[May 17, 1906]

STATE UNIVERSITY OF KENTUCKY.

SCHEDULE OF STUDIES

COLLEGE OF MECHANICAL & ELECTRICAL ENGINEERING.

YEAR	FIRST HOUR 8-9 A.M.	SECOND HOUR 9-10 A.M.	THIRD HOUR 10:30-11:30 A.M.	FOURTH HOUR 11:30-12:30 A.M.	1:30-3:30 P.M.	3:30-4:30 P.M.	SAT 9-12 A.M.	TERM
FRESHMAN	ENGLISH 3 DRAWING 2	TRIGONOMETRY 5	PHYSICS 2 DRAWING 3	CHEMISTRY 3 DRAWING 2	WOOD SHOP BENCH LATHE	DRILL GYMNASIUM 4:30-5:30	WOOD SHOP DRAWING	I
	ENGLISH 3 DRAWING 2	HIGHER ALGEBRA 5	PHYSICS 3 DRAWING 2	CHEMISTRY 2 DRAWING 3	PATTERN MAKING & FOUNDRY	DRILL GYMNASIUM 4:30-5:30	PATTERN MAKING & DRAWING	II
	ENGLISH 3 DRAWING 2	HIGHER ALGEBRA 5	PHYSICS 3 DRAWING 2	CHEMISTRY 2 DRAWING 3	PATTERN MAKING & FOUNDRY	DRILL GYMNASIUM 4:30-5:30	PATTERN MAKING & DRAWING	III
SOPHOMORE	ANALYTICAL GEOMETRY 5	ADVANCED PHYSICS 3 SHOP PRACTICE 2	ELEMENTARY DESIGN 5	PHYSICAL LABORATORY 5	IRON & STEEL FORGING	DRILL GYMNASIUM 4:30-5:30	ELEMENTARY DESIGN	I
	ANALYTICAL GEOMETRY 5	ELECTRICITY & MAGNETISM 3 SURVEYING 2	CALCULUS 5	DESCRIPTIVE GEOMETRY 5	MACHINE SHOP WORK	DRILL GYMNASIUM 4:30-5:30	DESCRIPTIVE GEOMETRY DRAWING	II
	ANALYTICAL GEOMETRY 5	ELECTRICITY & MAGNETISM 3 SURVEYING 2	CALCULUS 5	DESCRIPTIVE GEOMETRY 5	MACHINE SHOP WORK & SURVEYING	DRILL GYMNASIUM 4:30-5:30	DESCRIPTIVE GEOMETRY DRAWING	III
JUNIOR	ELEMENTARY ELECTRICITY 5	MECHANICS OF MATERIALS 5	CALCULUS 5	KINEMATICS 5	KINEMATIC DRAWING CHEMICAL LABORATORY	DRILL	TESTING OF MATERIALS	I
	ANALYTIC MECHANICS 5	ELECTRICAL DESIGN 5	CHEMISTRY & GAS ANALYSIS 5	MACHINE & ELECTRICAL DESIGN 5	MACHINE DESIGN	DRILL	FLUE GAS ANALYSIS	II
	GRAPHIC STATICS 5	DYNAMO & MOTOR DESIGN 5	ANALYTIC MECHANICS 5	DYNAMO ELECTRIC MACHINERY 5	MACHINE DESIGN ELECTRICAL LABORATORY	DRILL	ELECTRICAL DESIGN	III
SENIOR	THERMODYNAMICS 3 HYDRAULICS 2	HISTORY 3 LOGIC 2	ALTERNATING CURRENTS & DYNAMO MOTOR DESIGN	VALVE GEARS 3 STEAM BOILERS 2	VALVE DESIGN & ELECTRICAL LABORATORY	LIBRARY	STEAM LABORATORY	I
	ALTERNATING CURRENTS & POWER PLANTS 5	HISTORY 3 LOGIC 2	STEAM ENGINE & PUMP DESIGN	DYNAMOMETERS & STEAM TURBINES 3	VALVE & DYNAMO AND MOTOR DESIGN	LIBRARY	STEAM LABORATORY	II
	THESIS 5	HISTORY 3 LOGIC 2	PHOTOGRAPHY 5	THESIS 5	THESIS	LIBRARY	THESIS	III

NUMBERS GIVE HOURS RECITATION DURING THE WEEK.
2's RECITE ON TUESDAYS AND THURSDAYS; 3's, ON MONDAYS, WEDNESDAYS AND FRIDAYS.

47-M-64

[May 15, 1906]

47-M-64

Reports including Jan. 28th 1889.

Aud. J	73	Cowherd	9
Asher. H. H.	6	Dolan	58
Asher Robt.	18	Dorsey	37
Barber. L. S.	14	Evans	30
Barber B D	26	Forsten K. R.	97
Brown R. A	16	Forester	5
Briscoe	19	McMurtry.	22
Burgess	26	Pottinger	10
Baird.	25	Garred	19
Bull	20	Howell	31
Brentlinger.	7	Hurst J. H.	8
Botts.	46	Hurst. W. D.	6
Brown F. H.	6	Harney	19
Currant	60	Hays. J. S.	15
Clardy	12	Hardin. J. W.	5
Calhoun	63	Hays. J. M.	6
Cran	56	Johnson J. R.	27

Mann	1	Burton	17
Rose J.	9	Clark	1
Jenkins	21	Smith	15
Le Flore. C	46	Steiger	4
Le Flore. L	94	Silver O. I.	13
L Flore C. H.	76	Sryggley	89
Lee	9	Tuttle	22
McFarlin	19	Trigg.	22
McConathy	11	Tucker	25
Martin	32	Todd	14
Moore D	99	Wallace	6
Moore S. M	42	Winston	23
Maxey	15	Waldrop	34
Maussin H. B.	49	Williams H. B.	42
Middleton	47	Norman. C. E.	18
~~Neal~~ Neal	22	Norman R. M	1
Norton	4	Norman A. C.	8
Page.	11	Anderson J. B.	52
Powers.	5	Johnson J. H.	20
Pugh	79	Morris	1
Ray	16	Jones	9
Cooper	4	Hardin R. R.	5
Piatt	24	Hieronymus	4

47-M-64

State College of Kentucky, Lexington,
June 2, 1888.

President James K. Patterson:

The number of students who attend the classes in Book keeping during the year 1887-88 is thirty-one, twenty-six males and five females.

A class composed of twenty-eight members, twenty-three males and five females, was organized at the beginning of the first term, and continued the study through the year. On account of inability to do creditable work, one member was excused from this class the first term. In the second term two were excused on account of irregular attendance. Five members left college the first term; seven, the second term; and three members, having shown an inability to continue with the class, were transferred to a lower class shortly after the beginning of the second term. When the class was examined, six members passed, and are entitled to certificates showing the amount of work done. These six are Messrs. N. L. Bosworth, O. Goldsmith, J. C. Hearne, C. S. Houston, D. L. Young, and Miss Ruth Rush.

At the beginning of the second term, a second class was organized, composed of three members in addition to the three who were transferred from the first class. One member was excused

ing three did good work and passed examination. In general, the work of both classes was good.

Respectfully submitted,

M. L. Rimer.

Inventory of Property belonging to the Agricultural Experiment Station of the State College. Jan. 31. 1888.

Dear Sir:-

I give below an inventory of the property belonging to my Department Jan 31. 1888.

Very Respectfully
M.A. Scovell
Director

Pres. James K. Patterson Ph.D.
State College.

Invoice.

Station Laboratory.

Writing Desk	22.50
Table	2.00
Letter Press.	8.00
Book Case	23.89
Books	167.00
Case for Bulletins	3.00
Shelves	5.00
Chemical Balance	100.00
Assay Balance	30.00
Desk for Apparatus	30.00
2 Herb Mills	34.00
Water-Baths	40.00
Kjeldahl Apparatus	14.50
Platinum Ware	144.90
Platinum Crucible extra	11.90
Bunsen Furnace	65.00
Carried forward	701.69

Brit ford	701.69	
Flasks	12.40	
Erlenmyer Flasks	25.95	
Beakers	11.60	
Funnels	4.80	
Graduated Apparatus	13.00	
Cylinders	9.30	
Pipettes	8.70	
Burettes	11.80	
N. Tubes, Ca Cl tubes		
Kjeldahl Flasks,		
Wash bottles		
Evaporating Dishes		
Dialyzer		
Funnel tubes		
Hydrometer		
Desiccators and		
other Glassware	400	
Chemicals	200	
Fixtures	100	1499.04

Green House. Flowers & pots 300.00

Farm.

2 Mules	350	
1 Wagon	30	
1 Spring Wagon	90.	
1 Cart.	25.	
1 Fanning Mill	20	
Carried forth	515	1799 04

Brit ford -	675.00	1779.04
Cane Mill	32.00	
Hay rakes	25.00	
Plows	8.00	
Cultivators	10.00	
Seed Drill	12.00	
Other tools	10.00	
Tobacco on hand - about	30.00	643.00
Total Invoice.		$2542.04
Harness		40.
		$2582.04

Agricultural
Experimental
Station.

Inventory

$2582.04

M A Scovell.
Director.

47-M-64

State College Chem. Laboratory. Inventory

Jan. 1/81 Chemical & Physical apparatus purchased by Dr. R. Peter
Original cost as p. bill $1925.00
Some of this has been broken & damaged leaving appar. worth about $1000.00
Sept. 1/84 Estimated cost of appar. & chemicals on hand Sept 1/84 in addition to the above 1250.00

Feb. 1/88 Desks put in place Sept/84 200.00
Sept. 1/84 Glass ware & appar. 510.00
Dec. 1/84 Balance (Chemical scales) 45.00
Sept. 1/84 Chemicals & charts for illustration 566.00
Total. $2410.50

The above figures are taken from the original bills which are on file. A detailed statement showing the cost of the separate pieces of apparatus, can be furnished upon application, if desired, within the course of a week.

C. F. v. Schweinitz
Prof. of Chemistry

10.20
2.10
8.70

Lexington Ky June 1st 1880
A & M College Dr

to Students for working on farm from the 1st of May to the 1st of June

Received Payment

			8 cts per Hours	Amt	
3.28	J. F. Ware	John Ware	125	10	00
	W D Ware	W D Ware	86½	6	92
2.00	W. W. Ware	W. W. Ware	50½	3	03
	County aft J B Smyth	John B. Smyth	73	5	84
No.	$5.69 due for fees. J Gay	June 2nd 1880. Gay having left College and holds it subject to order of J Gay. Treas White received his money from Jas Moore	75	6	00
	J E Frazier	J. E. Frazier	151	12	08
	J Bowles	J. H. Bowles	108	8	64
No.	A C Lee	Andrew C. Lee	127½	10	20
3.22 No. 3.22	J S Parker pd 6.78	J. S. Parker	104½	8	36
2.00 2.00	W D Berand	W. D. Berand	77	6	16
1.00	H. K. Osenton	H. K. Osenton	87½	7	00
	J Ingram	Jas. E. Ingram	54½	4	36
	J S Strother	J. D. Strother	34	2	72
	G T Strother	G. T. Strother	42½	3	40
	H E Bryant	Bryant per N. J. Weller	41	3	28
96	J S Jasper	John S Jasper	12		96
1.20	S V Hoopman	credit on fees session 1879-80. J. G. White Tr.	15	1	20
3.00	W. D. Ware feeding in Feb. " " " & rent of Deamville Aug. 1879	credited as follows by J. G. W. Treas. $1.75 $1.29		3	00
15.66	This account is correct			$103	15

Jas K. Patterson

M-64

Voucher No. 213.
$103.15
Jas M. Moore for pay
Student Labor in
May 1880.
Paid June 1st 1880.

Prof. W. K. Patterson.

Dear Sir:-

The classes I have had in charge for the session now about to close are five in number; viz., one in Robinson's New Elementary Algebra, two in Robinson's Progressive Practical Arithmetic, one in Robinson's Progressive Higher Arithmetic, and one in Reed and Kellogg's Graded Lessons in English.

The class in Algebra, composed of (23) twenty-three or (24) twenty-four Students, (5) five of whom are girls, completed the entire work, excepting Approximate Roots and the Appendix (which two subjects embrace only 20 pages) and thereviewed almost the whole book.

The two classes in Practical Arithmetic, numbered during the first term about (56) fifty-six, and during the second (49) forty-nine, there being nearly half as many girls as boys. More accurately, something over 40%. These classes may be said to have completed and reviewed the work, with the exception of four (4) pages of "Miscellaneous Tables" at the end of the book.

The class in Higher Arithmetic finished the work except the subject of Mensuration.

and also reviewed most of the book. This class was composed of (26) twenty-six boys and (3) three girls during the first term and (22) twenty-two boys and (2) two girls the second term.

The class in English completed the work quite thoroughly, besides writing extra dictation exercises &c. The number in the class was (29) twenty-nine the first term and (26) twenty-six the last, there being three girls each term.

All these classes have not yet been examined, and all the papers that have thus far been submitted for examination have not been graded, so that a full report as to the per cents that have passed satisfactorily cannot now be given; but, judging by the marks for the scholastic year, and the results of the examinations as far as known, I think, considering all the circumstances, that these classes have made fair progress.

Very respectfully,

J. Lewis Logan.

A. & M. College,

Lexington, Ky., June 2, 1888.

The boys generally in deportment are as boys average, and about as studious. Several are unusually good and studied well.

Respectfully,

Mrs L. B. Blackmon

Ky State College

June 5th 1888.

Prof Walter K. Patterson

Prin Preparatory Dept.

Sir:

I have the honor to hand you herewith a report on the Elementary Algebra Class which has recited to me since the beginning of the second term.

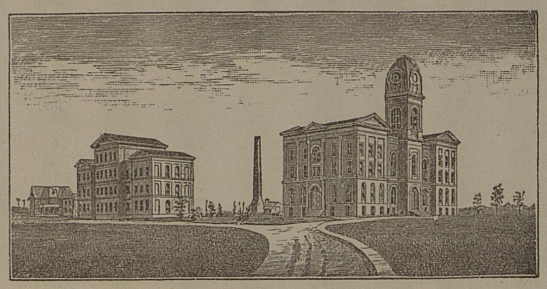
The Class was originally composed of 16 members. 13 males and 3 females. The Class was of poor material and made a low Standing. Only 10 of the 16 remained for the Examination and only three of the 10 made an average sufficient to pass.

I am Very Respectfully

D. H. Clark

Report see 104 -
Elementary Algebra

47-W-44



STATE COLLEGE OF KENTUCKY.

LEXINGTON, KY., JUNE 7 188 8

Prof. Jas K. Patterson
Lexington, Ky

Dear Sir

The following report presents the average result of the examination and class standing of William Andrew Patterson for the Collegiate Year ending June 7, 188 8

JAMES K. PATTERSON, President.

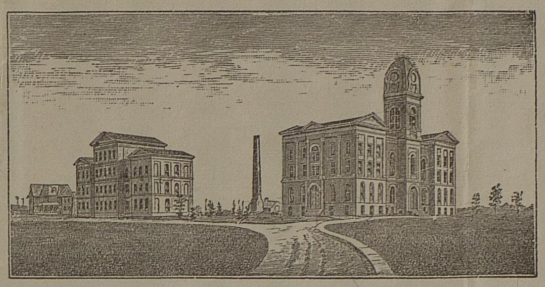
☞The highest mark attainable is 15 and the lowest that entitles a student to pass to a higher class is 11.25.☜

DEPARTMENT OF CIVIL HISTORY:	
Junior	
Senior	
DEPARTMENT OF ENGLISH:	
Rhetoric	
English Literature	13
Logic	13
History of English Literature	
Early English	
DEPARTMENT OF LATIN AND GREEK:	
—— year Latin	
—— year Greek	
DEPARTMENT OF MODERN LANGUAGES:	
—— year German	
—— year French	
DEPARTMENT OF MATHEMATICS:	
Algebra	
Geometry	
Trigonometry	
Surveying	
~~Calculus~~ Analyt. Geom.	9.56
Mechanics	
Astronomy Absent from class several weeks Not examined	

DEPARTMENT OF NATURAL HISTORY:	
Anatomy, Physiology and Hygiene	
Botany	
Geology	
Zoology	
Histology	
Palæontology	
DEPARTMENT OF PHYSICS AND CHEMISTRY:	
Elementary Physics	
Elementary Chemistry	
Organic Chemistry	
Agricultural Chemistry	
Practical Chemistry	
NORMAL DEPARTMENT:	
Civil Government	
School Economy	
Psychology	
Methods of Teaching	
MENTAL AND MORAL PHILOSOPHY.	
POLITICAL ECONOMY.	
BOOK-KEEPING.	
PRACTICAL MECHANICS.	
DRAWING.	
MILITARY TACTICS.	

PREPARATORY DEPARTMENT.

JUNIOR.		SENIOR.	
Algebra—Elementary		Algebra—Complete	
Arithmetic—Practical		Arithmetic—Higher	
English Grammar—Elementary		English Grammar—Advanced	
Geography—Descriptive and Political		Outlines of History	
Elementary History		Physical Geography	
		Elementary Zoology	
		Elementary Botany	



STATE COLLEGE OF KENTUCKY.

LEXINGTON, KY., JUNE 7 1888

Mr. George B. Carter
Louisa, Ky

Dear Sir.

The following report presents the average result of the examination and class standing of Yourself (V. E. Nuney) for the Collegiate Year ending June 7, 1888

JAMES K. PATTERSON, President.

☞The highest mark attainable is 15 and the lowest that entitles a student to pass to a higher class is 11.25.☜

DEPARTMENT OF CIVIL HISTORY:	
Junior	
Senior	
DEPARTMENT OF ENGLISH:	
Rhetoric	
English Literature	
Logic	
History of English Literature	
Early English	
DEPARTMENT OF LATIN AND GREEK:	
——— year Latin	
——— year Greek	
DEPARTMENT OF MODERN LANGUAGES:	
——— year German	
——— year French	
DEPARTMENT OF MATHEMATICS:	
Algebra	
Geometry	
Trigonometry	
Surveying	
Calculus	
Mechanics	
Astronomy	

DEPARTMENT OF NATURAL HISTORY:	
Anatomy, Physiology and Hygiene	
Botany	
Geology	
Zoology	
Histology	
Palæontology	
DEPARTMENT OF PHYSICS AND CHEMISTRY:	
Elementary Physics	
Elementary Chemistry	
Organic Chemistry	
Agricultural Chemistry	
Practical Chemistry	
NORMAL DEPARTMENT:	
Civil Government	
School Economy	
Psychology	
Methods of Teaching	
MENTAL AND MORAL PHILOSOPHY.	
POLITICAL ECONOMY.	
BOOK-KEEPING.	
PRACTICAL MECHANICS.	
DRAWING.	
MILITARY TACTICS.	

PREPARATORY DEPARTMENT.

JUNIOR.	
Algebra—Elementary	
Arithmetic—Practical	
English Grammar—Elementary	
Geography—Descriptive and Political	14.18
Elementary History U. S.	14.3

SENIOR.	
Algebra—Complete	
Arithmetic—Higher	12.7
English Grammar—Advanced	13.45
Outlines of History	
Physical Geography	
Elementary Zoology	
Elementary Botany	

Hon W. M. Beckner [1888] June

Chairman Joint Committee

Frankfort Ky.

Dear Sir

In compliance with your expressed verbal request that I should state in writing to the Committee the character of the relations which I have sustained to the Chemical Department during the year 1880, I beg to submit the following. Dr. Robt. Peter who had been Professor of Chemistry while this College was attached to the Kentucky University was appointed in 1880 to fill the Chair of Chemistry in the Agricultural and Mechanical College. His course of instruction in the A. & M. College prior to 1880 had been a very meagre one indeed. He lectured one hour a day in the College. His lectures during the first term were devoted to elementary Natural Philosophy or Physics, and the second term were devoted to Chemistry. Into this one term of

twenty weeks. was compressed all the Chemistry which the student was required to take. I demonstrated with Dr. Peter that the course was too meagre and too narrow, that it fell far short of the requirements of an Agricultural and Mechanical College and should be expanded and enlarged. To this his invariable reply was that he had to bring his apparatus with him from Kentucky University in a basket to illustrate each days lecture, that he had no laboratory at the A & M College buildings and under existing circumstances could do no better.

