

Special Edition For Prospective Students

This number of All-State is published for the purpose of giving such general information about the school as prospective students may want at this time. More detailed information will be given in the catalog number of the Normal School Bulletin, which will be issued after the readjustments, necessary because of the reductions in appropriations, have been made.

County superintendents and principals of high schools are requested to distribute these among teachers and graduating students who may be interested.

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CALENDAR Spring Quarter, 1933

Wednesday, March 22	Registration
Monday, May 1	Second Term Begins
Friday, June 9	Spring Quarter Ends

Special Quarter for Teachers in Service, 1933

Saturday, April 29	Registration
Monday, May 1	Instruction Begins
Wednesday, May 3	Last Day for Change of Schedule
Monday, June 12	Second Term Begins
Friday, July 21	Special Quarter Ends

Summer Half Quarter, 1933

Saturday, June 10	Registration
Monday, June 12	Instruction Begins
Wednesday, June 14	Last Day for Change of Schedule
Friday, July 21	Summer Quarter Ends

If the number desiring to continue another six weeks after the close of the summer half-quarter and finish a two years course is sufficient to justify it, special arrangements may be made for them to do so.

Fall Quarter, 1933

Saturday, Sept. 30 and Monday, Oct. 2	Registration
Monday, Oct. 3	Instruction Begins
Thursday, Oct. 5	Last Day for Change of Schedule
Monday, Nov. 13	Second Term Begins
Thursday, Nov. 23	Thanksgiving
Friday, Dec. 22	Fall Term Ends

County Teachers Need Not Less But More Preparation Than City Teachers

In city schools there is a fine division of labor among teachers. Most city teachers teach only one grade or one section of a grade, or they teach only one subject in several grades. The children are of approximately the same age and of the same degree of advancement. In larger schools the children of each grade are so grouped as to give to any teacher only children of approximately the same mental ability. This avoids the difficulty of having in the same class children who should make more rapid progress and those who must be permitted to go more slowly. City teachers teach under the immediate direction of a principal who is responsible for the organization, management, and discipline of the school as a whole. Principals and assistants grade and classify the children. There are usually special teachers of music, art, physical training, and other subjects for which most teachers are less well prepared, and probably a supervisor to assist those who need it with any or all of the subjects they teach. Frequently there are health officers and nurses to help with the care of the health of the children. Over all these there

is a superintendent of city schools responsible for general policies and close at hand for immediate and direct help when needed in an emergency.

Many country teachers teach children of all ages from six to eighteen, all the subjects of all the grades from the first through the eighth. Most of them must do a very large part of this work for few country schools have more than three teachers. More than half of them are still one-teacher schools. These country teachers teach without the help of principals and supervisors to organize and direct their work and must be responsible for the discipline and general management. Nor do they have the help of special teachers of music, art, science, and other subjects. Whatever is taught in all or any of the grades must be taught by the one, two, or three teachers who must also be responsible for the whole organization, management, and discipline. The county superintendent is much farther away from individual schools and teachers than is the city superintendent, and usually can give only occasional

ALL STATE



Published, generally semi-monthly, in fourteen issues from October through May by students of the Austin Peay Normal. Subscription by the year—75 cents.

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1932-33

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COUNTY TEACHERS NEED NOT LESS BUT MORE PREPARATION THAN CITY TEACHERS

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help in any teacher.

For citizenship and general culture country people need and have a right to as much and as good schooling as city people. For successful work and living on the farm and in their rural homes, they need more comprehensive knowledge and a wider range than are needed for work and living in the city. For these they must depend almost wholly on the rural schools and to a very large extent on the rural elementary schools.

When city teachers are not in the schoolroom there is comparatively little for them to do except to prepare their school work for the next day, week or year. When not in the schoolroom, country teachers are expected to be leaders in all kinds of legitimate, educational, social, economic, and spiritual enterprises in their communities. The opportunities and responsibilities

of country teachers in this respect are more numerous and more important than those of city teachers.

For these reasons and others, the scholarship and professional preparation of teachers in rural schools should be not less but more extensive, comprehensive, and thorough, than the scholarship and professional preparation of teachers in city schools. The fewer the teachers and the less the division of labor in any school the greater is the need for comprehensive scholarship and all-round ability.

