Roberta.....	Dekalb	Young, Lewis.....	Lamar
Keener, Mary.....	Dekalb	TOTAL.....	47

SOPHOMORE CLASS

<i>Name</i>	<i>County</i>	<i>Name</i>	<i>County</i>
Blake, Raymond.....	Calhoun	Lee, Della.....	Jefferson
Carpenter, Henry.....	Calhoun	Meadows, Austin R.	Coosa
Carreker, Audrey.....	St. Clair	Potts, Mary.....	Jefferson
Cassell, Harriett.....	Dallas	Robinson, Flossie.....	Coosa
Clifton, Bessie.....	Cherokee	Samuels, Edd.....	Coosa
Cowart, Effie.....	Winston	Turner, Reuben C.....	Dekalb
Davis, Benalie.....	Shelby	Waldrop, Herman.....	Lamar
George, Luther.....	Cleburne	Warren, Lucile.....	Jefferson
Gray, Ellis.....	Calhoun	Wiginton, Chas. W.....	Dekalb
Hatchett, Geo. W.....	Coosa	Williams, Gladys.....	Tuscaloosa
Joines, Morris.....	Georgia	TOTAL.....	22
King, Mirian.....	Cherokee		

FRESHMAN CLASS

Beard, Horace.....	Calhoun	Henderson, William.....	Calhoun
Beard, Douglas.....	Calhoun	Hendrick, Jim Will.....	Calhoun
Blair, L. L.....	Clay	Howle, Glema.....	Cleburne
Bethune, Roy.....	Dekalb	Lamberth, Broughton	Tallapoosa
Brooks, Eula Mae.....	Marshall	Mackey, Lula.....	Cherokee
Capps, James H.....	Clay	Meadows, Malcolm.....	Coosa
Capps, Eugene.....	Clay	Mills, Cleo.....	Calhoun
Clayton, DeLera.....	Dekalb	Nelson, Carey P.....	Clay
Clayton, Lee.....	Dekalb	Powell, Roy.....	Dekalb
Daugette, Clarence W. Jr.	Calhoun	Powell, Thurston.....	Dekalb
Davis, Reuben.....	Dekalb	Pruet, Clive A.....	Clay
Durham, Cleo.....	Etowah	Samuels, Luther.....	Coosa
Edwards, Ethel.....	Talladega	Smith, A. R.....	Choctaw
Ford, Violet.....	Etowah	Smith, Floyd T.....	Marshall
Ford, Dasie.....	Etowah	Sullivan, Mollie.....	Etowah
Garner, Lillie.....	Randolph	Toland, Hugh.....	Clay
Graves, Thelma.....	Tallapoosa	Tumlin, Lucile.....	Dekalb
Griffith, Silla.....	Etowah	Vinyard, Herschel.....	Marshall
Harris, Allen.....	Calhoun	Walker, Minnie.....	Etowah
Harris, Greer.....	Cleburne	Walker, Myra.....	Tallapoosa
Harwell, John Henry.....	Clay	Witt, Rosa.....	Cherokee
Hardegree, William B.....	Clay	TOTAL.....	44
Hatch, George.....	Marengo		

SUB-FRESHMAN CLASS

<i>Name</i>	<i>County</i>	<i>Name</i>	<i>County</i>
Bond, Lula Mae.....	Etowah	Knight, Mack.....	Randolph
Canada, Mazie.....	Talladega	Ligon, Melton.....	Cleburne
Davis, Robert.....	Dekalb	Little, Marie.....	Etowah
Davis, Macon.....	Marshall	Little, Grace.....	Etowah
Etheridge, Bertha.....	Jefferson	McGriff, I. B.....	Marshall
Gidley, Lucile.....	Calhoun	Propes, Harvey.....	Calhoun
Gipson, Vera.....	Etowah	Roden, Orin.....	Marshall
Gipson, Buna.....	Etowah	Stephens, Geneva.....	Calhoun
Hinton, Virginia.....	Etowah	Worley, Canola.....	Dekalb
Howle, Zelma.....	Cleburne	Wright, McKinley.....	Cleburne
Knight, Henry.....	Georgia	TOTAL.....	21

SPECIAL AND IRREGULAR

Adamson, Mattye.....	Cleburne	Parker, Zether, Mrs.	Cleburne
Alexander, Floyd.....	Calhoun	Patterson, Dewey.....	Clay
Burke, Aver.....	Dekalb	Pickard, Wm. P.....	Jefferson
Cartledge, Groves.....	Calhoun	Poe, Exa.....	Talladega
Dothard, Dan.....	Calhoun	Pope, Goldie.....	Etowah
Fletcher, Irene.....	Marshall	Pope, Virdie.....	Dekalb
Gaston, Gladys.....	Talladega	Porter, Vance.....	Calhoun
Hall, George.....	Dekalb	Pruett, Maude.....	Marshall
Heaslett, Ada.....	Talladega	Pruett, O. L.....	Calhoun
Hawkins, Alma.....	Dekalb	Sargent, Susie.....	Calhoun
Hickman, Cora Lee.....	Talladega	Shipp, Vera.....	Dekalb
Horsley, Augusta.....	Talladega	Teague, Ethel.....	Talladega
McAllister, Lillian.....	Dekalb	Wallace, Mrs. P.....	Talladega
Moore, Lucile.....	Cleburne	Waters, Ruth.....	Talladega
Nelson, Annie Lou.....	Shelby	Waters, Mary.....	Talladega
Padgett, Vertha.....	Cleburne	TOTAL.....	31