When the A & M College was placed on an independent basis I thought that the time had come for an enlargement and expansion of the course of instruction in Chemistry. He said that he could make no enlargement unless he got an assistant. Meanwhile he adhered to his former course of instruction, namely, five months in physics and five months in Chemistry. He taught but one hour each day. He alleged that the rest of his time was

required for preparation. But Dr. Peter was all this while doing chemical work for the geological survey, a work which had no connection with the College, and for which he was receiving independent compensation from the State. The Board of Trustees were reluctant to give him an assistant so long as he was doing work outside of his professorial work, upon time which if given to the College would have been ample for all the requirements of his Department.

Up to this time we had had no Program of Agriculture. The Board of Trustees directed me to find a suitable man for the Chair of Agriculture. The correspondence was submitted to them and their choice fell upon Prof. W. A. Kellerman. He was appointed Prof. of Agriculture, of Agricultural Chemistry and of Elementary Botany. Up to this time agricultural chemistry had never been taught in the College except in an incidental way as part of Dr Peter's five months course of general chemistry. The Board of Trustees soon insisted that Dr Peter should organize and instruct a class in Practical Chemistry. He asked

again for an assistant, and resisted his own appointment to that position, but the Board held that he had no legitimate claim for an assistant paid by the College so long as he was doing work, on the time of the College, for the geological survey. He accordingly organized a small class and placed it under his own A. M. Pelton, but the work in practical chemistry thus carried on failed to attract many students. Meanwhile again a brief connection with the College Prof. Kellerman resigned under the circumstances related to your honorable Committee and confirmed by Hon P. P. Johnston, on the evening of the 15th inst, when I was examined by you. The Chair of Agriculture remained vacant for a year. At the expiration of that period Prof. A. E. Menke was appointed to the vacant Professorship. He was in addition to his knowledge of agriculture the best chemist of his age whom I have ever met. In organic chemistry he was a genius and a discoverer. Classes were organized under his instruction in Organic Chemistry, Agricultural Chemistry Elementary Zoology and Botany

and during one or two years in Veterinary Science. Dr Peter regarded him with extreme dislike from the beginning and this feeling was shared by Prof. Crandall in a less degree. Dr Peter regarded him as a rival and a possible successor. He said to me that he considered Prof. Menke's introduction into a department in the College as a reflection upon himself. I replied that his refusal to expand his Chemical course rendered the addition of Agricultural and Organic Chemistry under another man imperative, and that the scientific necessities of the College could not be subordinated to his prejudices. Dr. Peter went so far as to refuse the use of the chemical apparatus belonging to the College to Prof. Menke and the Board determined not to have any quarrel with him, bought a new outfit of chemicals and apparatus for Prof. Menke. She later in addition organized classes in Practical Chemistry which did good work.

for the College.

The Board of Trustees felt seriously embarrassed by Dr. Peter's attitude. He was already an old man, 80 years of age. He had been a teacher of Chemistry for fifty years, and had an extended reputation. They hoped that a sense of his increasing infirmities, impaired vision and impaired hearing, would at no distant day indicate him to resign. He was not only giving his classes an absurdly limited course, but he was in consequence of his impaired vision and hearing losing all control of his class in the class room. I stepped in occasionally and then all was quiet but as soon as I was out his class room was a scene of disorder such as existed no where else in the College. The visiting Committee of the College noted the diminishing usefulness of Dr Peter and at the last meeting of the Board his retirement was resolved upon.

Dr. Spence, a member of the Board and an ardent friend of Dr. Peter said that Dr. Peter was delivering

the same course of lectures which he had heard him deliver fifty years before, that while Chemical Science had grown Dr Peter had not kept up with it, and that a reorganization of his Department had become indispensible. In fact I had another member of the Board concurred in these views and told me several weeks before the regular meeting of the Board of Trustees that a reorganization would be proposed and urged. Prof. Scovill the Director of the Station and himself a Chemist said to Dr. Sprague that one man ought to do all the work that Dr. Peter was doing and all the Chemical work which belonged to Prof. Mentes Department. He said moreover that the knowledge exhibited by Dr. Peters pupils in their examination fell far short of what it ought to be, and that his course of instruction was entirely inadequate to our wants. Gen. L. Bull in his ~~annual~~ report upon the Condition of the College recommended the Consolidation of the Chemical work done by Dr. Peter and Professor Mentes. The subject of Consolidation was formally brought before the Board on

Bruell's report, not at my instance though Dr Peter's ~~Prof Cromwell~~ friends gave me the credit of it.

Prof. Menke by certain levities and indiscretions had made himself obnoxious to some members of the Board. They were accordingly unwilling to retire Dr. Peter and leave Prof. Menke incumbent of the consolidated chair. A resolution was according passed consolidating the two chairs of chemistry and declaring the consolidated ~~it~~ chair vacant, June 1 1887.

Prof Schweinitz who came well recommended was elected for one year to the vacant chair. The Board now feel free to expand and have already largely extended the course and provided facilities for practical laboratory work, whether the present incumbent will be continued beyond this year, or another must be sought for will depend upon the record for efficiency and ability which he makes this year. The Board are determined to build ~~it up~~ the Chemical Department, to spare no expense within their

means to accomplish this end. Its present condition is immeasurably in advance of what it was and there is every indication that it will improve still more from year to year.

A Dept. of Chemistry in such a college as this ought to be fully abreast of the requirements of the age. It should make ample provision for instruction not only in Elementary Chemistry but in Agricultural Chemistry, Organic Chemistry and qualitative and quantitative analysis.

This the Agricultural College is determined if it has the means to do.

My constant endeavor has been to get the best possible service for the salaries paid. These have in the main been reasonable. But I am bound to say that some of our Professors are worth more than they receive. This College is not yet rich enough to support sinecures whose assistants shall do the work while they draw the pay. You may understand that

this is one of the difficulties which I have had to encounter in the administration of the College. But in this happily the Board of Trustees and Executive Committee have always been in full accord with me. I state confidently and without reserve that the policy which I have carried out has always been the policy of the Board and I state moreover with perfect confidence that every member of the Board of Trustees will bear cheerful and unhesitating testimony to this fact. We have worked together honestly loyally and faithfully for the best interests of the College as we conceived them to be.

I have the honor to be

Your Obt. Servant

Jas. K. Patterson

Fees of students resident in Dormitory 1887-8

Name	County	Tuition	Matriculation	Room	Fuel & lights	
Outten	Fulton	County appointee free	$ 2,50	$ 2,50	$ 4,00	
Eaves	Henderson	"	5,00	5,00	8,00	
O'Brien	La Rue	"	5,00	5,00	8,00	
Fults	Jefferson	"	5,00	5,00	8,00	
Salmon	Hickman	"	5,00	----	----	gone
Elliott	Nelson	"	5,00	5,00	8,00	
Stewart	Livingstone	"	5,00	5,00	8,00	
Bush	"	"	5,00	5,00	8,00	
Baltzer	Fulton	"	5,00	5,00	8,00	
Thompson	"	"	5,00	5,00	8,00	
Pottinger	Nelson	"	5,00	5,00	8,00	
Reddish	Jefferson	"	5,00	5,00	----	
Taylor	Fulton	"	5,00	5,00	8,00	
Ewing	Scott	"	5,00	5,00	8,00	boarding in town
Stanfill	Knox	"	5,00	---	---	
Washington	Greenup	"	5,00	5,00	8,00	boarding in town.
+ Norman	Henderson	"	2,50	2.50	4.00	
+ Norman	"	"	2,50	2.50	4.00	
Dillon	"	"	5,00	5,00	8,00	

+ remainder of fees due, not yet collected.

$ 281,00

Fees of students resident in Dormitory - Continued

Name	County	Tuition	Matriculation	room	Rent & hospl	
Lovell	Carlisle	free	$ 2.50	2.50	4.00	gone home
Stanley	Jessamine	"	5.00	---	---	
Hale Ward	Scott	"	5.00	5.00	8.00	
Williams	Anderson	"	5.00	5.00	8.00	
Moore C.C.	Fayette	7.50	2.50	2.50	4.00	
Wells	Grant	free	5.00	5.00	8.00	
Barnes	Kenton	15.00 fees	5.00 in litigation.	5.00	8.00	boarding in town
Cooper	"	15.00	5.00	5.00	8.00	" "
Jackson	Knox	free	5.00	---	---	
Caldwell	Owen	"	---	---	---	boarding in town.
Neal	Anderson	"	---	---	---	
Dr Cooney	Mecklenburg	"	---	---	---	
Steele	Carter	"	5.00	5.00	8.00	
Doty	Louisiana	15.00	5.00	5.00	8.00	gone
* Ramsey	Clarke	free	5.00	5.00	4.00	
Carter	Lawrence	"	---	---	---	
Money	"	"	---	---	---	
Hays	Whitley	"	---	---	---	
Dr Logan	"	"	---	---	---	

* Will refund his fees. He cannot afford payment $220.50

Fees of students residing in Dormitory Continued

Name	County	Tuition	Matriculation	Room	Total Fees	
A. Goldsmith	Kenton	15.00	5.00	5.00	8.00	
C. Goldsmith	"	15.00	5.00	5.00	8.00	
Garrity	Jefferson	free	5.00	5.00	8.00	
Clardy	Champaign	"	5.00	5.00	8.00	
Asher	Bell	"	5.00	5.00	8.00	
Francis	Lawrence	"	5.00	5.00	8.00	
Courland	Taylor	"	2.50	2.50	4.00	
Workman	Robertson	"	5.00	5.00	8.00	
Young	Lincoln	"	5.00	5.00	8.00	
Rose J.L.	Whitley	"	5.00	5.00	8.00	
Silen	"	"	5.00	---	----	gone home
Kendall	Morgan	"	5.00	5.00	8.00	" "
Hopson	Trigg	"	5.00	5.00	8.00	" "
Moore D.	Bourbon	"	5.00	---	8.00	
† McDowell	Robertson	"	2.50	2.50	4.00	
Shreve	Kenton	"	5.00	5.00	8.00	
† Rankin	Wayne	"	2.50	2.50	4.00	
Clarke	Clarke	"	5.00	5.00	8.00	
Faulkner	Knox	"	5.00	× 5.00	× 8.00	

† Remaining fees due. × not yet collected $327.00

Fees of students resident in Dormitory. Continued.

Name	County	Tuition	Matriculation	Room	Fuel & light
Farmer	Leslie	free	----	---	----
Dyche	Jackson	"	----	----	----
Stacy	Kenton	15.00	5.00	5.00	8.00
× Deglow	"		2.50	2.50	4.00
Forston	Anderson	free	---	---	----
McMurtry	Tessamine	"	---	---	----
Brown	Whitley	"	---	---	----
Yates	Laurel	"	---	----	---
Brock	"	"	5.00	----	---
Anderson	Fayette	15.00	5.00	† 5.00	† 8.00
Fugitt	Lawrence	free	---	---	---
Kazee	Johnson	"	---	---	----
Jackson	Knox	"	† 5.00	---	---
Hodges	Bell	"	----	---	---
Bruggess	Lawrence	"	----	---	----
Garred	"	"	----	----	----
And	Shelby	"	† 5.00	† 5.00	† 8.00
Davis	"	"	---	---	---
Dolan	Hardin	"	---	---	---

× Taught by private tuition. † Not yet collected.

$103.00

Fees of Students resident in Dormitory; Continued

Names	County	Tuition	Matriculation	Room	Heat & light	
Lewis	Pulaski	free	----	----	----	gone home
Wood	Christian	"	----	----	----	" "
Hardin	Washington	"	----	----	----	Boarding in town
Hardin	"	"	----	----	----	"
Davis	Knox	"	5,00	----	----	
Trigg	Owen	"	----	----	----	
Rose J. W.	Elliott	"	----	----	----	
Carter	Montgomery	"	----	----	----	
Florida	Harlan	"	5,00	----	----	
Lillie	Robertson	"	5,00	2,50	4,00	21,50

Total Dormitory fees	953,00
Deduct fees uncollected	49,00
Balance.	$904,00

47-M-64

Pres. Jas K. Patterson,
State College of Ky.

[Sep. 30, 1888]

List of cadets recommended for the offices designated

2 Quartermaster.	2 Quartermaster-Serg.
1 Mowery ✓	1. The rejected quarter-
2 Brown	master. 2. Scovill ✓

Adjutant.	Sergeant-Major.
Yates ✓	Wallis ✓
Mc Farlin ~	Carter ✓

Captains	2d Lieutenants
Calhoun ✓	The three rejected 1st Lts
Gunn ✓	Ingram ✓
The rejected Adj.	The rejected Serg. major
Koenig ✓	Mc Conathy ✓
Nicholas ✓	
Rodgers ✓	1st Sergeants.
1st Lieutenants.	The three rejected 2d Lts
The three rejected Capts.	Dowis ✓
Patterson A.A.	Steadman ✓
Anderson K.T. ✓	Hearne J.C. ✓
Milligan ✓	

2d Sergeants.
The three reject. 1st S.
Scovill ✓
Brook ✓
Bryan Jno. ✓

3d Sergeants
The three reject. 2d S.
Stanfill ✓
Guerrant ✓
Addham Jeff. ✓

4th Sergeants.
The three reject. 3d S.
Pottinger ✓
Trigg ✓
Williams ✓

1st Corporals
The three reject. 4th S.
Bartlett ✓
Bosworth N. L. ✓
Bryan, Dan ✓

3d Corporals
The three reject. 2d C
~~Cowherd~~ Berry H.S.
Cox. A. M. ✓
Coyle ✓
~~Clardy~~

2d Corporals.
The three reject. 1st C
Elkin ✓
Curtis R.A. ✓
Asher H.H. ✓

4th Corporals
The three reject. 3d C
Page ✓
Helm C.F.
Reynolds. ✓

Respectfully submitted to
Pres. Patterson by the Committee.
Sept. 27th 1888. Jas. G. White, chairman.

Jan. 18th, 1859.

Aud	64	Lee	9
Asher H.H	6	McFarlin	19
Asher Robt.	18	McCrothy	11
Barber L.S.	14	Martin	32
Barber B.D.	21	Mann D.	77
Brown R.A.	16	Mann S.M.	37
Briscoe	14	Maxey	5
Burgess	26	Mangin	22
Baird	19	Middleton	47
Bell	20	Norton	4
Breitlinger	7	Neal	15
Bates	37	Page	10
Brown F.H.	5	Powers	5
Cross	0	Rugh	59
Currant	48	Roy	5
Clardy	9	Riatt	11
Calhoun	63	Smith	10
Crane	40	Steger	4
Cowherd	9	Siler	8
Dolan	37	Snyder	89
Dorsey	16	Tuttle	22
Evans	20	Trigg	22
Forrester	0	Thobe	54
Forsten	61	Tucker	15
McMurtry	4	Todd	14
Pottinger	5	Throckmorton	0
Yarnd	17	Wallace	5
Howell	27	Winston	19
Hurst J.H.	8	Waldrope	34
Hurst W.D.	5	Williams	25
Harney	7	Gourgue	60
Hays J.S.	5	Yates	0
Herdin J.W.	0	Norman S.C.	8
Hays J.M.	1	" C.E.	18
Johnson J.R.	23	" R.M.	1
Jenkins	21	Anderson	42
LeFlore Comp.	30	Johnson J.H.	15
" Louis	80	Mimis	1
" C.H.	71		

June 18th, 1869.

Aud	64	McCarthy	11
Acher H.H.	6	Martin	92
Acher Robt.	18	Moore D.	77
Barber L.S.	14	Moore S.M.	33
Barber B.D.	21	Maury	5
Brown R.C.	16	Magpie	22
Briscoe	14	Middleton	47
Burgess	20	Norton	4
Baird	19	Neal	15
Bell	20	Page	10
Breuttinger	7	Powers	5
Botts	39	Pugh	59
Brown F.H.	5	Ray	5
Cross	0	Riatt	11
Currant	48	Smith	10
Clardy	9	Steger	4
Calhoun	63	Siler	8
Crane	40	Snyder	89
Cawford	9	Tuttle	22
Dolan	37	Trigg	22
Dorsey	16	Thobe	54
Evans	20	Tucker	15
Fenton	61	Todd	14
Forrester	0	Throckmorton	0
McMurtry	4	Wallace	5
Rettinger	5	Winston	19
Garrod	17	Waldrope	34
Howell	27	Williams	25
Hunt J.H.	8	Youngman	60
Hunt W.D.	5	Yates	0
Horney	9	Norman S.C.	8
Hays J.S.	5	Norman C.C.	18
Hardin	0	Norman R.M.	1
Hays J.M.	1	Anderson	42
Johnson J.R.	23	Johnson J.H.	15
Jenkins	21	Morris	1
Le Flore Camp.	30		
" Louis	80		
" C.H.	71		
Lee	9		
McFarlin	19		

Reports of 2nd Session including Feb. 28th 1889.

Aud	15	Smith	16
Barber L.S.	5	Siler	21
Barber B.D.	5	Trigg	6
Brown R.A.	1	Tucker	7
Burgess	16	Todd	9
Baird	6	Throckmorton	6
Botts	9	Wallace	2
Brown F.H.	6	Winston	5
Cross	6	Waldrope	6
Currant	14	Williams	15
Cludy	6	Norman A.C.	1
Calhoun	10	Norman C.E.	2
Crane	15	Anderson	14
Dolan	12	Johnson J.A.	5
Dorsey	10	Hieronymus	4
Evans R.V.	24	Rose Joe	5
McMurtry	16	Burton	22
Pottinger	2	Nunn	5
Gaud	9	Cooper	5
Harney	6	Farmer	5
Johnson J.R.	14	Evans Chas.	10
LeFlore L.	39	Lane	5
LeFlore C.H.	16	Forsten	22
Lee	9		
McFarlin	1		
McConathy	2		
Moore D.	28		
Moore A.M.	3		
Maxey	17		
Maupin	16		
Middleton	5		
Norton	1		
Neal	14		
Page	7		
Rugh	15		
Ray H.B.	17		
Piatt	15		

May 18 [1889]

Unexcused absences for week ending May 18.

Danahy J.P. Friday 9-10.
Lancaster A.C. Tues. Wed. Thurs. Friday
Wieman " " " "
Berry " "
Ward "
Danahy J.H. all week
Hancock " " from Book-Keeping.
Warren L.J. " " " " "
Williams E.M. all week.
Lancaster G.D. Friday.
Allen E. "
Logan "
Outten Thursday.
McKenna Wednesday.
Coons L. Thursday & Friday.
Bush Wednesday.
McCaidy C. " Thurs & Friday
Fowler E. all week

W.K. Patterson

To the President

President James K. Patterson,

Dear Sir:

I submit the following report of the Department of English Literature in the State College of Kentucky for the Session of 1888–89.

The Freshman Class numbered thirty eight The text books used were "Clark's Rhetoric" and "Graham's Synonyms". The class made commendable progress, and the attendance and interest were well sustained to the close of the session.

The Sophomore Class numbered twenty two. The text books used in this class were "Burton's Studies in English Literature" and Selections from Shakespeare's Plays. This is one of my most interesting classes, and I flatter myself with the opinion that many of its members this year have greatly improved not only

in a knowledge of literature, but in literary taste and the art of expression.

The Junior class numbered sixteen. The text books used were "Hamilton's Lectures on Logic", "Shaw's Manual of English Literature", "Bailey's Rhetoric", and Readings from Milton and Bacon. The class manifested much interest in their studies, especially in the study of Logic, and in the discussions which grew out of our study of Milton and Bacon. The work of this year was somewhat crowded, but this difficulty will in the future be relieved by the new arrangement of classes.