To adopt or continue a policy requiring less preparation for teachers in rural schools than for teachers in city schools is to admit that the education of country children is less important than the education of city children. It can be done only at the risk of continued inefficiency in country schools and permanent inferiority of rural life, work, and culture.

Purpose of School

The Austin Peay Normal School, named in honor of the late Governor Peay, was established "for the purpose of training white teachers for the public schools of the State." This school is now about to finish its fourth year. Already six or seven hundred of its former students are teaching in the rural schools, and the value of their definite preparation is beginning to be recognized. Despite the financial depression the school is constantly growing and the attendance in the present year is larger than in any previous year. As with most new schools, the attendance has been mostly from Montgomery and nearby counties, but the territory from which students come is rapidly enlarging.

The courses of study in the school are for only two years. But the same credits are allowed in issuance and renewal of certificates for work done in this school as is allowed for corresponding work done in other state teacher-training institutions. The same credit is given for junior college courses as is given for similar courses taken elsewhere when students wish to continue their work in senior college. The transfer from this school to other institutions may thus be made without loss of time.

The legal restriction on the purpose of this school is believed to be wise and is accepted in good

faith. The population of Tennessee is predominantly rural. Nearly three-fourths of all children enrolled in the public schools are in rural schools. Nearly two-thirds of them are in elementary rural schools. Of all the white teachers in the elementary public schools more than three-fourths are in rural schools. Of all white teachers in both elementary and high schools, in country and city nearly two-thirds are in rural elementary schools. The people, the children, and the teachers are in the country.

As are the teachers so are the schools. Teachers make them after their own image and likeness. All education of the great masses of the people in this state and the value of the public school system depends, therefore, upon the adequate preparation of teachers for the rural elementary schools, and especially for the rural elementary schools to a larger degree than on anything else. All teachers need not only broad and comprehensive scholarship, but definite professional training.

For success in teaching, rural school teachers need very different training from that which is needed for success in city schools. The Austin Peay Normal School tries to make this difference.

The funds, the equipment, and the energies of this school are dedicated to this supreme purpose. Members of the faculty

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DEPARTMENTS OF INSTRUCTION

Courses numbered 100-199 are freshman courses. Those numbered 200-299 are sophomore courses. Courses numbered in sequence are related and should be taken in the order named.

Figures in parentheses indicate the number of quarter-hour credits.

F—Fall; W—Winter; Sp—Spring; S—Summer.

(When no time is stated the course or courses are given in each of the four quarters.)

ART

MISS SMITH

101 102 103. General Art (1½ each).

A general course embracing work in the fundamental principles of drawing and design.

201. Teaching Drawing in the Lower Elementary Grades (1½). F. Sp.

202. Teaching Drawing in the Higher Elementary Grades (1½). W. S.

206-207. Aesthetic Appreciation and History of Art (3 each).

The purpose of these last two courses is to give power of seeing and enjoying beauty in earth and sky, in field and forest, in painting, sculpture, architecture, dress, household furnishing, etc.

BIOLOGICAL SCIENCES

DR. GRANNIS

101. General Introduction to Biology (4).

102. General Biology (4). W.

103. Human Biology (4). Sp.

201. Human Physiology (3). W.

202. Hygiene and Sanitation (3).

211. Microbiology (4).

221. Biology of the Farm and Farm Home (3).

These courses provide fundamental instruction by lecture, textbook, and laboratory work in the principles of general biology, human biology, and in human physiology as a basis of scientific study of hygiene and sanitation. The course in microbiology has special relation to health and disease. Course 221 is a course on the elementary school level to enable teachers to show pupils how to make direct application of biology and bacteriology on the farm and in the farm home. It applies to plants and animals.

CHEMISTRY AND PHYSICS

MR. BOND

101. General Chemistry (4). F. S.

102. General Chemistry (4). W. S.

103. General Chemistry—Organic (4). Sp. S.

104. Qualitative Analysis (4). Sp.

201-202-203. General Physics (4 each). F. W. Sp.

211. General Science and Its Practical Application for Elementary Schools. (2). S.

212. Physics Applied on the Farm and in the Farm Home (3). * S.

These last two courses use the project method and have special reference to the practical application of physics on the farm and in the farm home.