EXTENSION OF CERTIFICATES

Ballard, Jessie.....	Tallapoosa	Landers, Rosabel.....	Calhoun
Beason, Pauline.....	Cleburne	Posey, Mrs. Ethel.....	Calhoun
Broughton, Anne.....	Cleburne	Richey, Mattie.....	Dekalb
Brown, Jos. H.....	Dekalb	Walker, Bettie.....	Etowah
Clements, Laura.....	Dekalb	TOTAL.....	10
Hill, Fannie.....	Lamar		

BUSINESS COURSE

Alexander, Mabel.....	Calhoun	Miller, O.....	Calhoun
Alexander, Zelma.....	Calhoun	O'Bryant, Virginia.....	Calhoun
Dudley, Mabel.....	Florida	Standifer, Annabel.....	Florida
Higgins, Alma.....	Calhoun	Weaver, Bess.....	Calhoun
Higgins, Annie.....	Calhoun	TOTAL.....	10
McCallough, Verma.....	Calhoun		

ENROLLMENT IN SUMMER SCHOOL, 1919

<i>Name</i>	<i>County</i>	<i>Name</i>	<i>County</i>
Adderhold, Leona	Calhoun	Grogan, Thelma	Cherokee
Allen, Hubert S.	Clay	Grogan, Grace	Cherokee
Allen, Chester J.	Dekalb	Guthrie, Dora	Macon
Amberson, Eudessa Joe	Marshall	Hale, Mary	Etowah
Bailey, True	Marshall	Hammill, Ruth	Dekalb
Barnard, Ruby	Marshall	Harris, Lillian	St. Clair
Barnard, Inez	Marshall	Harris, Cecil E.	Chilton
Beaver, Margaret	Marshall	Hatch, Louise	Marengo
Bentley, Rea Belle	Macon	Hatchett, Geo. W.	Coosa
Bice, Emerson	Coosa	Hatchett, Tabitha	Coosa
Biddle, Geneva	Dekalb	Hasty, Zonia	Marshall
Blankenship, Minnie Lee	Coosa	Hawkins, Alma	Dekalb
Boaz, Ethel	Talladega	Hawkins, Vesta	Dekalb
Bodine, Myra	Marshall	Hawkins, Era	Cullman
Bodine, Ila	Marshall	Hawkins, Thelma	Cullman
Box, Mary Jane	Calhoun	Henderson, Wm.	Calhoun
Brown, Mae	Clay	Hendrick, Jim Will	Calhoun
Bryant, Winnie Ruth	Dekalb	Henry, Daisy	Calhoun
Buckner, W. D.	Limestone	Herring, Mae Belle	Shelby
Buckner, Mrs. W. D.	Limestone	Hester, Essie	Chilton
Burkes, Lillie	Randolph	Hickman, Una V.	Clay
Beard, Horace	Calhoun	Hobbs, Inda	Calhoun
Cain, Louvenia	Calhoun	Hodges, Lillie Mae	Jackson
Camp, Mary	Dekalb	Holden, Linnie	Cullman
Carnes, Bessie	Dekalb	Hollingsworth, Velma	Calhoun
Carpenter, Esther	Calhoun	Hooten, Albert	Randolph
Carreker, Audrey	St. Clair	House, Lillian	Calhoun
Chambers, Winnie	Marshall	Howard, Luther	Dekalb
Chambers, Alma	Marshall	Howle, Glema	Cleburne
Clark, Ellie	Clay	Hudson, Guzyelle	Calhoun
Clayton, Lee	Dekalb	Huey, Elizabeth	Jefferson
Clements, Alma	Jefferson	Hurt, Pearlye	Dekalb
Cogswell, Isabella	St. Clair	Ingram, Albert A.	Clay
Coleman, Sara	Clarke	Jackson, Homer A.	Georgia
Coleman, Agnes	Clarke	Johnson, Myrtle	St. Clair
Cooper, Louise	Calhoun	Johnson, Hilda	Chilton
Collier, Bertha	Marshall	Johnson, Carrie	Etowah
Cosby, Vera	Tallapoosa	Jordan, Myrtle	Elmore
Cox, Jennie Mae	St. Clair	Kirkland, Wilma	Fayette
Cox, Ruby	Calhoun	Landers, Russell	Marshall
Daniel, Rena	Dekalb	Lauderdale, Linda	Coosa
Davis, Cleo	Marshall	Lauderdale, Mary	Coosa
DeShields, Vestal	Dekalb	Laney, Hattie	Randolph
Dickson, Odessa	Marshall	Lee, Della	Jefferson
Dickson, Florence Amy	Marshall	Lee, Alta	Jefferson
Drummond, Maggie	Randolph	Ledbetter, Jimmie	Calhoun
Ekwurzel, Eloise	St. Clair	Letson, Samuel	Marshall
Formby, Ruby	Calhoun	Lette, Effie	Chilton
Formby, Sarah	Calhoun	Linn, Fannie	Marshall
Gaboury, Adelia	Calhoun	Liston, Sara	Calhoun
Gay, Edith	Etowah	Livingston, Maude	Coosa
Gibson, Bessie	Cullman	Looney, Jesse	Limestone
Gidley, Calhoun	Lucile	McCrary, Marie	Hale
Gilliland, Myrtle	Etowah	McEachern, Odessa	Cleburne
Gipson, Buna	Etowah	McCulley, Ruth	Cleburne
Graham, Vindia	Cherokee	Mathis, Joy	Talladega
Gray, Milton	St. Clair	Melton, Goldie	Randolph