The Senior class numbered two, Mr Charles Hoeing and Mr E. E. Ellershaw. The text book used was "Corson's Anglo Saxon and Early English". I commend the two gentlemen that constituted this class for their

diligence and corresponding progress. This class is for students of the Classical Course optional with Geology, and as it is not required in the Scientific Course, there are but few students who attend it. I trust that now, a start having been made in the study of Early English and Anglo Saxon, each year will find some of our more advanced students desirous of pursuing it.

Allow me in conclusion to thank you for your hearty co-operation in my work, and your uniform courtesy.

Yours truly,
John Shackleford.

Lexington Ky May 31 1869

ANNUAL REPORT

of

OF THE NORMAL DEPARTMENT OF THE STATE COLLEGE.

PRESIDENT JAS. K. PATTERSON,

STATE COLLEGE,

D E A R S I R :-

I have the honor, herewith, to submit the following report of the work of the Normal Department of the State College, for the collegiate year just closing:

When I became Principal of the Department in September, 1888, I found it existing only in name. There was no organized Course of Study, apparently no definite purpose in view, no sympathy and no connection with the Common Schools of the State. The pupils were so few that they looked lonely, and each seemed a standing apology for his relation to the normal school work. A great part of our effort has been to create a spirit and pride in their labor, and to instill that enthusiasm, without which a normal school is a mere mob.

Two Courses of Study have been organized. The Common School Course requires one year for its completion, and prepares young men and young women to teach in the ungraded free school. The Normal Course requires ~~three~~ four years of study, in addition to the Common School Course, and will fit those who complete it for positions as teachers in all grades of public school work, and for almost all the professorships of the average college. It seems altogether probable that at the opening in September, at least fifteen or twenty pupils will enter this Normal Course, to complete it, some in two years, some in three.

ENROLLMENT.

During the year 120 pupils have been enrolled as bona fide matriculates of the Normal Department. At a meeting of the Executive Committee, in August last, I expressed the opinion that the enrollment for the year could be made to reach 75, with a prospect for 100. It is gratifying to me that the fact has so largely exceeded my highest estimate. Of these 120 pupils, 51 are young women, and 69 are young men. 28 are residents of Lexington and Fayette County; the remaining 92 represent 51 counties

and all sections of the State. At least 90 express their intention to return at some time during the coming year. In the early spring we were forced to discontinue our advertising, lest the College should have too great an expense in providing board at cheap rates. Had boarding facilities been ample, I am very confident that the matriculation in this Department would have exceeded 150. Not one of these 120 pupils has been before the Faculty for discipline, and not more than four or five have been summoned before the Board of Discipline.

CLASSES.

THe Department has had classes in Penmanship, Geography, English Grammar, English Composition, Pracitical Arithmetic, Higher Arithmetic, Elementary Algebra, Higher Algebra, Rhetoric, U.S. History, Physiology and Hygiene, Civil Government, Latin and Teachers' Training. Some of these classes have had as many as seventy-five, and some as many as eighty-five, members each. All have accomplished at least as good results as we had expected, and some have been the most interesting classes that we have ever insrtucted.

ADVERTISING.

Advertising has demanded a large share of my labor and of the labor of Prof. Newman. We have conducted a correspondence with each of the County Superintendents of the State, in order to present to them and to their teachers the merits of our work. We have written about 900 letters, and have sent out 3500 circulars and 400 catalogues. This has involved a great deal of time and labor, but I am very sure that they have been well spent, and that this work will continue for a good season to bring good returns.

NEEDS OF THE DEPARTMENT.

I believe that the interest of the Normal Department should be pushed during the coming year. If I have been able to gather the tenor of public sentiment, and especially the sentiment of the legislators of the State, the success of this Department will do more to strengthen the College than will the success of any other, or of all others. The people expect it to succeed, and are perfectly willing to pay for its success. If we continue to grow, if we do more than merely keep what we have, we must have more

ample facilities for boarding, more and larger class-rooms, books of reference, and, in the near future, additions to the teaching force of the Department. Although the President and the Executive Committee have provided all that we have, and even much that we have not, asked, yet the expenses of this Department have been very light in comparison. The total cost of teaching our 120 pupils, including the outlay in procuring cheap board has not exceeded $3500. I think that the cost of teaching any other equal number in the College will be found to be nearly or quite double this sum.

If the necessary facilities for cheap board can be had, I believe we can have 250 pupils in this Department by the first day of March, 1890. We shall also need at least two additional rooms during the coming autumn; and still one other, by the spring of next year. We need one room large enough to accommodate 100 pupils, and another smaller room connected therewith, for a library, reading room and study room. By the Christmas holidays, we shall need still another good-sized class-room, and another teacher to occupy it. Our classes have been too large to find accommodation in the ordinary class room. The chapel has been used to accommodate these, but it is altogether unsuited to the purpose.

The Normal Department can scarcely dispense with books of reference to the amount of $400. Its needs are far greater than this sum, but it can not do good work with less. This deficiency has worked us more harm than have all others. A normal school, without at least a small reference library, is an anomaly. We have a nucleus, but it is a very small one. The most of the books on professional subjects are antiquated, were antiquated when published, and are useless for our purposes.

During the autumn, two men can possibly do the teaching of the Normal Department, but later in the year one other teacher, perhaps two others, will be indispensable. With the requisite staff, this may be made the leading normal school of the South.

Lastly I should recommend that the name be changed from the "Normal Department," to the "State College Normal School," or to the "Normal School of the State College." It is, in fact, a normal school, and should be so called. The name, Normal Department, is not understood, and for this reason, causes our work to be misunderstood, and underestimated.

As all purely "normal departments" have always miserably failed, the name has an unpleasant odor in the educational world, and places us at a serious disadvantage. I dislike to be handicapped with a name that all normal men know meaas ignominious failure.

Mr. President, in closing this report I desire to offer to you, and throumh you, to the Executive Committee, my most profound thanks for the warm support that I have received in my year's work. I have always found you anxious to discuss the plans and purposes of the Normal Department, always ready to lend your time and labor in encouraging my pupils, and always ready to recommend to the Committee all measures for the advancement of normal work. The Committee has given me all the support that I have asked, and more. Collectively and individually they have rendered me the greatest assistance in devising ways and means of prosecuting the work. No man could have been more ready than you to recommend, and no committee could have been more ready to vote aid than have the Executive Committee. If the same policy is pursued, no one can foretell the good that the normal work may do the College and the State.

Respectfully yours,

Alex. L. Peterman

Lexington, Ky.,
June 3, 1889.

(I)

President James K. Patterson:-

Dear Sir:-

The following report of the work done in the Preparatory Department for the Academic year ending June 6th, 1889, is respectfully submitted. The total enrollment was one hundred and seventy, one hundred and fifty males and twenty females. The number present at the end of the year was ninety nine. They were classified as:

I, Preparatory, forty: 2, Preparatory seventy: 3, Preparatory, sixty.

Twenty had one fourth, seven had one third, 3 had one half, eleven had two thirds, and sixty-one had all, of their classes in this Dep't.

Of these twenty-five were in Elementary History, one class: fifty-eight in Geography, two classes: seventy-two in Elementary English Grammar, three classes: eighty- three in Practical Arithmetic, three classes: sixty-seven in Elementary Algebry three classes: forty-seven in advanced English Grammar, two classes: fifty-four in Higher Arithmetic', three classes: forty- four in Higher Algebra, two classes.

The number of classes taught was nineteen, sixteen of which continued during the year, one from Oct. 28th, to the end of the year, and two from the beginning of the year to the end of the first term.

Of the classes that continued during the year, three were taught by myself, three by Prof. Pence, five by Prof. Logan, two by Prof. Prewitt, and three by Mrs. Blackburn. The two classes that continued during the first term only, were taught one by Prof. White the other by Prof. Pence. The class formed Oct. 28th, was taught to the end of the first term by Mr. H.E.Curtis, during the second term by Mr. S.L.Pottinger,

a student. The results obtained in the last named class were less satisfactory than in the other Elementary classes. This was due mainly to a change of instructors in the middle of the year and to the fact that neither of the young men were regular teachers and that one of them was a fellow student. When Mr. Curtis took charge of the class, it was, as I understood, with the distinct understanding that he would remain in charge to the end of the year. The work done in the other classes was thorough, and efficient to those who came for the purpose of study and improvement. The classes were so divided that none were too large for individual instruction, and so arranged that pupils could be advanced or put back in any subject without disarranging their other classification.

The organization was complete and the discipline of the class rooms good.

Whilst a large majority did exceedingly good work, stood well in their classes, and passed with credit to themselves, there was a considerable No., not less than sixteen per cent. of the entire enrollment, who failed to profit by our instruction. A majority of those who failed were young pupils, who could have been better provided for in the city or district schools. Four pupils, found deficient in their entrance examination, two of them local, were taken on trial. None of them did any good, and all left before the end of the year.

As I taught but three classes, I had one hour each day at my disposal, which I spent in visiting the recitation rooms of my assistants and in inquiring into delinquencies of pupils. The time thus spent was highly beneficial both to teachers and scholars.

All of my assistants have been faithful in the performance of every duty and the utmost harmony has existed among

us during the entire year.

A trial of two years convinces us that the present system of examinations is not beneficial to our pupils. I therefore recommend that the following be substituted for the present system:

1st, that in determining scholarship in this Dep't., the class standing shall count two thirds and the examinations one third.

2nd, that the last two days of the 1st. term in each year be set apart for the examination of such classes as have completed a subject, and that such examinations shall be final.

3rd, that pupils who fail to attain sixty per cent. in their class standing shall be turned back without examination.

The reports of my assistants, made to me, and the Dep't. record, beginning at page forty, herewith, are made a part of this report.

Respectfully submitted,

W.K. Patterson,
Principal Preparatory Dep't.

State College of Ky.
June 3rd, 1889.

47-M-64

Watts, Patterson

State College of Kentucky,
Lexington, June 4, 1889.

President James K. Patterson:

The number of students who entered the classes in Book-keeping during the year 1888-89 is twenty-five, twenty males and five females. A class composed of twelve members, ten males and two females, was organized at the beginning of the first term, and continued the study through the year. An additional member joined the class at the beginning of the second term. Two members were excused from this class the first term, and five the second term, two of the five leaving college. One member was transferred to the second class at the beginning of the second

term. Five completed the year's work, passing a creditable examination, and are entitled to certificates showing amount of work done. These five are George W. Boswell, John W. Boswell, Henry S. Gilbert, Miss Margaret M. Petit, and Miss Elizabeth K. Williams.

At the beginning of the second term, a second class was organized, composed of thirteen members, ten males and three females. Three members were excused from this class on account of sickness, and five left college during the term. The grade of this class was low, but the work of those who were constant in attendance was fairly good.

A full report of both classes

is to be found in a book of record kept by the Principal of the Preparatory Department.

Heretofore I have used Bryant & Stratton's Counting-House Book-keeping. This year I have used "The Rochester", an excellent work published by Williams & Rogers, Rochester, New York.

Respectfully submitted,

M. L. Pence.

Report of the Professor of Chemistry of the
A. and M. College of Kentucky for the Collegiate
Year 1888-9.

Lexington, Kentucky,
June 1st 1889.

A. and M. College of Kentucky,
Lexington. Kentucky,
June 1st 1889.

To

Pres: Dent James K. Patterson:

Sir:

I have the honor to submit to you, and through you, to the Board of Trustees of the A. and M. College of Kentucky the following report on the work which has been done in the Department of Chemistry during the year 1888-9.

When I entered upon my duties last September I found the laboratory fairly well equipped with apparatus and chemicals, and with the material then at hand together with that purchased by myself, with the money given for this purpose by the Executive Committee, I was able to meet the demands of my students.

The number of students in this department this year is considerably above the number of the year before, and I am inclined to think, greater than it has ever been in the history of the college.

I have had as many as eighty students in all during the year; of these, eighteen left college altogether at different times during the year and hence failed to complete the course which they began; nine were excused from my class by the President for the reason that they were attempting too much or that the subject

was more than they could grasp. The remaining fifty-three completed the course to which each had been assigned; two, owing to the nature of the course were not examined at all, and, of the remaining fifty-one, fifty presented themselves for final examination, the results of which are given below.

* * * * * * * * * * * * *

Standing of Students in Chemistry on Final Examination.

Allen. E. Miss	14.3
Adams. J. V. Miss.	14.9
Cox. A. M.	14.2
Clark. G. T.	14.1
Elkin, F. C	14.5
Fox. R. A.	14.
Garrett. W. A.	12.1
Hays. J. M.	14.6
Maxey. J. G.	13.8
Maupin. H. B.	14.
Moore. D.	12.1
Pottinger. S. L.	14.1
Reynolds. F. C.	14.6
Riddick. W. W.	12.7
Ruckle. G. W.	11.96
Shaw. H. Jr.	13.8
Siler. J. O.	12.8
Steger, E. W	14.
Throckmorton. S.	13.2

Standing of Students in Chemistry on Final Examination.

Walby, M. Miss.	12.9
Warner. B. C. Miss.	13.8
Walker. R. B.	14.5
Norman. C. E.	13.9
Tucker. G. W.	12.8
Painter. A. E. Miss.	14.
Jones, M. B.	14.
Reiser.	14.9
Lane J. C.	12.5
Bosworth. C. C.	12.87
Rice, G. M.	11.87
Piatt. D. A.	11.25
Hearne. J. C.	14.95
Mc. Harlin, J. W.	14.
Nicholas. J. W.	12.1
Clardy, L.	14.4
Ellershaw. E.	11.9
Coyle. H. B.	14.2
Ingram. W. H.	14.6
Bosworth. N. L.	12.
Page. W. S.	14.1
Worthington. Wm	14.1
Sullivan. Geo. M.	15.
Carter. J. C.	15.
Hill. J. C.	14.
Mc. Murtry. J. H.	11.
Scoville. H.	9.5

Standing of Students in Chemistry on Final Examination.

Curtis, R.A.	13.8
Oldham. Jeff.	14.5
Walker. R.B.	14.6
Warren. J.E.	13.5

average 13.83

These results are certainly very gratifying to me, and so far as I have been able to discover my students seem to think that they have received in every case just what they deserve. — Some will doubtless be prevented from passing on account of their low term mark, but in the great majority of cases the marks given above indicate fairly well their knowledge of the subjects which they have studied. It is perhaps worthy of mention in this connection that two of the students now enrolled among our matriculates have come to the college for the sole purpose of availing themselves of the opportunities offered by our laboratory course in general and organic Chemistry. These are Mr. J.M. Weeks, now studying medicine in this city and Miss A.E. Painter of Sag. Harbor — N.Y., now a teacher in Miss Butler's school, this city.

The several courses of instruction which have been given in this department during the year are as follows: General Elementary Chemistry, with laboratory practice; Qualitative Analysis; Quantitative

Analysis; Agricultural Chemistry and Organic Chemistry.
My class in General Elementary Chemistry was the largest that I had and the one which demanded the greatest care and attention.
In this class I have had as many as fifty students at one time and another during the year; the greatest number of these recited to me in the morning at eleven o'clock but, on account of conflicts of studies, some received private instruction in the afternoon. - Besides class-room work extending through the entire year this class had the advantage of laboratory practice for two months, and in that time they tried the most important experiments in elementary chemistry, and had the opportunity of familiarizing themselves with the most important methods of chemical manipulation; and, what is of most importance, were taught to observe for themselves. This class is certainly, considering the quality of the material, one of the best with which I have ever had to do either as a student or a teacher, and I feel that, with this class I have laid the foundation for good work in the future; and I am convinced that the better grade of the students of this class could pass satisfactorily the matriculation examination in chemistry of any of the great colleges of our country.
My class in Qualitative Analysis (practical chemistry) has also done good work. - I have had as many

as twenty-six students in this study during the year; of these, nineteen came up for their final examination with results indicated by the report given above. Some five left college before the time set for the examination and two dropped the subject because they felt themselves insufficiently prepared. After completing the course in qualitative analysis some began their work in quantitative analysis, which they propose to finish next year, and some of these, Mr Geo. Sullivan and Mr. Wyatt Ingram, have already attained such a degree of proficiency, as to be well qualified to fill the place of second-assistant chemist in almost any laboratory or Experiment Station in the United States.

The class in Quantitative analysis was a small one at the beginning of the year, towards the close however it was made larger by those of my students who had completed their work in Qualitative analysis. - My laboratory accommodations have not been as good as they might for this branch of science and I will refer to this and offer some suggestions for bettering them towards the close of this report.

The course in Agriculture, as first suggested by the President, consisted of several courses of lectures, which were delivered by Profs. Scoville, Counsell and myself. I opened this course with ten lectures on the general chemical principles

involved in agriculture and the general chemistry of those elements essential to plant-life and growth. Every male student of the college was required to attend these lectures, and, judging from the attention with which I was listened to, and from the enthusiastic spirit with which I was received each time by the students, I feel that the course, so far as I had anything to do with it at any rate, was popular and successful.
In order that you may be better able to judge of the nature of the course, I enclose with this report synopses of the lectures which I delivered - copies of which were given to each student at the time in order that he might be better able to follow the lecture satisfactorily and to impress upon him the most important points.
My class in Organic Chemistry was small in as much as I found but few of my students prepared for work of so advanced a character. - Up to this time too it has been an optional study, which I regard as another drawback to good work, still, considering everything, I feel that they have done fairly well thus far and that a step has been taken in the right direction. The examination in this study will not be held until the 3rd of June, so that I will not be able to submit the record of this class along with this report.
Besides directing the work of my own department I

have also given instraction in Mineralogy and Histology subjects which belong properly to the department of Natural History.

This I trust will serve to give you some notion of the work which has been carried on in the Department of Chemistry, and to acquaint you in some measure with the results obtained.

I am sure that the prospects for this department are good and that there is a bright and prosperous outlook not only for it but for the college as a whole. Most of my students have assured me that it is their intention to go on with their study of Chemistry next year and I feel that their training has been such as will enable them to pursue with profit the advanced courses of study as laid down in the catalogue. As you are doubtless aware already, the committee on the revision of the scheme of study, of which I had the honor to be a member, has so arranged the new courses of study that there will be no conflict of hours and that in itself will be conducive to good results in every department.

It may not be out of place in this connection to say that the course in Chemistry has been changed for the better and added to considerably. One of the best features in the new course is an introduction to elementary chemistry, which will form a part of the work done in the Preparatory Department of the College. That portion of the catalogue devoted to the

II- I also ask that I be given an assistant for the work of the first five months, whose business it shall be to help me with my lecture experiments, look after such reagents as are used by the students in the laboratory and also render me such assistance in the class-room as I may see fit to ask. It would be well to appoint him from my own students and I respectfully submit the names of Mr Wyatt Ingram and Mr George M. Sullivan. Both of these gentlemen have worked with me this year and are well acquainted with my methods of instruction, both are honest and faithful workers and good students. Either would be agreeable to me and either fully deserving of the honor and emoluments attaching to this position. It would be but just compensation that he be given free tuition and a salary of one hundred Dollars for his services. I have learned from the experience of this year that some such assistance as this will be absolutely essential to the successful working of my department. To any one not immediately concerned with laboratory work in Chemistry, the preparation of the necessary reagents and the devising and setting up of suitable lecture experiments may seem but a slight and insignificant task, but in reality the work is tedious and nervous and consumes a great deal of time which the instructor might otherwise use more profitably in giving better and more thorough instruction.

III.- To meet the current expenses of the laboratory it will be necessary that from three to four hundred dollars be placed to my account, and I respectfully ask that this be done, or that the Treasurer be instructed to pay such bills as I may make from time to time, not exceeding the amount mentioned above.

In conclusion it only remains for me to thank you for your kindness to me during the past year, and for your hearty cooperation, without which, I would never have been able to make the Department of Chemistry what it is to-day.

Yours respectfully,

Jo. H. Kastle,

Prof. of Chemistry.

NORMAL DEPARTMENT.
A. L. PETERMAN, Principal.
J. W. NEWMAN, Assistant.

[June, 1889]

STATE COLLEGE OF KENTUCKY,

Lexington, Ky., 188

Below are the names of the pupils of the Normal Department whom the College assisted in paying their board during the spring of 1889, and the time each was assisted. There was one dollar per week paid by the College.