EDUCATION

MR. MOFFITT, MISS GILL, MR. ALDEN

101. Classroom Management (3).

102. Elementary School Administration, Including Records and Reports. (3).

103. Teaching Reading in the First Four Grades (3).

105. Teaching Arithmetic in the First Four Grades (3). F. Sp. S.

109. Children's Activities in Rural Schools—Methods, Materials and Projects (3).

200. General Psychology (4). F. W. S.

203. Psychology of Childhood (3).

205. Psychology of Adolescence (3). W. Sp. S.

215. History of Education (4). Sp. S.

221. The Problem Child—The Study of Exceptional Children and Their Needs (3). W. S.

131. The Organization of School and Community (3).

231. Observation and Practice (3).

Courses in education provide for comprehensive study of the basis of teaching, organization, material and methods of classroom and in school management. All students preparing to teach are expected to take observation and practice teaching daily in the demonstration school. For the diploma three-quarters of this work are required. These three quarters give nine quarter-hour credits, which are not included in the required eighteen hours of education.

RURAL LIFE

A. J. WHEELER.

111-112. Nature Study in the Grades (3).

141. Methods and Materials for Teaching Agriculture in the Grades (3). F. S.

142. Fruit Growing (3). W.

143. Vegetable Gardening (2).

151. Rural Life Shop Work (3).

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DEPARTMENTS OF INSTRUCTION

(Continued from Page 2)

These courses in rural life are for the purpose of giving such practical understanding of the problems of rural life as will enable the teacher not only to instruct children but to help farmers and farmers' wives and other rural people in their problems, thus helping to make the rural school a center of rural life.

ENGLISH

MR. WOODWARD, MISS HUFF

101. Freshman English: Reviewing the Fundamentals (3). F. Sp. S.
102. Freshman English: Acquiring Skill in Oral and Written Expression (3). F. W. S.
103. Freshman English: Developing Expression (3). W. Sp. S.
- 201-202. Ideals and Forms of English Poetry (3 each). F. W.
205. Children's Literature (3). Sp. S.
207. Language in the Higher Elementary Grades (3). Sp. S.
208. Rural School English (3). F. Sp. S.
209. Reading and Literature in Higher Elementary Grades (3). Sp. S.
213. Development of American Literature (3). Sp. S.
- 214-215. Homer's Iliad and Odyssey (3 each). F. W. Sp.

The courses in English are planned to give students as full mastery as possible of spoken and written English and a knowledge of methods of teaching English in the elementary grades. The course in rural English gives special attention to language and literature for the country schools and is based on the experiences and environments of country children. The course in creative writing is primarily for those who write for the school paper, All-State. The Iliad and Odyssey are read in translation.

GEOGRAPHY

MISS BUCHANAN

100. Elementary Physiography (3)
- 101-102. General Geography (3 each).
- 111-112. Commercial and Industrial Geography (3 each).
201. Methods of Teaching Geography (3). F. Sp. S.
- 211-212. Geography of North America (3 each).

The course in elementary physiography is a basal course in the forms of land and water and in geographic agencies. The course in methods of teaching geography is based on the textbooks used in the elementary schools of Tennessee. The courses in geography of North America are comprehensive and detailed. They give some idea of what the real study of geography is.

HISTORY AND POLITICAL SCIENCE

MR. NICHOLSON, MR. HARVILL, MR. SCOTT ALDEN

- 101-102-103. European History (3 each).
111. Ancient History to the Fall of Rome (3). F. Sp.
- 121-122. English History (3 each). F. W.
131. Current History (2).
141. History of Tennessee (3).
151. Modern Progress in Human Welfare (3). F. Sp. S.
171. Changes in Civilization in Modern Times (3). S.
- 201-202-203. American History (3 each).
231. Teaching History and Civics in the Grades (3). F. Sp. S.
- 211-212. American Political Science Government (3 each). F. W.
213. State and Local Government in Tennessee (3). Sp. S.
201. Principles of Business and Social Relations (2). W. Sp. S.