ENROLLMENT IN SUMMER SCHOOL—Continued

<i>Name</i>	<i>County</i>	<i>Name</i>	<i>County</i>
Millican, Allen	Marshall	Seaman, Leah	Calhoun
Milligan, Mrs. Virgie	Butler	Simpson, Laura	Dekalb
Milligan, Amy	Calhoun	Sims, Rebecca	Talladega
Mills, Cleo	Calhoun	Satterfield, Homer	Clay
Moody, Manley	Tallapoosa	Slater, Lenora	Dekalb
Moore, Thos.	Calhoun	Smith, Ettie	Dekalb
Moore, Bonnie	Jackson	Smith, Tensie	Tallapoosa
Morgan, Ada	Calhoun	Smith, Effie	Cherokee
Morris, Mollie	Cleburne	Smith, Mrs. Ethel	Etowah
Morton, Jimmie	Calhoun	Snow, Beulah	Cleburne
Nelms, Myrtle	Etowah	Spradlin, Minnie	Marshall
Nelms, Clifford	Etowah	Stevenson, John Forney	Calhoun
Nickerson, Ruth	Tallapoosa	Stevenson, MaryAbernathy	Calhoun
Nixon, Vera	Clay	Stine, Myrtis	St. Clair
Nixon, Hubert	Calhoun	Stone, Era Mae	Randolph
Norris, Lona	Calhoun	Sullivan, Mollie	Etowah
Owings, Pearl	Talladega	Talley, Hester	St. Clair
Painter, Myrtle	Jefferson	Taff, Annie	Jefferson
Parker, Belle	Etowah	Turk, Mollie	Autauga
Partin, M. B.	Wilcox	Turnham, Eldora	Chambers
Patterson, Lafayette	Tallapoosa	Turner, Reuben C.	Dekalb
Payne, Herbert R.	Marshall	Wade, J. Fletcher	Dekalb
Payne, Josie	Dekalb	Waldrop, Herman B.	Lamar
Pinson, Mae	Calhoun	Walker, Bettie	Etowah
Ponder, Jos.	Blount	Warlick, Hannah	Talladega
Pope, Callie	Talladega	Warren, Mattie	Calhoun
Powell, Roy	Dekalb	Washburn, Belle	Dekalb
Powers, Fannie	Calhoun	Weaver, Theo E.	Bibb
Pritchett, Nora	Clarke	Whetstone, Vera E.	Coosa
Pruett, Vona	Marshall	White, Wm. D.	Elmore
Pruett, Gratis	Marshall	White, Jasper	Dekalb
Pruett, Pinckey	Dekalb	White, Minnie	Dekalb
Pruitt, Nannie	Dekalb	Williams, Walker	Calhoun
Potts, Mary	Jefferson	Williams, Flora	Clay
Ralls, Jos. C.	Calhoun	Williamson, Naoma	Clay
Reynolds, Robt. B.	Marshall	Wilson, Jessie	Dekalb
Reynolds, Grace	Tallapoosa	Wilson, Doris	Clay
Ringer, Wayne	Cherokee	Wilson, Erie	St. Clair
Robson, Jno. B.	Calhoun	Wood, Mrs. Augusta	Macon
Roberts, Lenna	Lee	Woodham, Marcus M.	Dale
Robinson, Otis C.	Coosa	Wyatt, Essie	Calhoun
Robinson, Flossie	Coosa	Yancey, Willie	Dekalb
Rogers, Lou B.	Jackson	Yates, Cora	Tallapoosa
Rothrock, Lydia	Etowah	Young, W. J.	Calhoun
Rucks, Ethel	Dekalb		
Rucks, Julius	Dekalb		
		TOTAL,	204

SUMMARY

Senior Class.....	27
Junior Class.....	47
Sophomore Class.....	22
Freshman Class.....	44
Sub-Freshman.....	21
Special and Irregular.....	31
Extension Certificates.....	10
Business Course.....	10
Total.....	212
Total in Summer School 1919.....	204
Grand Total.....	416
Counting None Twice.....	369

231
604