Names.	Weeks.	Days.
W.H. May,	8	3.
H.L.Hunt,	8	
H.C.Hornsby,	14.	
T.W.Edwards,	17	5
R.B.Buchanan,	17.	
B.M.Blakeman,	2	1
C.D.Weller,	2	1
C.B.Carter,	21	1
Howard, J.A,	15	1
Harper C.L,	21	1
H.G.Railey,	12	2
W.A.Faulkner,	17	1
J.V.Faulkner,	17	1
S.B.Thomason,	17	1
W.H.Combs,	20	1
J.F.Combs,	20	1
J.L.Hix,	17	3
J.A.Sloan,	17	4
J.C.Lovett,	14	1
J.T.Hamilton,	18	1
J.N.Tadger,	18	5
Lattie Glenn,	21	1
Martha Roberts,	19	1

Names.	Weeks.	Days.
Ruby Holt,	19	1.
Belle Fitzpatrick,	19	6
E.O.Clark,	18	5.
J.H.Sinclair,	17	4.
W.C.Warring,	17	4.
G.W.McGinnis,	17	4
Nannie Prather,	21.	
Maggie Innes,	14.	
Hanna Innes,	19	4.
M.C.Scott,	15	3.
S.O.Marrs,	17	4.
Harriett March,	19.	
J.E.March,	12.	
G.W.Frye,	6.	
Helen Griffe,	6	5.
Emma Fairchild,	14.	
M.L.Moore,	14	1.
Olive Parker,	17	2.
Lou Cromwell,	17.	
Virgie Worrell,	13.	
Lily Martin,	17.	
Berta Hall,	15	5.

NORMAL DEPARTMENT.
A. L. PETERMAN, Principal.
J. W. NEWMAN, Assistant.

[June, 1889]

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J.T.Hamilton,	18	1
J.N.Tadger,	18	5
Lattie Glenn,	21	1
Martha Roberts,	19	1

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J.H.Sinclair,	17	4.
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M.C.Scott,	15	3.
S.O.Marrs,	17	4.
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J.E.March,	12.	
G.W.Frye,	6.	
Helen Griffe,	6	5.
Emma Fairchild,	14.	
M.L.Moore,	14	1.
Olive Parker,	17	2.
Lou Cromwell,	17.	
Virgie Worrell,	13.	
Lily Martin,	17.	
Berta Hall,	15	5.

NORMAL DEPARTMENT.
A. L. PETERMAN, Principal.
J. W. NEWMAN, Assistant.

STATE COLLEGE OF KENTUCKY,

Lexington, Ky., 188

Names.	Weeks.	Days.
Sallie Barkley,	16	3.
R.M.Millard,	16	4.
JockCarey.,	17	4.
Fannie Ford,	9.	
S.J.Weller,	17	4.
Annie Ball.,	14	3.
J.C.Cardwell.,	16	1
Annie Miller,	14	5.
Della Faulkner,	14	5
Settie Sanders.,	16.	
Myra Sanders.,	16.	
Alice Browning,	13	4.
Hendrick, Murtie.,	15	3.
EttaStevenson,	12	5.
C.L.Harrison,	9.	2.
C.C.Harrison,	8	5.
C.H.Loomis.,	10	5.
Total, 954 .		4.

College Fund, $950.00

Amount Paid Out, $934.56.

In Bank, $15.44.

J.W.Newman.

NORMAL DEPARTMENT.
A. L. PETERMAN, Principal.
J. W. NEWMAN, Assistant.

STATE COLLEGE OF KENTUCKY,

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Della Faulkner,	14	5
Settie Sanders.,	16.	
Myra Sanders.,	16.	
Alice Browning,	13	4.
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Total, 954 .		4.

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J.W.Newman.

[1891?]

Suggestions as to the revision of the Regulations.
Respectfully submitted to the Committee by R. Peter.

1. In view of the fact that in par.s 31 & 34, p. 14, the student on entering the College is required to affirm that he has read and understood these Regulations — they appear to be too extensive and complicated, and it is evident that much might be left out as non-essential and that a condensed codification of the essential requisitions could be advantageously made.

2. The grading of the various studies in the determination of class standing; — (see p. 18) — however suitable in a college devoted to training for one profession alone, — as, for instance, — a Military Academy, — is unjust, unprofitable and even impracticable in our College, the main object of which, under its organic charter, is "instruction in all the branches of knowledge pertaining to the several industrial pursuits of life."

Moreover, these several studies, mentioned in par. 42. p. 18, differ in their relative value in the various grades of the student's progress and according to the kind of degree he may take on graduation.

A marked injurious result from giving to the several class studies a different degree of merit for an equal amount of study, is, that the student is tempted to neglect those which are marked of less value in favor of those which count more in the arbitrary scale of relative value.

The writer would also respectfully suggest the following changes; viz;

Art. 1. Omit all in reference to the duties of the Board of Justices (as not applicable to students)

Also Sect.n 3 — as not necessary.

In Sect.n 6 — add, and assistants after the word Professors.

Omit Sect.n 10

Page 16. — Sect.n 37. Text Books might be selected by the Professors with approval of the Exec.n Comm.ee modify Sect.n 38 or Trustees.

Omit Sections 41-2-3-4-5 on pp. 17 & 18
(and all in regard to Section instruction)

47-M-64

Modify and condense Sect^n. 62. on p. 24.

Sect^n. 105. p. 30. Does absence on leave exonerate the Student from the responsibility of examination or recitation on the following day.

P. 41. Sect^n. 185. The Professor who uses the Apparatus should be accountable for them - not a Librarian

Sect^n. 188. - modify - Any officer who purchases to supply occasional ~~ocean~~ necessities of his department, without previous written permission from Q. Com. or B. of I^s to be personally responsible for same unless approved by ~~these bds~~ the Q. Com.

Chairman of Committee on Regulations

Grades of Students in Zoölogy.

Sep. & Oct. 1892.

	Course.	Sep.	Oct.	
Aulick, Luella F.	Sci.	13.5	13.3	
Griffing, Emma.	Sci.	14.5	13.3	
Hearne, Virginia Kitty	Sci.	15	14.3	
Kraesing, L.	Sci.	12.5	13.3	
Oots, Pearl.	Sci.		12.5	Entered late.
Shelby, Katherine.	Sci.	14.5	13.3	
Speyer, Rosa.	Sci.	13.5	13.5	
Warner, Hattie H.	Sci.	15	13.8	
White, Clara.	Sci.	13.5	Excused.	
Barber, L. S.	Sci.	14.5	12.8	
Baird, C. N.	Vet.	12.5	12.5	
Curtis, C. C.	Sci.	13.5	13.3	
Foley, W. J.	Vet.	1.	3.	absent frequently without excuse.
Gunn, H. M.	Sci.	13.5	13.3	
Hughes, L. S.	Sci.	13.5	13.3	
Keiser, B. C.	Sci.		14.3	Entered late.
Mulligan, Louis H.	Biol.	1.	10.	Several unexcused absences.
Seward, G. L.	Special	15	14.5	
Smith, Olney.	Sci.	13.5	14.3	
Hobby, W. C.	Sci.		13.5	Entered late.

Dear Sir,

Permit me to invite your attention to the importance of teaching in universities and colleges the great economic value of good roads. The need of such instruction is emphasized now more than ever before. The entire country is becoming aroused to the fact that good roads are the highways to wealth, civilization, and Christianity.

Will you not see to it that during the year the lecturer in social science or political economy gives at least one address to the students on this subject? Better than this, will you not establish a Road Department with a competent instructor, and give graduates diplomas as road engineers?

The professions of law and medicine are over-crowded, while there is an increasing demand throughout the country for road engineers. Perhaps no profession offers better inducements to young men of energy and ability. This fact is now being generally recognized; at the Massachusetts Institute of Technology there is a road department, and a plan is being considered at Harvard University for establishing a road museum and professorship.

I should be very glad to have an expression of your opinion on the advisability of adding this important branch of education to the regular college course. A Memorial to Congress on the subject of Roads, which contains the opinions of thirty-four presidents of colleges, will be sent to you.

Very truly yours,

Albert A. Pope.

Boston, Mass., Sept. 26, 1892.

II8-45 Court, Chicago, Illinois.

May I8th, I892.

I have known Prof. Dove for several years; know him to be a man of rare character and such qualities as will insure success in the work he undertakes, especially as an instructor in Freehand and Mechanical Drawing, Modeling, Carving and the Manual Training and Prang Systems. At Lincoln, Illinois he was director of the Art Department of Lincoln University and at the same time held a similar position at the Institution for Feeble Minded Children of the State of Illinois, also located at Lincoln. The manages of both institutions greatly regretted his departure for the East. Prof. Dove has spent much time and labor in workshop, Art School, New York Teachers' Training College (as observer only) and private studio, and his achievements are such as will secure for him a high position in his special line of instruction. His ambition, energy, frugality and experience make him especially valuable where Manual Training and Art Instruction are a new departure or experiment.

C. R. Krone, A. M. , M. D.,
formerly Prof. Nat. Science,
Lincoln University, Ill.

Lincoln University, Lincoln Ill.,

May 2Ist, I892.

Mr. W. W. Dove was Instructor in the Art Department of this Institution for one year. We found him to be a thorough teacher and an amicable Christian Gentleman. Of his ability as an artist there can be no question and he has enjoyed the finest facilities for supplementing his natural talent. I commend him as a gentleman of the higest integrity and as qualified to instruct in

all the branches usually undertaken in Art Schools.

Archelaus Ewing Turner, A. M. President.

Long Island Business College, South 8th Street, Brooklyn, N. Y.

May 16th, 1892.

Mr. W. W. Dove has had charge of the classes in drawing in this Institution since January last and has given entire satisfaction. He is a good teacher.

Henry C. Wright, Principal.

Lincoln, Illinois.

I have been under the Instruction of Prof. W. W. Dove in Wood Carving and consider him an artist of great ability and a very fine Instructor.

Thomas C. Harry.

Goverment Art School, Northampton, England, Feb., 1889.

Mr. W. W. Dove did his work as Assistant Teacher with me here during 1885-6 very efficiently. I always found him most persevering as a student and systematic and patient as a teacher.

A. A. Bradbury, Head Master.

Central Goverment School of Art, Chesterfield, England, April 1889.

Mr. W. W. Dove has been my assistant teacher for about eighteen months and in his work is painstaking, industrious and conscientious. He has taught large classes of both sexes (in elementary drawing and modeling) and is I believe liked by the pupils. The fact of his holding the Art Masters' Diploma is a sufficient guarantee as to his abilities which have a strong leaning toward design.

Frederick Harris, Head Master.

Crozet, Albemarle Co., Virginia.

April 4th, I893.

To Whom it May Concern-

We the undersigned Professors in the Miller Manual Labor School,of Albemarle, (Crozet, Va.) have known Mr. W.W. Dove since early in September I892. He came among us then an entire stranger but his pure character, high moral tone, affable and gentlemanly bearing soon won for him the universal esteem of his colleagues and pupils. As a teacher he is painstaking, patient, faithful, thorough, anthusiastic and ambitious, being wide awake to every note of progress and self sacrificing in the mastery of subjects of his department. Even those who are not sufficiently acquainted with the subjects embraced in his line to be competent judges of the excellence of his work from a technical point of view have been forcibly impressed with his methodical manner of giving instruction which forms in his pupils a habit of neatness and accuracy that will be of inestimable value to them in whatever work they may engage. Any Institution desiring first class instruction in his line of work may well be congratulated on securing the services of Mr. Dove.

Wm. H. Fenton	A.B.	Prof. of	Languages.
W. J. Humphreys	A.B.C.E.	" "	Mathematics & Physics.
L. C. Gardner		" "	Forge & Foundry Practice.
Chas. Hancock		" "	Wood Work.
J. D. Tinsley		" "	Chemistry & Biology.
J. W. Mayo		" "	Metal Work.

Miller Manual Labor School Crozet, Albemarle Co., Virginia.

April 5th, I893.

For three years I taught besides Mathematics and Physics the Mechanical drawing at thisschool and, therefore, feel able to speak positively in regard to Mr. W. W. Dove's work with us this year as instructor in drawing. The amount of work required in that line was very much increased last September and Mr. Dove elected to teach the whole of it.

He has the happy faculty of gaining the sympathy of his pupils and soon gets them thoroughly interested in their work--interested because they are taught to work understandingly and never allowed to be mere copying machines. His work here has been thoroughly systematic and successful, and of such amount and variety owing to his large number of classes and constant push and of such excellence that by it I know him to be eminently qualified to teach Elementary and Advanced Drawing, Elementary, and Advanced Modeling, Elementary and Advanced Design, Mechanical Architectural and Topographical Drawing.

He is also familiar with Wood Carving. Any Institution is to be congratulated on securing the services of one so energetic and so wholly devoted to his work.

W. J. Humphreys A.B.C.E.

Prof. of Physics & Mathematics.

Miller Manual Labor School, Crozet Virginia,

April 5th, I893.

I have known Mr. W. W. Dove intimately through the present session and it gives me great pleasure to testify both as to his character as a perfect gentleman and as a very successful

teacher of Drawing and Design. Any Institution desiring an instructor in his line of work would be fortunate in securing his services.

J. D. Tinsley.

Head of the Department of Chemistry and Biology.

Miller Manual Labor School Crozet, Virginia.

As Instructor in Wood Work I have become well acquainted with the results of Mr. Dove's work in Drawing I, therefore, feel prepared to speak correctly of its merits. Mr. Dove is in every particular a careful methodical and energetic teacher and the successful work of his pupils indicates a thorough mastery of his subjects. He is a man of wide experience and is well prepared to teach both Elementary and Advanced classes in drawing, design, modeling, and wood carving also mechanical architectural and topographical drawing. His thorough instruction in details and elementary principles makes his work as a teacher peculiarly successful. The adaptability of the work to shop practice in turning carving etc. deserves mention since that is one feature which makes him very valuable as instructor in a Manual Training School. I consider Mr. Dove a thoroughly equipped and skillful teacher and feel sure that any work he may undertake will be accomplished successfully.

Chas. Hancock.

Head of the Department of Wood Work.

Miller Manual Labor School Crozet, Virginia.

April 4th, 1893.

Mr. W. W. Dove has since September last been Instructor of Drawing in this school (Miller Manual Labor School Crozet Va.) and I have noticed a marked improvement in the boys who come under

my instruction which I attribute to their thorough drill in drawing under him. They grasp an idea better, and I can teach them with greater ease and their ideas of artistic taste and symmetry are much improved. Mr Dove I consider an expert in his line a hard worker a painstaking instructor and a man of high moral character. Whatever he may undertake I am sure will be crowned with success.

Lewis C. Gardner.

Head of the Department of Forge & Foundry Practice.

Miller Manual Labor School Crozet, Virginia.

I have been intimately associated with Mr. W. W. Dove during this school year. As Instructor in Metal Work having the higher or graduating classes I see and appreciate the value of his teaching. I have also frequently visited his class room and studied the work being done there. On facts obtained through this association the following is submitted:

Mr. Dove is a teacher in the truest sense of the word having patience, system, thoroughness with capacity for inculcating good habits. He is master of his subjects and thoroughly up with the times. He is an energetic, faithful worker creating a healthful interest in his classes while by his daily moral life he commends the gentlemanly bearing to all.

J. W. Mayo

Head of the Department of Metal Work.

[1895]

History.

Class standing of students in History Oct to Feb.

	Oct.	Nov.	Dec	Jan	Feb.	Av.	
Bush H. b.	13.5	13.5	14	14	14	13.8	
Carnahan J.	12	13.5	14	14.5	14.	13.8.	
Downing J.	12.	12.5	13.	14	14.	13.5	
Falconer J R.	12	14	13.8	14	-	13.4	Left class in Jan.
Harrison H.	11	12	-	-	-	11.5	" " " Dec.
Kennicse F	13	14	14.	14.5	14.5	13.8	
Lewis J B.	13	13	14	14	14.5	13.7	
Wilmot J. W.	13	14	14.5	14.5	14.	13.8	
Woods J S.	12	13.	11	13	14.	12.6	
McMackin J.	12	12.5	13.5	14	14.5	13.2	
Miss Didlake M	14	15	15.	14.8	14.5	14.6	
" Foster N.	13.5	14.5	15	15.	14.5	14.6	
" Fitzhugh L	14.	14.5	14.8	15	14.5	14.5	
" King L.	-	15.	14.5	14.7	14.5	14.6	Entered in Oct.
" McLaughlin M.	12	13	13.5	14	14	13.3	
" Reynolds N.	14	14.5	14.5	15	15	14.6	

Form 562.

SWIFT AND COMPANY,

UNION STOCK YARDS,

Pres. Patterson

CHICAGO, March 7, '96.

Dear Sir,-

While seeking the degree of A.B. I finished the following courses prescribed in the catalogue of the Kentucky State College.

Fr. English
" Greek
" Physiology
" Mathematics
½ " Latin
½ Soph Mathematics
Junior English
Physiography

making a total of 6½ hours out of a possible 15½. Please advise if having successfully accomplished the following I would not be entitled to the coveted degree.

First year.	Second Year.	
Junior Math	French	1st " pr
" German	History & Economy	2nd "
" French	Philosophy & Logic	3rd "
Fr. Latin 1st term	Gerohard	4th "
Astronomy 2nd " term		Evening
Chemistry		

thus finishing the required fifteen & a half hours work.

Awaiting your reply I am

Yours Respectfully,

Henry P. Shaft.

4026 Lake Ave,

Chicago, Ill.

REPORT OF THE NORMAL DEPARTMENT (PEDAGOGY) OF KENTUCKY STATE COLLEGE, for the Collegiate yearending June 4, 1896.

-----00-----

STATISTICS for the YEAR.

Number of Applicants during the first five months.....	45.
Number of Matriculates during the first five months.....	40.
Males.....	17.
Females.....	23.
Average age of Matriculates.....	19⅝

--0--

Number of Applicants after the Holidays.....	76.
Number of Matriculates after the Holidays.....	73.
Males.....	51.
Females.....	22.
Average age of Matriculates.....	nearly 21.

--0--

Total number of Applicants.....	121.
Total number of Matriculates.....	113.
Males.....	68.
Females.....	45.
Average age of Matriculates.....	about 20.
Total number of Matriculates holding certificates as teachers.	71.

--0--

Number in the four years' Pedagogy Course.....	21.
Number in the State Diploma Course.....	4.
Number in the State Certificate Course.....	27.
Number in the County Certificate Course.....	58.
Number irregularly classified.....	3.

--0--

COURSES SUSTAINED.

The following courses are now sustained:

The County Certificate Course, which includes a review of all the common school branches and a thorough drill in the theory and practice of teaching, ~~and~~ the object of ~~which~~ this course is to prepare students for passing successfully a county examination.

The State Certificate Course, which includes the four advanced branches of English literature, higher Arithmetic, Psychology, and Algebra.

The State Diploma Course, which includes, in addition to the

Respectfully yours,

term, making the total class summation about one hundred and forty for this year.

REMARKS and SUGGESTIONS.

These Courses have been arranged in conformity with the latest legislation in regard to certification of Teachers, and to afford to students who enter this Department such preparation as will enable them to meet the enlarged opportunities granted by late school laws.
All branches required by law to be taught in the public schools are provided for, except penmanship. If students of this Department desire instruction in this branch they must, as things now are, pay for it themselves. At least ninety-five percent of the matriculates are in sore need of instruction in penmanship, and this need should be met by the Department. Consideration of this matter is respectfully urged.

From the statistics above given, it will be seen that there are ~~about as~~ many young ladies ~~as gentlemen~~ who [illegible] avail themselves of the opportunities here afforded. This State provides, by law, for the free lodging of appointed students. This liberal provision is inoperative in the case of young ladies, since there is no home for ladies, under the direction of the College. It is hoped that this serious lack will be pressed upon the attention of the Legislature, and that that honorable body may take action, such as will enable the ladies, who are appointed to the Normal Department, to attend as cheaply as the young men now do.