The regular courses in European, English and American history give a general understanding of the great movements in history in Europe and in America, serve as a basis for further study of history, and is a background for teaching history in the elementary grades. The course in the history of Tennessee gives a practical working knowledge of the history of the state, preparation for citizenship, and for the teaching of the history of the state in the elementary schools. Courses 151 and 171 emphasize the changes in modern individual, social, civic, and economic life as influenced by research and invention. Course 201 is for the purpose of giving practical knowledge of common and business law.

HOME ECONOMICS

MISS WALLACE

- 101-102. Foods (3 each).
103. Canning and Preserving (3). S.
- 111-112. Clothing (3 each).
201. Nutrition (3). W. Sp. S.
211. The Home, Its Care and Decoration (2). W. Sp. S.
221. Home Economics General Course on Elementary School Level (3). W. S.

All the courses in home economics are taught with special reference to the conditions and needs of country life.

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PURPOSE OF SCHOOL

Continued from Page 2.

make it their constant study. Courses of study are adjusted to meet the demands of rural teachers. In making these adjustments, it is remembered that rural teachers should be broadly and sanely rural minded, should know and appreciate the value of things which people living in the country and making their living from the soil should know for health, culture, good citizenship, and efficiency in their work. It will also, be kept in mind that rural teachers should, through their teaching and their wise leadership, help toward making country people healthy, happy, and more efficient in the life they live and the work they do.

Young men and women who wish to prepare themselves for this high service of the state are invited to make use of the opportunities offered by this school.

Location

Clarksville, the home of the Austin Peay Normal School, is a city of ten thousand inhabitants, the largest and most important city of the northern part of Middle Tennessee. Beautiful homes, large grounds, broad streets well shaded by forest trees, an ample supply of excellent water, churches, schools, and a cultured citizenry make it one of the best residence cities of the state. Located on a high bluff overlooking Cumberland River near the confluence of Red River, it has much beautiful scenery. By railway, highway, and bus lines, it is easily accessible from all parts of the state.

Grounds and Buildings

The campus of the Austin Peay Normal School contains thirty acres of gently rolling land, indented by a half dozen large bowl-like depressions, characteristic of this part of the Highland Rim. These depressions are all in various stages of development as sunken gardens, groves of flowering shrubs, blooming and evergreen trees, and forest trees. Large forest trees flowering shrubs, and the blue grass make a beautiful setting for the buildings. The Stewart Building and the Castle Building, containing administrative and class rooms, laboratories, library and reading room, gymnasium and assembly hall; three dormitories with rooms for two hundred and seventy-five students; cafeteria with well equipped kitchen and space for one hundred students and space in basement for shop and laundry; a residence for the president, and a central heating plant. The Myers Harp Hall, the new dormitory for women with rooms for two hundred students, is one of the best and most beautiful dormitories in the state.

Library

The library, housed in Stuart Hall, has a large, well equipped reading room open to students through the school day and two hours in the evening. Books are selected with special reference to the needs of students and faculty. A thousand new books will be added to the library within the next few weeks. The reading room is supplied with magazines, journals of education, and daily papers.

Demonstration And Practice Schools

Effective preparation of teachers must include well directed observation and practice teaching. This observation and practice teaching should be in the schools of the kind in which the students will afterward teach. For this reason, the Austin Peay Normal School has arranged through co-operation with the Montgomery County Board of Education, for the use of some of the county schools, consolidated and one-teacher schools, as practice schools in observation schools, giving teachers in training opportunity to observe and practice under rural conditions. These schools are made as nearly as possible ideal country schools. The organization courses of study and methods of teaching are adapted to the conditions and needs of rural life. Only one, the New Providence school, has yet been taken over.

Five hours of observation and practice and two hours of critic discussions with the necessary preparation of lesson plans are given three credits. Students working for the professional certificate are expected to observe and practice through three full quarters. For this they are given nine credits. These credits are not included in the eighteen credits required in education.

Health and Moral Character

For admission, applicants must present evidence of moral, physical and mental fitness, and ability to do the work of this school and have sufficient preparation to fill acceptably the position of teacher in the rural schools of the state. Physical and mental examinations are given by members of the faculty for the protection and promotion of the health of individual students and of the school. The dormitory for women has a small but well equipped infirmary in which students may be secluded and have necessary attention. The diploma of graduation from the teacher's course is given only to those whose health is such as to enable them to meet the requirements of the school room and whose moral character is such as the state requires for certification.