Another practical difficulty which the Department is called on to face every year isthe largely increased attendance of the second term. The number of students entering after the Holidays is nearly double that of the first five months. Relief for this condition has been afforded by the employment of pupil instructors during the last ~~half~~ term, each year, or byregular members of the faculty who have kindly assumed some of the burden of work required in the Department during the second term. As a majority of the students in this Department are themselves teachers of more or less experience - some of them not far from forty years of age - it does not seem desirable that they should have over them pupil instructors. And as there is no certainty that the members of the faculty who have kindly taken additional work to accommodate the needs of the Normal Department can continue to do so every year, on account of the growth of their own work, it would seem highly desirable that some permanent provision should be made for the needs of Normal students that enter after the Holidays. This matter is respectfully urged upon the attention of the Board.

It is marked with pleasure that the Normal Department is drawing to itself each

year a class of strong, mature young men and women, who have a high purpose in life. Such pupils it is a pleasure to instruct, and they should be provided with the fullest opportunities for growth that the College can furnish.
Upon the report they make to their several communities, and upon the character of their work, showing forth the results of the training they have had here, depends in no small degree the increased popularity and widening sphere of influence of the State College.

Very respectfully submitted,

Rufus N. Roark.

Dean of the Department of Ped.

State College of Kentucky,

JAS. K. PATTERSON, PH. D., PRESD.

SCHOOL OF CIVIL ENGINEERING,

JAMES POYNTZ NELSON,
Professor of Civil Engineering.

Lexington, Ky., Dec. 16/96

Report of Hours of Recitations, Dep.t Civil Engineering.

8.30 A.M. To 9.30. A.M.

J.J. Bonnyman; H.N. Davis; C.W. McClurg.

9.30 A.M. to 10.30 A.M.

J.J. Bonnyman; H.N. Davis; C.W. McClurg;
L.B. Allen; A.C. Copeland; R.K. Maddock;
J.R. Vinson.

11 AM To 12.M.

C.N. Blakeman; W.S. Mask.

12 M to 1 P.M.

L.J. Bonnyman; C.W. McClurg.
C.N. Blakeman.

2.30 P.M. To 4. P.M.

L.B. Allen; C.N. Blakeman; J.J. Bonnyman; A.C. Copeland;
H.N. Davis; W.S. Mask; R.K. Maddock; C.W. McClurg;
J.R. Vinson

P.P. Nelson, Prof.

THE
FILSON CLUB.
(INCORPORATED)

R. T. DURRETT,
PRESIDENT

J. STODDARD JOHNSTON,
VICE-PRESIDENT.

THOMAS SPEED,
SECRETARY.

ATTILLA COX,
TREASURER.

Louisville, Ky. Dec 17 1896

THE FILSON CLUB
(INCORPORATED)

Has Received of Jas K. Patterson

THREE DOLLARS, as a contribution to its Publication Fund for the year 1896, and for which the payer is entitled, free of cost, to one copy of each of the publications of the Club for that year.

Attilla Cox *Treasurer.*

Long

[1896]

1 Allen R. Jr.
2 Baker E. H.
3 Barr
4 Brock, G. G.
5 Brock, W. L.
6 Blakeman
7 Blessing
8 Brough
9 Chambers
10 Caddell
11 Caldwell
12 Carlisle
13 Coleman
14 Cooper
15 Crooke
16 Davis, A. G.
17 Davis, J. H.
18 Davis, E.
19 DeBow
20 Duncan
21 Darling
22 Ewell
23 Faulkner
24 Farley
25 Franks
26 Gibson
27 Gillespie
28 Glass
29 Gridley
30 Hamilton
31 Haviland
32 Hogg, J. H.
33 Hogg, W. P.
34 Hughes
35 Hundley
36 Holcomb
37 Holt
38 Johnson, A.
39 Johnson, J. B.
40 Johnson W. B.
41 Jones
42 Kempster
43 Keller
44 King
45 Kelly
46 Knattingly
47 Mitchell
48 Morrick
49 Mongomery
50 Morley
51 Martin
52 Maddocks
53 Morrow
54 McMurtry
55 McDonald
56 McElroy
57 Mc. Mullin
58 Mc Dean
59 Mave
60 Newman
61 Peak
62 Reese
63 Reed
64 Richmond
65 Roberts, G.
66 Roberts D. N.
67 Reisch
68 Saunders
69 Severs
70 Sigler
71 Skyser
72 Smarr
73 Scherffius
74 Smith
75 Scholtz
76 Taylor
77 Tompkins
78 Threlkeld
79 Turner
81 Townsen
82 Vaughn, L. P.
83 Vaughn, G. W.
84 Vinson

47-M-64

T. L. CAMPBELL, Editor in Chief.

T. G. ROACH, Business Manager.

The State College Cadet.

Published Monthly
during the School Year.

Lexington, Ky., _____. 189

[1896]

T. L. CAMPBELL, Editor in Chief. T. G. ROACH, Business Manager.

The State College Cadet.

Published Monthly during the School Year.

Lexington, Ky., _____, 189

85 Ward, P. S.
86 Ward, A. ✓
87 West
88 Welty
89 Williams
90 Wilson
91 Willin, L.
92 Willin J. F.
93 Wooton
94 Roach
95 Campbell
96 Vance
97 Sams
98 McDowell ✓
99 Johnson J. R. ✓

Geary
Hiatt } These, and occasionally others, take
Lovenhart } Dinner with us.

ACTS OF GENERAL ASSEMBLY.

(APPROVED MAY 9, 1893.)

CHAPTER 198.

SECTION 14. Each legislative district in the State shall, in consideration of the incomes accruing to the college under "An act for the benefit of the Agricultural and Mechanical College of Kentucky," approved April 29, 1880, be entitled to select and to send to said college each year one properly prepared student, free from all charges of tuition, matriculation fees, room-rent, fuel and lights, and to have all the advantages and privileges of the college and dormitories free, except board. Said students shall be entitled, free of any cost whatever to the benefits enunmerated above, for the term of years necessary to complete the course of study in which he or she matriculates for graduation or during good behavior. All beneficiaries of the State who continue students for one consecutive collegiate year, or ten months, unless unavoidably prevented, shall also be entitled to their necessary traveling expenses in going to and returning from said college. The selection of said beneficiaries shall be made by the superintendents of the common schools in their respective counties, upon competitive examination on subjects prepared by the faculty of the college, and transmitted to said superintendents before the first day of June of each year: *Provided*, That no standard of admission adopted by the college for admission into the academy shall exclude from the benefits of this act county appointees who have completed the course of study prescribed by law for the common schools of the Commonwealth. (Said competitive examination shall be open to all persons between the ages of fourteen and twenty-four years. Preference shall be given, other things being equal, to those who have passed with credit through the public school, persons of energy and industry, whose means are small, to aid whom in obtaining a good education this provision is intended. If any representative district contains more than one county, each county so included shall be entitled to select one beneficiary as aforesaid. Said competitive examination shall be held, and the successful competitor appointed, between the first day of June and the first day of August of each year. It shall be the duty of the county superintendent to make known the benefits of this provision to each common school district under his superintendency, with the time and place when and where such competitive examination shall be held. He shall, for this purpose, appoint a board of examiners, whose duty it shall be to conduct the examination.)

SEC. 15. In addition to the foregoing, teachers, or persons preparing to teach, may be admitted at the rate of not more than four from each county, upon the same conditions, receive the same benefits, and have the same privileges in said college as prescribed in the preceding section. These appointments shall be vested in the county superintendents. Said appointments may be made and certified to the president of the college at any time between the first day of July and the thirty-first day of Decemper of each year.

Appointments for the Normal Department hold for one year only,

.....,

.....Jefferson.....County, Kentucky.

To JAMES K. PATTERSON, President, A & M. College of Kentucky.

Dear Sir:—In accordance with the provisions set forth above for the appointment of beneficiaries to the Agricultural and Mechanical College of Kentucky, I,...Alfred Herr Hite....., Superintendent of Common Schools for the County of .....Jefferson....., in the State of Kentucky, certify under my hand and seal, that.....Edw. C. Wertele....., appeared before a Board of Examiners, appointed by me as required by law, on the...18...day of.....June..... 189..7..., and stood an examination upon the subjects transmitted by the Faculty of the Agricultural and Mechanical College, and that he attained the following grades, viz:

English Grammar ..... ~~100~~ 87 .....(75 per cent required.)

History of United States ..... 95 .....(60 per cent required.)

Geography ..... 89 .....(60 per cent required.)

Arithmetic ..... 100 .....(75 per cent required.)

I further certify that the grades attained by.....Edw. C. Wertele..... are the highest made in the competitive examination, that the said..... .....Edw Wertele.....is of good moral character, and within the limits as to age required by law, and that the said ...Edw Wertely..... .....had completed the course of study prescribed by law for the common schools of the Commonwealth.

Wherefore the said.....Edw Wertele .....is hereby appointed by me as a beneficiary under the law, and the same is certified accordingly.

Witness my hand and seal.

.....Alfred Herr Hite.....

Q.C.S. Jeff Co

[189-]

ACTS OF GENERAL ASSEMBLY.

(APPROVED MAY 9, 1893.)

CHAPTER 198.

SECTION 14. Each legislative district in the State shall, in consideration of the incomes accruing to the college under "An act for the benefit of the Agricultural and Mechanical College of Kentucky," approved April 29, 1880, be entitled to select and to send to said college each year one properly prepared student, free from all charges of tuition, matriculation fees, room-rent, fuel and lights, and to have all the advantages and privileges of the college and dormitories free, except board. Said students shall be entitled, free of any cost whatever to the benefits enunmerated above, for the term of years necessary to complete the course of study in which he or she matriculates for graduation or during good behavior. All beneficiaries of the State who continue students for one consecutive collegiate year, or ten months, unless unavoidably prevented, shall also be entitled to their necessary traveling expenses in going to and returning from said college. The selection of said beneficiaries shall be made by the superintendents of the common schools in their respective counties, upon competitive examination on subjects prepared by the faculty of the college, and transmitted to said superintendents before the first day of June of each year: *Provided*, That no standard of admission adopted by the college for admission into the academy shall exclude from the benefits of this act county appointees who have completed the course of study prescribed by law for the common schools of the Commonwealth. (Said competitive examination shall be open to all persons between the ages of fourteen and twenty-four years. Preference shall be given, other things being equal, to those who have passed with credit through the public school, persons of energy and industry, whose means are small, to aid whom in obtaining a good education this provision is intended. If any representative district contains more than one county, each county so included shall be entitled to select one beneficiary as aforesaid. Said competitive examination shall be held, and the successful competitor appointed, between the first day of June and the first day of August of each year. It shall be the duty of the county superintendent to make known the benefits of this provision to each common school district under his superintendency, with the time and place when and where such competitive examination shall be held. He shall, for this purpose, appoint a board of examiners, whose duty it shall be to conduct the examination.)

SEC. 15. In addition to the foregoing, teachers, or persons preparing to teach, may be admitted at the rate of not more than four from each county, upon the same conditions, receive the same benefits, and have the same privileges in said college as prescribed in the preceding section. These appointments shall be vested in the county superintendents. Said appointments may be made and certified to the president of the college at any time between the first day of July and the thirty-first day of Decemper of each year.

Appointments for the Normal Department hold for one year only,

Paintsville,

Johnson County, Kentucky.

To JAMES K. PATTERSON, President, A & M. College of Kentucky.

Dear Sir:—In accordance with the provisions set forth above for the appointment of beneficiaries to the Agricultural and Mechanical College of Kentucky, I, G. V. Daniel, Superintendent of Common Schools for the County of Johnson, in the State of Kentucky, certify under my hand and seal, that Guy W. Rice, appeared before a Board of Examiners, appointed by me as required by law, on the 20 day of July 189....., and stood an examination upon the subjects transmitted by the Faculty of the Agricultural and Mechanical College, and that he ~~attained~~ the following grades, viz:

English Grammar .....(75 per cent required.)

History of United States .....(60 per cent required.)

Geography .....(60 per cent required.)

Arithmetic .....(75 per cent required.)

I further certify ~~that the~~ grades attained by There were no other applicants, consequently no competitive ex. are the highest made in the competitive examination, that the said Guy W. Rice is of good moral character, and within the limits as to age required by law, and that the said Guy W. Rice had completed the course of study prescribed by law for the common schools of the Commonwealth.

Wherefore the said Guy W. Rice is hereby appointed by me as a beneficiary under the law, and the same is certified accordingly.

Witness my hand and seal.

G. V. Daniel

560

25	McGrath Belle		775
8	McCormack Frances	Spears Kate L	8
7	Metcalf Mrs N P	Scott C Suydam	10
3	Milton John B	Stall R P	15
1	Milton Geo Jno B	Scott Florence R	13
20	Overstreet J F	Sy Tr Co Trustee L S Flood	12
1	Ansley Franklin	Tidball Josephine B	1
8	Parrish W P	Todd Emma K	17
45	Patterson Jas K	Turner G J	5
30	Patterson J T	Una Lodge Knights Honor	12
15	Patterson W K	Waddy Anna T	10
5	Parrish Katharine	Wagner Susie W	5
1	Peter Miss Jo	Warren Agt Button Wm	12
10	Peter Robt	Watson J L	80
4	Pickett Ann H	White Henry H	20
10	Price Laura	Wilson J J	5
10	Payne Walter S		1000
3	Rand Jos		
5	Schange Anna		
1	Sy Tr Co Trustee Prewitt		
3	W L Simmons		

Stockholders of 3rd Natl
Bk Nov 3 - 1900

775

Glasco

47-M-64

Shares		Forward	268
11	Anderson John E	Ferguson R M	15
13	Anderson R T	Ford E J	10
82	Berkley Jen W	Ford B F	8
10	Bennett James	Foster Mrs L J	14
13	Board of Education Ky	Frazer Ed	10
	Conference M E Church South	Ford Anna M	4
1	Brauer Josie	Graves Mrs M R	7
5	Bruce Mrs L A	Ingram State	2
31	Caldwell L P	Jaegar J F	1
10	Cadeau N P	Johnson Mrs H C G	22
10	College of the Bible	Ky Female Orphan School	30
10	Coleman B L	Ky University	20
3	Cox A M	Kinkead Trustee Shelby	7
6	Daniel Lavinia	Llewellyn Mrs J H	10
30	Dudley Maria B	Loughridge W J	112
17	Elmore Sarah M	Lucas J J	9
10	Estill R C	McAlester Gen James	5
6	Falconer M S	McCann W E	6
268			560

[1901-02]

STATE COLLEGE OF KENTUCKY,

JAS. K. PATTERSON, LL. D.
DEPARTMENT OF PHYSICAL CULTURE,
W. H. KILER, Director.

Lexington, Ky.,

President Jas. K. Patterson
A. & M. College -

Dear Sir -
The following students were absent during the week beginning March 10th and ending March 15th. I presume the examinations materially effected the attendance -

Andrews L.E.
House B.P.
Rich E.E.
Burnham L.A.
Kennedy R.H.
Grady W.H.
Ireland E.E.
Horton E.W.
Williamson H.L.A.
Ball D.J.
Putnam J.L.
Newman A.J.
Miller J.P.
Bullock B.
Boulware L.T.
Cutler T.H.
Brigman B.M.
D'Anna V.
Clarke C.F.
Roche J.D.
Ransome E.R.
Kroell O.R.
Alexander H.W.
Elrove E.

Stone A.D.
Gilliland E.
Buchanan S.B.
Harmston H.H.
Eubank W.P.
Warder W.H.
Trigg E.B.
Hedges C.C.
Thomas B.
Aiken A.
Warnock F.E.
Doyal M.A.
Dodd D.J.
Nisbet J.C.
Brown J.E.
Robinson H.C.
Brower
Pride J.T.
Smith T.M.
Ross M.D.
Adamson
Oxley
Ramey
Wooley H.

Scott E.D.
Heaton H.C.
Clive E.A.
Wilmot C.E.
Seelbach L.
Owens C.B.
Huber A.J.
Sumner.
Gorin L.J.
Linville E.E.
Clay Mat
Wright C.R.
Jett C.M.
Pendleton C.T.
Smiley P.K.
Trice J.B.
Franke J.C.

Very Respectfully
Wm. H. Kiler.

STATE COLLEGE OF KENTUCKY,

JAS. K. PATTERSON, LL. D.
DEPARTMENT OF PHYSICAL CULTURE,
W. H. KILER, Director.

[1901-02]

Lexington, Ky., March 29-

Pres. Jas. K. Patterson
A & M. College

My dear sir -

The following students were absent from gymnasium during the past week -

a Andrews L.E.
a House B.P.
a Rich E.E.
a Burnham L.A.
a Horton E.V.
Williamson H.L.A. 4
a Putnam J.L.
a Killiland E. s.k
Kenney P.S. 4
a Driggs E.B. 4
O'Neil F. 4
Hedges C.C. s.k
Sandefur J.F. s.k
a Perrin C.D.
Doyal M.A.
Hare S.S. 4
Burnham J.W. gone
a Higgins J.R.
Robinson H.C. 4
Phillips N.A. sick
Noon J.E.L. a
Smith J.M.
Thomas J.R.
Taylor L.N. s.k
Wallace J. a
Ross M.D. a
Kinkead C squad
Clo N.J. a
Warren B a
Hardin R.C. a
Smith O.D.
Jeffers H.B. sick
Franks J.C. sick
Clo H.J. a
Jennys R.C. a
Franks B.W. sick
Ramey E.E. a
Cox C.J. 4
Wilmott C.E. 4

Very Respectfully
Wm. H. Kiler

[1901-02]

STATE COLLEGE OF KENTUCKY,
JAS. K. PATTERSON, LL. D.
DEPARTMENT OF PHYSICAL CULTURE,
W. H. KILER, Director.

Lexington, Ky.,

President James K. Patterson
A. & M. College

Dear sir =

The following students have absent marks for the week beginning March 3rd and ending March 8th.

Stone A.D. 2.
Swope W.M. 2.
Munnelley J.R. 2
Gilliland E. 2
Shultz E.W. 2
Clarkson C.J. 2
Viley R. 2
Hart B.R.
Aiken A. 2
Sand E.P.
Ellis R.W.
Bullock B. 2
Brown J.E.
Thomasson C.F.
Webb E. 1
Worthington 2
Gilmore C.R.
Threlkeld L.D.
Smith T.M. 2
Karsener S.
Kinkead C.
Clo N.T. 2
Jeffers H.B.
McKee N.T. 2
Seelbach L 2
Sandy Clarke 2
Clay-Mat 2
Jett C.N.
Bolling W.L. 2
Gorin L.J.
Shipp J.F. 2
Gardner A.B.
Lyne Wm 2
Prewitt W.H. 2
Affolter L.D. 2
Horton E.W. 2
Ingels H.P. 2
Rodes A.H. 2

Student R.A. Campbell still continues to come to the gymnasium. I have been informed that he has been suspended from the college, although I have not been officially informed. The attendance is not at all regular and I think an announcement of some kind in chapel might be beneficial.

Yours Respectfully
Wm H Kiler.

State College of Kentucky,
Jas. K. Patterson, Ph. D., LL. D., President.

[Mar. 3, 1907]

Lexington, Ky.,

Robt Leander Brown	Sept. 10	
L. L. Enfield,	" "	
J. S. Taylor	Sept 11	
Ford. H. Schaffner	" 12	
B H. Shaffner	" "	
R. H. Landay	" 24	
C. E. Beaumont	" "	
Wm. A. Brown	Jany. 30	1902
Leander Ellwood Andrews	Sept. 11	1901
	" "	"
Hardin Elliott Gilbert	" "	"
J. C. Watson		

April 21 - 1904

List of Miss. E. S. Kinkaid's Lectures.