Physical Training

Physical training is compulsory in the public schools of Tennessee. All students of the Austin Peay Normal School are required to take physical training two hours a week unless excused by the dean on the basis of a physician's certificate. Courses in physical education are planned to meet the following aims: To furnish healthy exercise and recreation, to prepare students for conducting classes in physical education, and to teach organized games and activities suitable for the rural school.

Social Life

The social life of the school is made as helpful as possible to students. All students are expected to conduct themselves as ladies and gentlemen, to obey the few simple rules of the school, and to do nothing to bring adverse criticism on the school. They have such freedom as does not interfere with the student body and the progress of the school. The student activity fund provides for one or more concerts, lectures, or dramatic performances each quarter. Admission to all entertainments and athletic events is free to students.

DEPARTMENTS OF INSTRUCTION

(Continued from Page 3)

LANGUAGES

MISS TANNER

- 101-102-103. Elementary French (3 each).
- 121-122-123. Intermediate French. (3 each).
- 201-202-203. Advanced French (3). F. W. Sp.
- 101-102. Virgil (3 each). F. W. S.
- 103. Ovid (3). Sp.
- 201. Livy (3). F.
- 202. Horace (3). W.
- 203. Pliny (3). Sp.

The three courses in French, elementary, intermediate and advanced, give an opportunity for students to begin French and finish two years of work or to enter with one or more years of high school French and finish the three years course.

For admission to classes in Latin students are expected to have four years of high school Latin.

SCHOOL LIBRARIES

MRS. MORROW

- 51. Library Methods (½). W. S.
- Students are taught to care for public school libraries.

MATHEMATICS

MR. GAYDEN, MISS LACY

- 101. Arithmetic in the Higher Elementary Grades (3). F. Sp. S.
- 101. Teachers' Arithmetic, Higher. (3).
- 105. Farm and Household Accounting (3). Sp. S.
- 110. Constructive Geometry for the Grades (3). W. S.
- 111. Solid Geometry (5).
- 115. Mechanical Drawing (2). F. W. Sp.
- 121-122. College Algebra (3 each).
- 131-132. Plane Trigonometry (3 each).
- 135. Elementary Astronomy (5). F. Sp. S.
- 145. Elementary Surveying (4). F. Sp. S.
- 201-202. Plane Analytical Geometry (3 each).
- 221. Differential Calculus (3). F.
- 222-223. Integral Calculus (3 each). W. Sp.

All regular courses in mathematics are given with the double purpose of mastery of subjects and its practical application in rural life. The course in elementary astronomy is for the purpose of giving such knowledge of the universe as every intelligent person should have. It is a descriptive course supplemented by lantern slides, charts, and observation. The course in elementary surveying is a practical course in land surveying and in making contours. It is intended to enable teachers to assist farmers in work of this kind. In course 110, constructive geometry, the principles of geometry are discovered inductively and are applied to rural life. It is on the elementary school level. Farm and household accounting is a practical course on the level of seventh and eighth grades.

MUSIC

MRS. BELL

- 101-102-103. Sight Singing (1½ each).
- 121-122-123. Music Appreciation. (3 each).
- 221-222. Methods of Teaching Music in the Grades (2 each).

The courses in music are designed to enable teachers to teach music in the elementary schools, to appreciate music, and to take part in singing in church and elsewhere.

Extra-curricula activities in music include glee club, chorus and orchestra.

PHYSICAL EDUCATION

MISS JACKSON, MR. SCOTT ALDEN

- 51-52-53-54. Physical Exercise (No credit).
- 108. Coaching Basketball (1). W. Sp.
- 131. Athletic and Ball Games (1). F. S.
- 141. Track and Field Events (1). Sp.
- 151. Tennis (1). Sp. S.
- 161. Corrective Gymnastics (1).
- 201-211. Physical Education for Primary Grades and for Higher Elementary Grades (1 each).
- 221. Plays and Games (1).
- 231-232. Folk and National Dancing. (1 each).
- 251. First Aid (1). F. Sp. S.

The primary purposes of all the physical training courses are physical development, health, hardihood, easy control of the body, and the ability to teach these subjects in the elementary schools. Course 221 includes such plays and games as may be used most effectively in the rural schools.

Assemblies

General assemblies on three days of the week help to preserve the unity of the school and offer opportunity for spiritual devotion, community singing, and entertainment and instruction through lectures by members of the faculty, students and others. All students are expected to attend these assemblies unless excused by the dean for good reason.

Special Quarter For Teachers In Service

The time of the special quarter covers the last half of the spring quarter and the first half of the summer quarter, but only one registration fee is charged. The work of this quarter is arranged especially for teachers in service who wish to complete the work of a full quarter within the time of the closing of their schools in the spring and the opening of their schools in July or August. Courses are arranged also to meet the special needs of teachers whose education and training have been irregular and who may not be prepared for the permanent professional certificate. Conferences are arranged for discussion of special problems of school organization, management, teaching, and community problems.

Student Expenses

Tuition is free to students residing in Tennessee. Students from other states pay a tuition fee of \$20 a quarter. All students pay the registration fee of \$4.00, and the student activity fee of \$3.00. Women living in the dormitory pay \$6.00 a month for room. Men living in the dormitory pay \$4.00 a month for room. Board at the cafeteria averages from \$10 to \$14 a month. All students from a distance are expected to room in the dormitories unless excused for special reason. Those who live in the dormitories are expected to take their meals in the cafeteria. The following laboratory fees are paid by students taking the designated subjects:

- Chemistry—\$2.00, with an additional \$1.00 for breakage.
- Physics—\$2.00.
- Biology—\$2.00.

There is a fee of \$1.00 for late registration and a fee of \$5.00 for the diploma.

Curriculum

The courses of study in this school are for only two years and are intended primarily to prepare teachers for the rural elementary schools of the state.

Students who complete the curriculum prescribed for elementary teachers are entitled to the diploma and a permanent professional certificate licensing them to teach in the elementary schools of any county in Tennessee.

They are, also, entitled to advanced standing in any of the teachers colleges of the state and in the Department of Education of the University of Tennessee.

Ninety-six quarter hours must be completed according to directions of the dean of the faculty.

Students completing forty-five hours of this curriculum, exclusive of physical education and including nine quarter-hours in education, are entitled to a four-year professional certificate. Students who are graduates of approved Tennessee high schools offering four years of work may complete twelve quarter-hours of this curriculum, including three quarter-hours in education and receive a one-year limited-training certificate, which may be renewed for a year upon the completion of twelve additional quarter-hours of this curriculum, including three quarter-hours in education.

The School Year

The school year is divided into four quarters of twelve weeks each. Each quarter is divided into a first and second term of six weeks each. Students should enter if possible at the beginning of a quarter, registering on registration days as announced on the calendar, but they may enter at the middle of a quarter for a six weeks course. Courses are offered in their proper sequence through the fall, winter and spring quarters. In the summer quarter courses are arranged for those who can attend only one quarter a year. Students who desire to do so may remain through the four quarters and find work consecutively arranged.

Teacher-Training Schools of Tenn.

Tennessee's schools for the preparation of teachers were established by the legislature as a result of the demand of the people, evidenced by resolutions adopted unanimously by hundreds of thousands of people in open mass meetings and by local chapters of many organizations.

Lands and large sums of money were donated by the communities in which they were located, and these communities have never regretted their generosity.

These schools have increased in usefulness and in favor with the great masses of the people, who have willingly appropriated to them more adequate support from year to year. More than any other agency these schools have worked for the improvement of the elementary and high schools of the state and the educational spirit and life of the people.

Apparent dissatisfaction with these schools and their work has not come from the masses of the people. It has been brought to them as a part of the most trivial and most far-fought public education this country has ever known.

Designing enemies of the education of the people and of American democracy of the best type, taking advantage of the present financial and spiritual depression, are making their attack on these schools first, in Tennessee, and in some other states, believing that if they can close them or throttle their influence the rest of the fight will be easier. It is not however, believed that those who have actively fought the teacher training schools in the state legislature of this state did so because of any desire to cripple the public schools. It is assumed that they did not understand fully what results would be.