Lecture No.	Date	Subject
1.	Oct 7-'03	Introductory.
2	" 14 "	Morte D'Arthur - Thomas Malory.
3	" 21	King Lear.
4	28	Robert Burns.
5	Nov 4	Wordsworth
6	" 11	Coleridge
7	" 18	Shelley (The man)
8	" 24	Shelley (The writer)
9	Dec 2	Edgar A. Poe.
10	" 9	Realism in Fiction.
11	" 16	Jane Austen.
12	Jan 6-'04	Thackeray's Pendennis.
13	" 13	Revival of Romanticism.
14	" 20	Marmion. - Scott.
15	" 27	Spanish Gypsy - G. Eliot.
16	Feb 3	Adam Bede - " "
17	" 10	Robert Browning
18	" 17	Browning's Saul
19	" 24	Tennyson (The man).
20	Mar 2	Tennyson (The writer).
21	" 17	The Modern Poets
22	" 23	Marpessa - Stephen Phillips.
23	" 30	Herod - " "
24	April 6	- Will o' The Mill - Stevenson.
25	" 13	Rab and His Friends - Brown.
26	" 20	The Vision of Sir Launfal - Lowell.

Lectures.

Miss E. S Kirkland

STATE COLLEGE OF KENTUCKY
JAS. K. PATTERSON, PRESIDENT

DEPARTMENT OF GYMNASTICS
W. W. H. MUSTAINE, PHYSICAL DIRECTOR
LEXINGTON, KY.

[1904]

Grades for Class "C" (Freshmen).

Acker,	13.5
Allen, J.G.	12.5
Arnspiger, R.A.	15.0
Battaile,	14.5
Becker,	13.0
Boggess,	15.0
Branson,	15.0
Cassell,	15.0
Cram, A.	15.0
Crafton,	14.6
Crume,	10.0
Denham, E.M.	14.1
Dodd,	15.0
Donan, A.L.	15.0
Dowden, W.P.	14.9
Dowling, H.P.	13.5
Downing,	14.5
Duvall,	11.0
Edgar,	14.5
English, J.W.	15.0
Geary, T.C.	00.0
Giltner,	15.0
Grunwell, P.C.	14.5
Hamilton, W.S.	11.0
Hart, R.S.	12.9
Hays, D.R.	00.0
Horten, H.C.	15.0
Humphrey,	14.5
Hutchings,	10.8
Karsener, A.S.	14.5
Kirby, A.M.	10.5
Lewis,	12.5
Mc Cauley, W.O.	14.8
McKenney, W.	14.9
Nichols, W.D.	10.3
Ott, T.F.	14.9
Parrish, C.S.	13.3
Paullin, F.C.	14.8
Reese, E.L.	14.5
Roark, C.	12.3
Saunders, H.B.	12.3
Smith, L.	14.9
Spears, H.D.	15.0
Stone, W.M.	7.5
Sumner, G.	5.5
Taylor, R.M.	10.5
Towery, L.T.	13.3
Troutman, H.	12.3
Woods, W.C.	14.8
Woods, J.	13.5
Wall, W.H.	7.5
Thompson, H.W.	00.0
Hillenmeyer, L.E.	15.0

STATE COLLEGE OF KENTUCKY
JAS. K. PATTERSON, PRESIDENT

DEPARTMENT OF GYMNASTICS
W. W. H. MUSTAINE, PHYSICAL DIRECTOR
LEXINGTON, KY.

[1904]

Grades for Class "D"(Freshmen).

Ammerman, E. C.	11.5	Threasher, H. E.	14.8
Ammerman, J. R.	14.9	Vaughn, J. M.	14.3
Archdeacon, J. J.	14.9	Viley, J. R.	00.0
Barnard, R. L.	8.5	Wilkes, W. S.	12.3
Booth, H.	00.0	Williamson, W.	00.0
Buchannon, A. S.	7.5	Woodward, W. D.	15.0
Callihan, C. D.	6.5	Yager, J. J.	15.0
Clo, H. L.	00.0	Williams, H. T.	9.5
Craig, R. S.	10.3		
Davidson, C. A.	6.5		
Durham, W. H.	00.0		
Epperson, T. H.	14.9		
Estill, D. C.	15.0		
Farrell, W. A.	13.5		
Forbes, J. M.	7.5		
Frye, J. P.	13.5		
Grimes, E. C.	14.7		
Hardin, C. A.	11.5		
Hannah,	11.5		
Hopgood, R. C.	14.9		
Howard, G. B.	10/5		
Jones, S. C.	00.0		
Kinkead, C.	10/5		
Kinkead, E. S.	14.5		
Kinnear,	00.0		
Lee, S. F.	13.9		
Lilly, J. A.	00.0		
Minor, X. C.	00.0		
Moore, V. M.	10.3		
Muir, H.	14.9		
Parrigin, F.	00.0		
Penn, J. B.	14.7		
Rankin, F. J.	14.8		
Rule, P.	14.9		
Scott, R. D.	13.5		
Schoene, C. E.	00.0		
Shannon, P. F.	15.0		
Sprague, J. M.	14.9		
Steele, A. W.	14.9		
Terry, J. C.	14.5		
Thommasson, C. F.	00.0		

STATE COLLEGE OF KENTUCKY
JAS. K. PATTERSON, PRESIDENT

DEPARTMENT OF GYMNASTICS
W. W. H. MUSTAINE, PHYSICAL DIRECTOR
LEXINGTON, KY.

[1904]

Grades for Class "B." (Second year Academy).

Anderson, E.M.	14.6	Vorhies, W.L.	13.6
Atherton, P.F.	12.8	Wegner, F.A.	14.6
Atkins, D.C.	11.9	Welsh, J.W.	12.8
Bean, H.C.	15.0	Wilson, R.C.	14.1
Bean, L.V.	15.0	Young, J.A.	00.0
Bogard, G.T.	15.0	Murphy, J.L.	14.5
Brewer, Leo	14.6	Thomas, J.W.	00.0
Bryant, T.R.	15.0	Barbee, G.R.	14.6
Clay, R.W.	13.2	Wells, E.	15.0
Cleaver, W.G.	15.0		
Crenshaw, R.W.	11.4		
Curtis, J.S.	8.3		
Dohoney, T.M.	11.9		
Downing, H.H.	15.0		
Fain, E.C.	00.0		
Galloway, C.R.	14.6		
Goode, E.F.	10.5		
Givens, T.K.	14.6		
Griffing, J.C.	00.0		
Greathouse, W.M.	13.2		
Herring, H.L.	13.7		
House, C.B.	11.0		
Hall, H.H.	14.8		
Hutchcraft, D.K.	14.6		
Jackson, S.T.	15.0		
Kearney, D.A.	00.0		
Leaming, T.C.	00.0		
Lovelace, R.	12.7		
Mc Namara, W.J.	15.0		
Mathers, M.	15.0		
Milward, L.	8.4		
Moore, R.S.	12.3		
McCutcheon, J.R.	12.0		
Moseley, J.M.	11.9		
Moseley, M.R.	13.7		
Penrod, A.	13.7		
Poynter, A.L.	15.0		
Procter, B.M.	14.6		
Scherffius, F.F.	13.7		
Shearer, A.N.	14.9		
Smith, M.S.	12.8		
Smith, W.G.	9.2		
Tucker, C.	9.2		
Vinton, E.K.	12.3		

STATE COLLEGE OF KENTUCKY
JAS. K. PATTERSON, PRESIDENT

DEPARTMENT OF GYMNASTICS
W. W. H. MUSTAINE, PHYSICAL DIRECTOR
LEXINGTON, KY.

[1904]

Grades for Class "A"? (First year Academy).

Adams, H.	12.7	Stackhouse, W.O.	14.3
Atkins, R.R.	3.3	Veal, G.R.	15.0
Atkinson, C.L.	14.3	Waters, L.B.	11.0
Baker, S.G.	3.3	White, B.P.	12.7
Barbee, R.C.	14.3	White, O.	12.7
Bennett, E.	14.3	Wilmott, C.S.	12.2
Bewlay, C.W.	13.8		
Bodkin, P.T.	12.7		
Boldrick, W.C.	11.0		
Bowman, C.	7.6		
Bussey, J.C.	6.0		
Cassidy, T.J.	12.7		
Claycomb, P.R.	15.0		
Coons, W.L.	12.7		
Coyne, T.E.	00.0		
Creekmore, R.A.	14.3		
Crosthwaite, J.S.	14.3		
Dunbar, P.	12.7		
Elam, A.M.	12.7		
Erdman, W.K.	12.7		
Fields, M.A.	14.3		
Garvin, C.	15.0		
Greathouse, F.J.	15.0		
Greathouse, W.W.	14.3		
Harp, R.E.	14.3		
Harris, W.R.	14.3		
Hays, R.M.	10.5		
Herring, F.W.	9.3		
Hieronymous, J.B.	14.3		
Holmes, L.B.	12.7		
Hudson, H.	12.7		
Lyddan, M.H.	14.3		
Mahoney, F.	6.0		
Marsh, S.A.	12.7		
Mastin, J.E.	7.6		
Merriss, B.D.	12.7		
Neblett, P.H.	15.0		
Nunnally, S.P.	11.0		
Parker, G.H.	6.0		
Roberts, W.	10.5		
Savage, R.	9.3		
Shehan, E.B.	11.0		
Shemwell, A.	12.2		
Smith, F.R.	14.3		
Smith, W.E.	6.0		

[June, 1905]

List Of Seniors In Department Of

MECHANICAL AND ELECTRICAL ENGINEERING.

1904 -- '05.

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K. F. Adamson
A. Akin
L. E. Baumgarten
C. A. Bickel
E. A. Cline
F. H. Darnall
K. L. Deitrick
H. G. Edwards
G. H. Gilbert
W. H. Grady
C. W. Ham
H. P. Ingels
F. Johnson
W. G. Layson
S. M. Morris
A. D. Murrell
C. B. Owens
H. L. Prather
M. W. Powell
V. D. Roberts
J. F. Shipp
J. B. Sprake
B. J. Tomlinson
B. Thomas
H. H. Urmston
C. R. Wallis
H. M. West
W. J. Payne

STATE COLLEGE OF KENTUCKY.
JAS. K. PATTERSON, PH. D., PRESIDENT.
SCHOOL OF MECHANICAL AND ELECTRICAL ENGINEERING.

F. PAUL ANDERSON, M. E., DIRECTOR, PROFESSOR OF MECHANICAL ENGINEERING.
A. M. WILSON, M. E., PROFESSOR OF ELECTRICAL ENGINEERING.
L. K. FRANKEL, M. E., PROFESSOR OF MACHINE DESIGN.
L. E. NOLLAU, B. M. E., INSTRUCTOR IN MECHANICAL ENGINEERING.

LABORATORY ASSISTANTS:
JOSEPH DICKER, INSTRUCTOR IN FOUNDRY AND FORGE SHOP.
L. L. LEWIS, B. M. E., INSTRUCTOR IN WOOD SHOP AND DRAWING.
C. E. SCHOENE, B. M. E., INSTRUCTOR IN STEAM AND ELECTRICAL LABORATORY.
G. M. HOWARD, ASSISTANT IN EXPERIMENTAL LABORATORY.
G. O. THURMAN, ASSISTANT IN SHOP WORK.

LEXINGTON, KY., May, 12, 06.

President James K. Patterson,

State University of Kentucky,

Lexington, Ky.

My dear Sir:-

I have the honor to herewith submit to you and the Board of Trustees of the State University of Kentucky, my seventeenth annual report, as Dean of the School of Mechanical and Electrical Engineering of the State University of Kentucky. This report is for the collegiate year of 1907-08.

MATRICULATES:

The number of permanent matriculates in the department of mechanical and electrical engineering during the year is 194, distributed as follows:

Seniors 33; Juniors 35; Sophomores 63; Freshmen 63. Eighteen of our graduates are pursuing post-graduate work, on completion of which, they will be recommended for the M.E. degree.

About fifteen young men in addition to the above, entered the work, but for various reasons did not continue; and the number given above represents those students that were considered entitled to a place on our rolls.

SCHEDULE OF STUDIES:

The schedule of studies as announced in the catalogue of 1906-07 has been closely adhered to.

The faculty rule pertaining to the exclusion of classmen who have certain failures, has enabled us to draw hard and fast lines between sophomores, freshmen, juniors and seniors; and those students who do not do creditable work have been early eliminated from the course.

CLASSES TAUGHT BY INSTRUCTORS:

The following is a statement of the classes that have been taught during the year by the various instructors in the department. (Only those classes pertaining to engineering proper are here specified).

CLASSES TAUGHT BY F.PAUL ANDERSON ARE AS FOLLOWS:

1. Steam Engineering
2. Valve Gears
3. Steam Engine Design
4. Steam Laboratory Work
5. Valve Gear Design.
6. Steam Boilers (Theory).
7. Steam Boiler Design.
8. Gas and Oil Engines.
9. Dynamometers and Measurement of Power.
10. Thesis Supervision.

CLASSES TAUGHT BY A.M.WILSON ARE AS FOLLOWS:

1. Elementary Electrical Engineering.
2. Electro-Dynamic Machinery.
3. Alternating Currents.
4. Dynamo and Motor Testing.
5. Junior Electrical Design.
6. Electrical Laboratory.
7. Senior Electrical Design.
8. Supervision of Electrical Theses.

CLASSES TAUGHT BY L.K.FRANKEL ARE AS FOLLOWS:

1. Strength of Materials.
2. Theory of Machine Design.
3. Machine Design(Drawing Room).
4. Analytical Mechanics.
5. Kinematics.
6. Testing of Materials of Construction.

CLASSES TAUGHT BY L.E.NOLLAU ARE AS FOLLOWS:

I. Four hours each day in the Wood Shop in charge of Wood Work and Pattern Making.

2. Bench Work in Wood (Theory).

3. Theory of Pattern Making and Foundry Practice.

4. Descriptive Geometry.

5. Descriptive Geometry Drawing.

6. Theory and Practice of Photography.

CLASSES TAUGHT BY JOSEPH DICKER ARE AS FOLLOWS:

I. All classes in Foundry Practice.

2. All classes in Iron and Steel Forging.

3. Supervision of Machine Shop.

CLASSES TAUGHT BY L.L.LEWIS ARE AS FOLLOWS:

I. Four hours a day teaching Freshman Mechanical Drawing.

2. Instructor in Wood Shop classes.

Mr.C.E.Schoene has had charge of the apparatus in the experimental electrical and steam laboratories, and has supervised part of the electrical laboratory work.

Mr.John Dicker has assisted in Shop Work instruction since January first.

THESES FOR B.M.E.DEGREE:

An Experimental Study of Telephony,
Walter Christian Kiesel, Graham King McCorkle and Robert Lovell Samuel.

A Study of Headlight Oils such as are used in Railroad Practice with a View to establishing a Rational Set of Specifications,
Arthur Lawrence Poynter.

An Experimental Study of the Use of Liquid Fuel for Steam Production, including Cost and Method of Burning,
Milton Sears Smith, Daniel Metzler and Colton Alexander Porter.

Design of an Experimental Steam and Electrical Engineering Laboratory,

Victor Emanuel Muncy.

An Experimental Study of Different Sands Showing their Effect on Concrete; also Test of an Ohio River Sand Digger,

Arthur Matthew Elam and Proctor Knott Smiley.

An Investigation of the Character of Concrete of Varying Mixtures and Composition,

Clinton Robert Galloway.

Experimental Study of Internal Combustion Engines,

James Stewart Curtis and William Chamberlain Matthews.

A Design of a Central Lighting and Heating Station for State University of Kentucky,

Theodore Becker.

Investigation of the Interurban System centering at Lexington, Kentucky,

Frank Heber Graham and Henry Limuel Herring.

An Efficiency Test of the Richmond Electric and Power Company,

Robert LeGrand Cornelison, George Taylor Bogard and Charles Miller Roswell.

An Experimental Study of an Electro-Dynamic Machine,

Alphon Penrod and Francis Marshall Wilkes.

An Experimental Study of Signal Engineering as Applied to Block Signals,

James Frank Battaile and Carter Lindsay Wilson.

Determination of the Heating Value of Southern Coals,

Arza Lytle Wilhoite and Joseph Latham Pogue.

An Experimental Study of Alternating Currents and Voltage Wave Forms,

Benjamin Warfield Bennett.

The Design of a Modern Foundry for the Production of Medium Weight Castings,

John Keith Browning.

A Series of Traction Tests on the Cincinnati Southern and Alabama Great Southern, to Develop Locomotive Hauling Charts for these roads,

Warren Thornton Green, Robert Andrew Humphrey, William Perry Browning Hamilton and Edwin Bronston Oldham.

The Development of a Standard Series of Questions and Lantern Slides for the Murphy Method of Examining and Instructing Trainmen,

Russell Hamilton Guerrant and John Paul Carmody.

INVENTORY OF MACHINES IN THE DEPARTMENT.

We have prepared a scaled drawing which shows the location and character of all machinery in the department. This drawing has been placed on file with the business agent, and it would prove of great value in adjusting insurance losses, should we meet with the misfortune of a disastrous fire.

MECHANICAL AND ELECTRICAL ENGINEERING RECORD.

The department has undertaken during the year the publication of a monthly magazine, the purpose of which is to present to the students of the State University of Kentucky, the students of other universities and engineers throughout the country, some of the research work that has been carried on in our laboratories. The journal has taken a high rank among similar publications from other colleges, and we are certain that the venture will prove of considerable importance in developing the work in mechanical and electrical engineering in this institution.

EFFICIENCY OF INSTRUCTORS.

The department is indeed fortunate in having such a capable and conscientious corps of young men as instructors. All of the classes have been conducted in a most efficient manner, and the results that have been obtained with the students, have been most gratifying. We are inclined to believe that the character of instruction that has been given, both in theoretical and practical work, has reached during the year, a point of great excellence. On account of the high standards that have been set, we have been able to eliminate those students who were either not prepared or were not willing to exert themselves sufficiently, to accomplish the work that was planned for them. The poor material being eliminated has made it possible to round up the year's work in the most satisfactory manner, and every instructor in the department is entitled to great credit for his earnestness and devotion to the work, throughout the entire year.

POSITIONS FOR GRADUATES.

The financial depression of the last six months has had a marked effect on business conditions; but notwithstanding this unfortunate fact, we feel certain that every member of this year's class, will have an opportunity to take up his chosen work in the profession of mechanical and electrical engineering, immediately after commencement.

Our graduates in years past have made such excellent records, that the well established manufacturing concerns are willing to employ State University of Kentucky men, feeling that the best asset they can have when good times return, will be well equipped young men who are able to take up the responsible work of handling large volumes of new business.

RECOMMENDATIONS.

FIRST:

At a recent meeting of the committee on apportionment appointed by the Board of Trustees at the April meeting, composed of President Patterson, Messrs Clay and Terrell, I presented a request that thirty-nine thousand two hundred and thirty-seven ($39,237,00) dollars be allotted to the department out of the two hundred thousand dollars appropriated to the State University of Kentucky by the last legislature. I requested that this amount be set aside for buying apparatus shown as follows; (We have scaled the original amount of ninety-five thousand ($95,000,00) dollars we are anxious to obtain for betterments down to the figures shown by the following) and we sincerely hope that the Board of Trustees can appropriate this full amount:

TABULATED LIST OF APPARATUS.

WOOD SHOP.

Twenty(20) new wood lathes at $40.00 a piece,	$400.00
Twenty complete sets of bench tools at $10,00	200.00
One (1) power planing machine,	120.00
Ten (10) sets of lathe tools at $5.00 a set,	50.00
Lumber shed,	150.00
Special wood working tools for tool room,	110.00

MACHINE SHOP.

Four (4) machine lathes at $450.00,	$ 1800.00
One (1) universal grinding machine,	900.00
One(1) universal shaper,	450.00
One(1) gear cutting machine,	850.00
Small tools of precision for tool room,	360.00

BLACKSMITH SHOP.

Ten(10) down-draft forges complete at $30.00,	$ 300.00
Thirty(30) anvils and blacksmith tools at $10.00,	300.00
Two(2) oil furnaces at $25.00,	50.00
One(1) steam hammer,	400.00
Small blacksmith tools for tool room equipment,	110.00

FOUNDRY.

One(1) cupola,	$ 300.00
Foundry ladles and foundry tools,	250.00
One(1) self-contained core oven,	120.00
One(1) core room,	200.00

EXPERIMENTAL STEAM LABORATORY.

Twelve(12) steam engine indicators at $100.00,	$ 1200.00
Four(4) pyrometers at $90.00	360.00
Four(4)Prony brakes for engine testing at $150.00,	600.00
Four(4) steam calorimeters at $80.00,	320.00
Equipment for fuel testing laboratory, including scales, calibrated tanks, pumps, induced draft apparatus, oil burners and natural gas burners,	1800.00
Fuel gas analysis apparatus,	250.00
Steam pipe in steam laboratory,	400.00
One hundred and twenty-five condensers, including air pumps and all connections,	700.00
Condenser pit, including all piping,	380.00
Two hundred thousand pound testing machine, equipped with self-recording apparatus,	2300.00
Experimental refrigerating plant,	1200.00
Independently fired superheater,	1100.00
12 Horse power experimental gas engine, direct connected to generator,	1190.00
20 Horse power turbo-generating set,	960.00
Foundation for experimental engine, already in laboratory unmounted,	800.00
Engine revolution counters, speed indicators and thermometers,	90.00
Small instruments of precision,	300.00

DRAWING ROOM.

Drawing tables and drawing room equipment,	$ 600.00

ELECTRICAL LABORATORY.

Switchboard for laboratory,	$ 450.00
Series motor,	300.00
Oscillograph,	500.00
Shunts for potentiometer,	120.00
Vacuum pump,	150.00
High tension volt meter,	270.00
Polar wound induction motor,	150.00
Belted transmission dynamometer,	125.00
Standard precision A.C. instruments,	250.00
Static machine,	200.00
Various types of recording voltmeters,	200.00
Vacuum tubes,	100.00
Mercury and rectifier,	250.00
Moore tube installation,	50.00
Foote-Pierson photometer,	125.00
Machine lathe for repair shop,	600.00
Copper for experimental work,	300.00
Electric pyrometer,	150.00
Electric furnace,	200.00
Recording instruments,	200.00
High sensibility galvanometer,	100.00
Realistic galvanometer,	62.00
Apparatus for measuring low resistance,	200.00
Kempe discharge key,	50.00
Rowland electric dynamometer,	480.00
Comparator,	185.00
Non-inductive resistance,	85.00
Self and mutual induction apparatus,	180.00
Auxiliary apparatus,	125.00
10 k.w. 3 phase alternator,	300.00
Transformers,	100.00
Matthews photometer,	400.00
Storage battery equipment,	600.00
Lightening arresters,	100.00
Apparatus,	31,737,00
Addition to building,	7,500,00
Total,	$ 39,237,00.

SECOND:

That forty-two hundred($4200.00) dollars be appropriated to meet the running expenses of the department of mechanical and electrical engineering for the year 1908-09.

For a number of years we have received thirty-five hundred dollars which has not been sufficient to meet the demands made upon us by the increased number of students and increased cost of material.

THIRD:

That Mr.L.E.Nollau who has been an instructor in the department since June 1904, be elected as Assistant Professor of Drawing at a salary of twelve hundred ($1200.00) dollars a year. Mr.Nollau has proven himself at all times a most worthy and capable man. He is earnest in his work and well qualified for the position of Assistant Professor of Drawing. His salary during the last year has been much less than that of his class-mates who took up commercial engineering work, and his service has been of such a character as to justify an increase of salary and position. During the four years Mr.Nollau has been teaching in the department, he has been at all times efficient and reliable and he is entitled to the recognition asked for above.

FOURTH:

That we be given authority to employ a tool maker at seventy-five($75.00) dollars a month, whose duty shall be to build new apparatus for the steam and electrical laboratories. A great deal of apparatus cannot be purchased on the market, and the department of mechanical and electrical engineering should have an experienced mechanician to build appliances used in special work in the laboratories.

I recommend that Mr.R.H.Matthews be appointed to this position.

FIFTH:

That the salary of Mr.Gordon Thurman be increased from forty dollars to sixty($60.00) dollars a month. Mr.Thurman has been our engineer in charge of our steam plant for five years; during this time he has been very faithful, and the responsibility and long hours connected with his position, justifies the placing of his salary to at least sixty dollars. Mr.Thurman has been married within the last two

years, and this is an additional reason for putting his salary on a basis commensurate with his value to this institution.

SUMMARY.

The spirit of work in the department by both instructors and students during the last year has never been excelled. It is difficult to imagine a school where more real interest and enthusiasm is manifested for the science of mechanical and electrical engineering, than we have in this department at the State University of Kentucky.

We appreciate fully, the co-operation that the Board of Trustees is giving us in the up-building of this department of technology, that is destined to take even greater rank each year with the best departments of like kind in connection with the more prominent land grant colleges.

Attached please find a modification of the course of study, in accordance with the general curriculum that was ordered by the Board of Trustees at their meeting on April I4th.

We believe that this new schedule of studies will give even greater range of opportunity for giving young men a training in mechanical and electrical engineering.

Yours most respectfully,

F. Paul Anderson.

Director, School of Mechanical and Electrical Engineering,

State University of Kentucky.

of the Agricultural College through class-room instruction and lectures by the officers of the experimental staff engaged in research work. If not, then I urge that the necessary steps should be taken to secure such legislation as would enable the Agricultural College to draw upon the experimental staff of the Station for such instruction as would bring before the student body the results obtained in the laboratory and in the field. I believe that this would largely increase both the popularity and the efficiency of our work and that the State would receive a much larger benefit from the Experiment Station than it does at present. There can be no better medium of communication between the Station and the general public than the educated students of the agricultural colleges, who would thus be placed in possession of a valuable body of knowledge, fresh from the hands of investigators and not to be found in the text books used in the class-rooms. Each of these agriculturists would become centres of influence for the diffusion of scientific knowledge, as related to agriculture, operating both as an example and a stimulus to intelligent and economic activity in this domain.

I wish to suggest for your consideration the propriety of organizing a School of Commerce, the object of which should be to prepare men thoroughly for active participation in commercial enterprise. I do not mean commercial training in the ordinary sense which consists mainly of a course of three or four months in bookkeeping. Bookkeeping may or may not be included in the schemem under consideration. Such schools exist in some of the countries most advanced in commercial, manufacturing and industrial enterprise. In this school should be taught perfect command of colloquial French, German and Spanish, Mathematics, as far as Calculus, Psychology, Ethics and Logic, an adequate knowledge of Physics, Chemistry, Botany and Zoology, an extended course of political and commercial geography, and a course of English ex-

tending over at least four years. The graduate of this school would be all the better equipped for undertaking the conduct and management of a great commercial exporting or importing enterprise if to the subjects enumerated above be added a knowledge of Chinese and of Japanese. These latter are of course for the present beyond our reach, but in the course of time we might succeed in incorporating them within the scope of the education thus outlined. I need not dwell upon the importance of a thorough knowledge of one's mother tongue, in order to express himself with ease, elegance and propriety, nor how much ability of this sort would commend the writer to the consideration of those who might be his correspondents. You will readily admit also the value of a knowledge of the foreign languages, which I have included within the scope of this course of study. I found when I was abroad that the great commercial houses and banking establishments had upon their list of employees men who were able to conduct a correspondence with foreigners in French, German, Italian, Spanish and English. A competent knowledge of Psychology would enable its possessor to analyze human character with a degree of accuracy not always given to the person who knows human nature from experience only. A knowledge of political geography would enable its possessor to forecast with some degree of accuracy the imminence and import of impending political changes, and a knowledge of economic geography would enable him to estimate with some degree of probability the value of the commerce of foreign nations by knowing the character of their capabilities of production and their annual output of the necessities or luxuries of life. A knowledge of current social and political history, with the systems of banking in use in different countries with whom American has commercial relations would likewise be of great value and should be included in the list of subjects enumerated above. A young man thus equipped could readily

find employment in any of the great mercantile establishments of the country, and would likewise be eligible, under a revised and intelligent system of rules of the Civil Service, for consular and diplomatic employment abroad.

A school of this sort could be established at once and with no additional drafts upon the exchequer of the College. All of the subjects enumerated above are now taught within the University and by an appropriate grouping would form a well rounded school of commerce.

We are all aware and we all deplore the fact that American journalism is not up to the level which ought to obtain in a country whose influence among the great world powers is second to none. Journalism as a profession wields a prodigious influence in determining both home and foreign policy. It has long been recognized in Great Britain as the fourth estate of the realm. Its relative importance in this country is equally great. The time I think is ppportune for the establishment of schools of journalism in the great American colleges and universities which should go far to educate a class of men who would lift the profession to a higher level than it has hitherto attained. The newspaper of today has supplanted both the book and the magazine. We look to the daily and the weekly paper for the intelligence and the guidance which mould public opinion. If this be of a high character, its influence will be for good, if what is denominated in common parlance "yellow journalism", its influence will be pernicious in the highest degree. I therefore suggest that at an early date a school of journalism should be established in the State University for the education of men who intend to devote themselves to journalism as a profession. The course of study which I would include in this scheme would embrace Mathematics, English, in its origin and development, and the commanding superiority which it has attained

among the nations of the earth, and since one cannot understand his native tongue without knowing somewhat of the contributory elements which as accessories go to make it up, he should know Latin, Greek, French and German. He should likewise be well versed in the philosophy of the human mind, especially in its ethical and logical relations. He must be able to think quickly and correctly, and th reason accurately. In addition to the knowledge of the processes of thought and their expression in language, he should be profoundly versed in the science of civil government, of sociology, economics, and the political and commercial history of his own and other countries. He should likewise have the benefit of a liberal course of instruction in Physics, Chemistry, Botany and Biology, in order to discuss intelligently many of the great questions relating to wealth, to life and to duty, knowing where to look for the data illustrative of the subjects which he discusses, with the ability to verify them and to correlatd them for the purpose in hand. He should moreover be well grounded in the principles of municipal, national and international law. To know adequately his own people, his own race, his own national characteristics, its excellencies and deficiencies, he must know them not only in themselves, but each in their relation to others. This, you will observe, covers a broad area, but a person thus equipped would be able to handle intelligently and profitably the great questions with which the American citizen has to deal upon every hand. His profession would thus enable him not only to furnish the necessary information to the general public for whom he provides, but to become an intelligent leader of thought, giving it definite and consistent shape for the realization of great and noble and honorable ends.

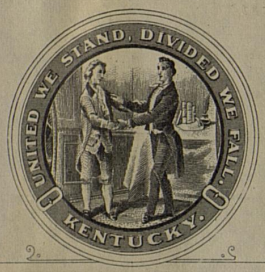
This course of study likewise could be formed and carried on with no additional expense to the University, inasmuch as

the courses of study contributory thereto are already in operation and could be grouped together for the attainment of the end proposed.

I submit, gentlemen, these matters for your consideration, trusting that you will deal with them seriously, not either as obiter dicta or obiter scripta, but as containing in them the essence of possibilities for good.

It is a matter of sincere regret to me, and, I may add, humiliation, that the Normal Department of the State College was eliminated when the College became a University. It was established by Act of the Legislature in 1880, when the College was placed upon an independent footing. Its statutory existence was recognized during the same year when a tax of one-half cent on each hundred dollars of taxable property owned by the white persons in the Commonwealth was provided for the further endowment and maintenance of the institution. Theestablishment of the Normal Department was again re-enacted in 1893, specific regulations made for county appointees to attend as beneficiaries and the work to be done by it distinctly defined. During the twenty-eight years of its existence, it had educated more than 3000 teachers of the common schools of the State and those who were thus prepared for the profession of teaching ranked uniformly high in the profession, stood the best examinations and obtained the best certificates, and were placed in charge of the best schools in their respective counties. In addition to the subject matter in which they were instructed and the professional training which they received in the Normal Department, the matriculates in this course of study had access to any other collateral department in the College for which they were prepared, without additional expense. The departments of advanced Mathematics, English, Physics, Chemistry, Anatomy and Physiology, Botany, Biology, Greek and Latin, French and German, were all open to Nor-

Courier-Journal Lith. Louisville.



DEPARTMENT OF

AGRICULTURE LABOR & STATISTICS.

LUCAS MOORE, COMMISSIONER.

Frankfort, Ky., Jan. 23, 1899.

Doctor James K. Patterson,
Lexington, Ky.

Dear Sir:

I trust it still your intention to be with us at the Institute at Lebanon, Jan. 30th and 31st. The people there will appreciate your visit and we will do all in our power to make the trip a pleasant one to you. Would like for you to give me topic of your address at the earliest moment that I may arrange the programme.

I enclose typewritten copy of the list of subjects as partially agreed upon for discussion in the recently formed agricultural societies. I have sent a number of them out and trust the effort may prove of benefit.

Sincerely yours, Lucas Moore

Commissioner.

[Jan 24, 1899]

(1)

I am aware that the subject allotted to me in opening this series of lectures is from its nature dry and uninteresting. Facts and dates, oftentimes disconnected and apparently unrelated, are not readily wrought into a fabric imposing and symmetrical. I console myself, however, with the thought that what I shall say may form a suitable introduction to the more interesting subjects of discussion which are to follow.

Many ages preceding the advent of our era, there lived a people in the intervening stretch of country between the Caspian Sea and the Himalayas, known to modern students of prehistoric ethnology as the Aryan race. This people, at a very early period, passed out of the primitive stage. They were no longer savages gathering a scanty subsistence from the spontaneous gifts of nature. Before the migratory movements made necessary by the increasing population had begun, they had passed into the pastoral stage, and some of them into the agricultural. They tended their flocks, cultivated to some extent the soil, had made some attainments in the primitive occupations which supply comforts and multiply the means of subsistence, and had made some progress in social organization. It is from the latter point of view that I propose to consider a branch of the great ethnic movement which began some centuries before the Christian era.

The first great exodus from the Central Asiatic home of the Aryan stock took place not less than 2,000 years before the birth of Christ. Those who composed the movement passed slowly through the passes of the Himalayas, occupied the region of the five rivers, drifting down the valley of the Ganges, uprooting, exterminating, subduing or absorbing the aboriginal races whom they found in their way. Within a few centuries they developed a civilization of a high order, a language the most perfect ever spoken or written, and left to their descendants a literature vast and varied, far supassing in extent all the extant literature of pre-Christian times.

The next migratory wave which left the original home some centuries after the migration of the Sanskrit-speaking people was the Keltic, subdividing as it swept westward into two great branches, the Gael and the Cymry. These in time occupied all Central and Western Europe, dispossessing and uprooting the aboriginal inhabitants whom they found possessed of the soil, less advanced than themselves and incapable of making an effectual resistance. The Kelts also developed a considerable degree of civilization, but their literature, if the scanty fragments which still survive can be so called, was meagre and unimportant. Their religion and worship retained traces of an original affinity with those of the Hindoo and Iranian, but neither in civilization nor religion did they attain the high level of their kindred in the South and Southwest of Asia.

The next great migratory wave, and the one which for the present concerns us most, was the Teutonic, which left its original home much later, moving westward, driving the Kelts before them or exterminating or subduing or incorporating them as the Kelts had done the original occupants whom they found in their pathway. Over a century before Christ, in conjunction with a body of Kelts called Cimbri, whom they took into temporary partnership with them, they appeared on the confines of the Roman Republic, cut to pieces two or three consular armies and struck Rome with terror and alarm such as had not been felt since Hannibal overwhelmed the Roman legions on the fatal field of Cannae. More than a century later the descendants of these rude warriors, under Arminius, annihilated the flower of the Roman armies in the Teutoberg forest and wrung from the greatest of Emperors the passionate lament: "Varus, give me back my legions." A century later, Tacitus, the most philosophic and most discriminating of all historians except Thucydides, thus describes our race - for from these loins

are we sprung - inasmuch as our immediate ancestors, the Angles and Saxons are a branch of the great Teutonic stock:

"They choose their kings on account of their nobility, their leaders on account of their valor, nor have their kings an unbounded or arbitrary power, and their leaders rule by their example, rather than by the right of command. If they are ready, if they are prominent, if they are forward in leading the van, they hold the first place of honor. On smaller matters the chiefs debate, on greater matters all men, but so that those things whose final decision rests with the whole people are first handled by the chiefs. The multitude sits around in such order as it thinks good. Silence is proclaimed by the priests, who have also the right of enforcing it. Presently the king, or the chief, according to the age of each, according to his birth, according to his glory in war or in eloquence, is listened to, speaking rather by the influence of persuasion than by the power of commanding. If their opinions give offense, they are thrust aside with a shout. If they are approved, the warriors clash their spears. It is held to be the most honorable kind of applause to use their weapons to signify approval. It is lawful, also, in the assembly to bring matters for trial and to bring charges of capital crimes. In the same assembly chiefs are chosen to administer justice throughout the district and villages. Each chief in doing so has a hundred companions assigned to him as at once his counsellors and his authority; moreover, they do no matter of business, public or private, except in arms."

Here we have a picture of a free commonwealth of warriors, in which each free man has his place, where the vote of the general assembly is final; where hereditary descent and elective office co-exist and are equally esteemed. Here is implied the existence of inferior local assemblies, local magistrates. In this picture we have the germs of the Anglo-Saxon institutions which grew up later, but which existed in

embryo among the Angles and Saxons ere yet they had left their homes among the banks of the Elbe and the Weser to try their fortunes in Britain beyond the seas. Here we see the ground work of parliament composed of Kings, Lords and Commons, when all get together on the open plain, instead of within the four walls of state house or abbey. Here we see the beginning of executive, legislative and judicial functions, all in accordance with immemorial custom, unwritten law transmitted from father to son, from generation to generation, embodying all the authority and sanctity of written law, because grown up with their growth, moulding and becoming an integral part of their social and political existence. This immemorial constitution was the constitution of our forefathers before their migration began, was their constitution among the forests and in the defiles of Germany, was their constitution on the shores of the North Sea and was their constitution when they crossed the German ocean and settled within the four shores of Britain, and is still their constitution in this newer Britain, in this mightier England on the western hemisphere. The acorn is not the oak, but it is the germ without which the oak would not be; the child is not the man, but in it are contained all the potential energies, all the mighty intellectual forces which in a Paul, a Newton, a Wellington and a Washington make history and transform and uplift mankind.

In the Canton of Uri, one of the original Cantons of Switzerland, assamblies such as that described by Tacitus are held to this day, in May of each year, convened under almost identical conditions and for identical purposes, the only example extant of a pure democracy, among whom the principle of representation has not yet been introduced, where each freeman appears under arms in person and participates in the functions of government - legislative, executive and judicial.

Transplanted to the shores of Britain, long after the Roman Legions had abandoned it, the Angles and Saxons were free to work out their own destiny uninfluenced by the traditions of Rome. Neither the language nor the literature nor the jurisprudence of the conquerors of the world affected our Teutonic forefathers in their policy. It remains essentially Teutonic to this day.

In their civil and political development the same order is observed throughout all the Aryan races. The elementary group is the family, the aggregation of families forms the gens or house, the aggregation of gentes forms the tribe, the aggregation of tribes forms the commonwealth or nation. Our Teutonic forefathers believed that they all had a common descent, that tribes and houses and families believed that they all had a common lineage from hero, demi-god or god, and hence that all were akin, that all had common rights in a common heritage. The king or chief, the Eorldorman or Reeve or Hundred-Man were all only primus inter pares, first among their equals.

Fomr the seventh to the eleventh century, the political organization of the Angles and Saxons was, according to Bishop Stubbs, about as follows:

The township consisting of a cluster of families is the unit, united by the responsibility of kinship under the authority of an executive, judicial and fical officer called the reeve, who, with four companions, represent the township in the hundred or folkmoot. A cluster of townships forms the hundred, its presiding officer the hundred-man, with duties somewhat analogous to those of the reeve. He is sometimes elected, sometimes appointed. With a body of assistants he represents the hundred in the Shire moot, a body of both legislative and judicial power. An aggregation of hundreds makes the shire, whose officers, alderman, sheriff and bishop, do its executive, judicial and legislative work. Lastly, the

union of shires forms the kingdom, whose council is the Witenagamot. This body consists of eorldermen and bishops and the king's thanes. The Witan has the right of electing and deposing kings, and in conjunction with the king, of nominating eorldermen and bishops, imposing taxes, voting supplies, enforcing decrees, making laws and sitting as a high court of justice. The body of the common law transmitted orally forms the basis of administration. The king is the head of the race, its chosen representative, its leader in time of war, its guardian in time of peace; president of its assembly and responsible to its people. He is limited in the exercise of his authority by a council of free advisers, is bound by oath to govern well, and his people are reciprocally bound by oath to loyalty and obedience.

Many of the Saxon kings had added materially to the body of the laws. Ina, Offa, Alfred, and Edward were among those who thus became famous. But their laws, when reduced to writing, did not profess to give their people anything new, but to put into permanent shape and give official form and sanction to the immemorial customs which had been the heritage of the people for centuries, to apply old and universally used principles to new exigencies as they arose. It was no haphazard series of decrees, rescripts and proclamations, arrogating the authority of law, but each new piece of legislation was evolved out of the old customs and unwritten law, a growth, a development, but not a new creation. This was the condition of things when William of Normandy defeated Harold at Hastings and claimed to reign in his stead. William did not assume to reign by conquest, but submitted his claims to an assembled body of freemen, by whom he was acclaimed rightful king instead of Harold. He retained as far as possible the old organization, swearing to maintain and execute the laws of his predecessors. But the necessity of providing lands out of

the public domain for his numerous followers and the changes consequent upon the frequent rebellions and insurrections with which he had to cope, materially modified his attitude to his new subjects. Offices hitherto filled by Englishmen were now given to Normans, and the feudal baronage, from the highest to the lowest, were all compelled to swear allegiance, not to an intermediate overlord, but to the king. No great fiefs were created as on the continent, and the lands allotted to individuals were scattered over the kingdom in such a way as to make united organization under a disaffected vassal difficult if not impossible. The more important vassals of the crown, with the bishops and abbots, now composed the great councils which took the place of the Witan under the former kings. But through a modification of the old, he is king of the nation as were his predecessors, his council is the Witenagamot of the nation and the laws by which he rules are the laws which his people have claimed from him as their own, and independently of the feudal machinery introduced by him, the people are so bound to him by oath, and he to them by his coronation oath and charter of liberties.

William, though a man of great executive ability, soon found that, alone, he was unequal to the task of government in all its manifold relations. With the assistance of his council he made laws and supervised the collection and expenditure of revenues, but to attend to all the other functions of government was beyond the capacity of any one man. He, therefore, appointed a minister who would stand to him in the whole kingdom in the same relation in which the sheriff did in each shire. This person, called the Justiciar, was the king's deputy in all matters and the supreme administrator in law and finances. The Justiciar had a staff of assistants, the chief of whom bore the title of Chancellor. This staff, formed from the chief vassals of the crown, consisted of those

most learned in the law and most efficient in its administration. The body so selected was called the Curia Regis. When it sat to consider questions of finance, it was called the Court of Excheuquer. Its members in their collective capacity were called justices, their head being Chief Justice. This was the germ of the entire judicial system. Out of this were developed in time, besides the Court of Excheuquer, the Court of King's Bench and of Common Pleas. When any of these courts rendered deliverances unsatisfactory to either of the litigants an appeal was made to the king in council. This was the original of the judicial functions of the Lord Chancellor, of the judicial body of the Privy Council and of the Appellate jurisdiction of the House of Lords.

Another phase in the administration of justice is the jury system, which grew out of conflicting claims to estates. The person whose title was impugnated might challenge the adverse claimant to mortal combat, or he might submit the cause in controversy to twelve men, called recognitors, who were appointed by four knights of the Shire selected by the sheriff acting under a royal writ. By the assize of Clarendon a like principle is applied to criminal jurisdiction. Twelve men of each hundred, with four lawful men from each township, were sworn to present criminals from their district in each county court. From this arrangement the Grand Jury was evolved. A special application of the jury system under Henry II, a grandson of the conqueror, laid the foundation of taxation and representation. Disputes had arisen as to the taxable value of freeholds and chattels. Henry directed the liability of each man to be estimated by a sworn body of knights of lawful men of the venue. A writ issued by John in the 15th year of his reign directed the sheriff to select four discreet men from each shire"for deliberation with us", so goes the writ, "concerning the affairs of our kingdom."

This was an extension of the usage introduced by Henry II, and in 1254 under Henry III, two knights from each shire were summoned to parliament, and upon the report made by these knights, the amount of the tax was determined.

Arbitrary and unscrupulous kings like John, and weak ones like Henry III, did not hesitate oftentimes to ignore the unwritten law, which formed the basis or groundwork of legislation by the great Council or Parliament of the realm. Exactions were levied upon the great barons and upon the lesser barons with no means of redress.

Fundamental usages and recent charters were alike ignored. The money derived from the commutation of feudal services was often applied by unscrupulous monarchs to procure the means of oppressing their subjects. When these oppressions and exactions passed beyond the bounds of endurance, all classes made common cause to bring the arbitrary king to terms. In this way it happened oftentimes that under the worst kings the greatest advances were made in strengthening and consolidating the freedom of the nation.

During the reign of John and his son Henry these irregularities became so odious that all classes were ready to rise in vindication of their ancient liberties. The revenues of the crown were lavished and wasted upon the throng of foreign favorites, who flocked to the royal courts, or consumed in enterprises useless and fruitless, enterprises bringing neither reputation nor profit to king or people.

An arbitrary invasion of John of the privileges of the church afforded the opportunity of which his outraged subjects were not slow to take advantage.

On the death of the Archbishop of Canterbury in 1205, the junior monks of Christ Church met clandestinely and elected Reginald, their sub-prior, his successor. John, displeased with their temerity, required the chapter to elect

John de Grey, Bishop of Norwich. The Pope refused to ratify either choice and compelled the monks, under pain of excommunication, to choose Stephen Langton, a name ever memorable in the annals of English freedom. John vented his rage upon the monks of Christ Church for consenting to Langton's appointment, expelled them from the convent and took possession of their revenues, whereupon Pope Innocent III placed the kingdom under an interdict. John retaliated by seizing the property of the clergy who obeyed the interdict. Innocent replied by issuing a bull of excommunication, absolved his subjects from their allegiance and called upon Philip of France to carry out the sentence of deposition. John made his submission and agreed to hold his kingdom upon the payment of 1,000 marks a year as the vassal of the holy see. Smarting under his humiliation, he crossed over into France to avenge himself upon Philip, by whom he and his allies were signally defeated at the battle of Bovines, and returned in disgrace to England. He had provoked the barons by his exactions, enraged the clergy by his invasions of their privileges, alienated the rising power of the towns by his impositions and incurred the contempt of all classes by his wanton profligacy. An unusual levy on the barons without the consent of his parliament roused a fierce spirit of opposition, and determined them to seek redress of grievances. They found in Stephen Langton an able and willing ally. In a meeting at St. Paul's he showed the barons a copy of the charter of Henry I, which he had found in a monastery. At a subsequent meeting the barons swore to obtain from the king a new charter confirming the ancient liberties of England.

Both sides prepared for war. London, always on the side of freedom, opened its gates to the insurgents. John consented to a conference near the field of Runnymede, and finding himself powerless to resist, at last signed Magna Carta, the great charter of English liberty and of the English-speak-

ing race throughout the world.

Let us look for a moment at some of its provisions:

The liberty of the church is assured.

No tax shall be laid in our kingdom unless by the common council of the realm.

No one shall be compelled to do greater military service than the law requires.

Freemen shall not be subjected for offences to arbitrary fines, but every punishment shall be proportionate to the offense.

No one shall be compelled to labor on the public works except in conformity with the requirements of the ancient law.

No property shall be appropriated for public use unless paid for.

Just weights and measures shall be used.

No freeman shall be seized or imprisoned or dispossessed or outlawed, or exiled or otherwise destroyed, nor will we pass upon him or send upon him unless by the legal judgment of his peers or by the law of the land. We will deny to no man, we will delay to no man, justice and right.

In all cases of aid, money for the public service, earls and barons shall be summoned to the great Council, each by a special writ, and all other tenants-in-chief by a summons of the sheriff.

On this piece of parchment, 694 years ago, were inscribed the liberties of England, signed by the king, the great dignitaries of the church and the representative barons. Herein is guaranteed the privileges of the church, the freedom of the citizen, the rights of property and the omnipotence of parliament. Herein is guaranteed the administration of justice, trial by jury, immunity from arbitrary arrest and from excessive punishment. Herein is guaranteed redress of all wrongs by whomsoever inflicted. Herein, in embryo, is found all that

is valuable, all that is sacred in the unwritten constitution of all English-speaking people throughout the world. Herein is found, says Hallam, Habeas Corpus. Herein is found the basis of the Petition of Right and the Bill of Rights. All of the legislation of England, unfolding and developing and safeguarding the rights of property, has its roots in Magna Carta. All the legislation of England, unfolding and defining and guaranteeing the liberty of their subjects, has its roots in the same venerable charter.

And here let it be observed that Magna Carta was not considered as conferring upon the people and guaranteeing to them any new privileges. It reaffirmed and defined in more explicit terms the immunities and franchises set forth in the charter of Henry II, Henry I and William the Conqueror, and these rested upon and reaffirmed the immemorial privileges of England recognized by Edward and Alfred and Offa and Ina, the immemorial heritage of the men who brought them into Britain from the shores of the Weser and the banks of the Saale. The seals of the king, the prelates and the barons were attached and Magna Carta became the law of the land. The stout Englishmen who extorted it, the good swords which maintained it, alas!

"Their bones are dust,
"Their good swords rust,
"But their souls are
"With the saints, we trust."

Their work remains a monument more durable than brass, loftier than the regal structure of the pyramids. Bacon and Newton and Nelson and Wellington, in the old world; Franklin and Washington and Lincoln in the new world, have been possible through Magna Carta. Its influence is today paramount in five continents. On the Thames, the Mississippi and the St. Lawrence its supremacy is unquestioned. It has inspired a sense of manhood in the yeomanry of England, of dignity in the citizens of the great Republic, and of courage and self-reliance in the founders of British rule in

far-off Hindostan. It has founded commonwealths in Canada and Australia and in South Africa. It has gone forth conquering and to conquer. And the glory of its conquests and the prowess of its achievements, great as these have been, are but the prelude to greater things yet to be. The rights guaranteed to the barons of England by Magna Carta were not for themselves alone.

And here I may be allowed to digress a little, to consider the effects of Primogeniture and Entail upon the evolution of English institutions. The oldest sons only succeeded to the titles, estates and privileges of the fathers. The oldest son succeeded his father as duke, marquis, earl, viscount or baron. The younger sons had neither hereditary rank, title nor estate. These then, were relatively much more numerous than the titled nobility, and became the lesser but untitled aristocracy of the realm. They became employes of the crown in the military and civil service, acquired wealth by commerce or by marriage and settled down as country gentlemen maintaining a close connection with the stratum above them and admitting into their numbers the successful merchants or craftsmen who pushed forward from the ranks below. Thus was formed the substantial middle classes of England. And what the barons wrung from King John, the middle classes constrained the barons to concede to them. Thus the middle classes, recruited both from above and below, became the conservitors of the liberties of England.

On the continent neither Primogeniture nor Entail obtained. The result was a numerous nobility with small estates on the one hand and a peasantry, a proletariat, on the other, with no intermediate class to form a connecting link between the extremes.

Not a life was lost in the English revolution of 1688, when James was deposed by Parliament and William of Orange elected in his stead. Why? Because the classes merged

by imperceptible gradations into one another, and the great middle class recruited from the ranks of the nobility and from the ranks of the lower strata, made a collision of class and rank impossible.

In France at the beginning of the French revolution, there was no middle class. On one side were nobles, proud, imperious, disdainful; so numerous that their small estates, cultivated by a starving peasantry, were rack-rented to provide a subsistence for them. Law and custom alike forbade them to engage in trade or in any other useful occupation except the Church and the army. On the other side, a hungry, impoverished, ignorant proletariat, exasperated by ages of oppression and misrule. When the revolution came and the lower classes felt their power, they exacted from their oppressors in a carnival of blood a fearful expiation for the political and social crimes of centuries.

One more important stage in the development of constitutional government remains. Parliament had since the conquest admitted but little of what might be called the popular element into its composition. In theory every freeman was entitled to attend the great council; in practice only the barons and clergy were present. The early Norman kings in their frequent contests with the Barons found it expedient to form a counterpoise to the might and turbulance of the great tenants of the crown. They likewise enccuraged the growth of the towns by granting them special privileges of trade and manufactures. Hitherto serfdom had obtained, most of the serfs being attached to the soil and passing with the estates if they changed hands ownership. Many of the serfs who escaped from their masters took refuge in the towns, where, if they remained unclaimed for a year, they became freemen. The towns depending upon the king for their chartered privileges, were generally found on his side in his contests with the nobility. These towns were called

boroughs, their citizenship was limited by certain conditions, expressed in their respective charters, and all their citizens were denominated burgesses. The privileges of self government and immunities from certain obligations resting upon rural communities varied. These boroughs grew apace in wealth and influence, from both of which considerations they began to attract the attention of the State.

John had no sooner signed Magna Carta than he sent a messenger to Rome with a copy, asking the Pope to annul it. This the Pope did on the ground that it had been extorted from his vassal and was therefore derogatory to the rights of the Holy See. Civil war was again rekindled. John resolved on a last desperate effort to throw off the yoke of the Barons, but his career was cut short by a sudden illness contracted while at the head of the army. His son, Henry, a weak prince and the dupe of unworthy favorites, succeeded him. He confirmed the great charter under the most solemn sanction, but violated it again and again. Simon de Montfort, a name famous in the parliamentary annals of England, placed himself at the head of the aggrieved nobility and commonalty and defeated the king and his adherents at the battle of Lewes. The Earl had long known the importance of the growing civic element in the political society of his age. His first steps were taken in his efforts to check the oppressions of Henry and his foreign favorites by the held of the Barons. But he soon discovered that he must seek a broader foundation on which to stand. In the parliament which he summoned in 1265 there appeared for the first time not the barons only, but knights of the shire and burgesses of the towns, side by side in the great council of the realm. A bold innovation indeed, but one destined to bear ample fruit in later years. The triumph on the field of Lewes was followed soon afterward by the overwhelming defeat of Evesham, where Earl Simon fell a martyr to freedom. During the remainder of Henry's reign, things went on in their own old

way, but soon after the accession of his son, Edward I, the innovation made by Earl Simon was revived and sanctioned. Edward, finding that the introduction of the element added by Earl Simon greatly assisted him in the matter of supplies, of which he stood in constant need, permanently engrafted the c country and borough representation upon parliament. It must not be forgotten, however, that the intention of Edward in summoning the Knights and Burgesses was not ~~of~~ for legislation but for voting supplies. Law making was still the exclusive prerogative of the prelates, earls and barons. But the power of the purse soon brought with it larger privileges. As it was within their competency to refuse supplies, these were often granted only on condition that grievances should be redressed. Gradually the assent of the Knights and Burgesses, now collectively known as the Commons, became necessary for the enactment of laws. This was for a time accomplished indirectly through petition, but during the reign of Edward III, the Commons gained ground, and before its close the three essential principles of concurrent authority were established, viz: "The control of the public purse by the Commons, the concurrence of the two houses in all matters relating to the public weal, and the right to enquire into all abuses and to impeach public officials." In the times of Edward II, Edward III, Richard II and Henry IV, the authority and influence of the Commons varied. Sometimes it seemed to go back somewhat, and again to recover all that had been lost. But when one period is compared with another, it is found that substantial progress had been made. During the Wars of the Roses court was paid to Parliament by the heads of the contending factions. And each of the leaders in turn sought to justify his assumption of authority by parliamentary sanction. In the reign of Henry VI, the Commons at last obtained the power of legislative initiative by bills rather than by petition and immunity for responsibility for

anything said or done in the chamber during parliamentary proceedings.

The idea of constitutional government in the time of Edward I and his immediate successors and summed up in the legal meaning of the word parliament, implies four principles which I wish you carefully to note.

First. The existence of a central assembly, a "commune concilium regni", the great assembly of the realm.

Second. The representation in that assembly of all classes of people, earls, barons, knights of the shire and burgesses of boroughs regularly summoned.

Third. The reality of the representation of the whole people, secured either by its presence in the council or by the free election of the people who are to represent it or any portion of it.

Fourth. The assembly so summoned and elected must possess definite powers of taxation, legislation and general political deliberation.

It may be instructive to note the changes in phraseology used in the writs of summons of Parliament.

In the reign of John, the knights of the Shire are summoned simply "ad loquendum", i.e., for speaking.

In the time of Simon de Montfort,"ad tractandum, consulendum et consentiendum", i.e., to handle, consult and consent.

In the writs of Edward I, 1283, the representatives of the towns are summoned "ad audiendum et faciendum", i.e., for hearing and doing, listening to the king's pecuniary necessities and voting supplies.

In 1294, the summons runs as follows: "ad consulendum et consentiendum, pro se et communitate illa iis quae comites et proceres ordinaverint," i. e., for consulting and assenting on behalf of themselves and their respective communities, to those things which the earls, barons and nobles aforesaid have ordained.

The following year there is still a further advance. The writ now runs, "ad faciendum", i.e., for doing. Under Edward II the writ is "ad consulendum et faciendum", i.e., for consulting and doing.

Here is a manifest progression, but the same idea of advance is apparent from the style of the Acts of Parliament.

After the permanent incorporation of the Commons, the form is in 1318, "The King, by the assent of the prelates, earls and barons and the commonality of the realm." Under Edward II the share of the commons is limited to petition and voting supplies.

Afterwards the expression is, "By the assent of the prelates, earls and barons and at the request of the Commons." In the reign of Henry VI, the expression occurs, "The King, by and with the authority of Parliament." In the reign of Henry VII, the mention of petition is dropped and the regular form becomes, "The King, by the advice of the lords, spiritual and temporal, and Commons, in Parliament assembled, and by the authority of the same." From this time on the concurrent power of the Commons is undisputed, possessing equal rights of initiative or forbidding legislation on all subjects whatsoever, and holding the purse strings of the nation.

One or two incidents will illustrate the independent, not to say defiant, spirit of our forefathers. Shortly after the accession of Edward I, commissioners were appointed to enquire into the titles of estates and the value of escheats and forfeitures. When Earl Warrene was required to show his title deed, he produced a rusty sword, an heirloom inherited from his fathers. "See, my lords, here is my title deed; my ancestors came with William the Bastard and conquered this land with the sword, and with the sword will I defend it." Some years later, in order to carry on the war for the recovery of one of his hereditary possessions in France, he had seized the treasures

of the clergy, who, after a violent struggle, were forced to submit. He had also incurred the displeasure of the nobility by levying forced aids upon them. Edward intended to attack France himself on the side of Flanders and to send an expedition to the southwest to attack her in Guienne. The latter force he intended to place under the command of Humphrey de Bohun, Earl of Hereford, the High Constable, and Roger Bigod, Earl of Norfolk, Earl Marshal of England.

They refused to go, alleging that their respective offices only required their attendance upon the King's person in the field. A violent altercation ensued. The King in the height of passion exclaimed, addressing himself to the Earl Marshal, "By God, Sir Earl, you will either go or hang." "By God, Sir King", replied the Earl, "I will neither go nor hang." The two immediately, with their retinues, left the King and returned to London, where a Parliament was called to which the recalcitrant earls were summoned. They went with their followers, but refused to enter the city till the gates were placed in their hands. They required that the Charter be confirmed, that they be pardoned their refusal to obey the King's orders, and that additional securities be provided against the arbitrary exactions of the sovereign.

Says Dr. Freeman: "Next to the name of Earl Simon, we may honor the name of Edward and the names of the worthies who withstood him. To Roger Bigod of Norfolk and Humphrey de Bohun of Hereford we owe the crowning of the work. The Parliament of England was now wrought into the fulness of its perfect form and the most homely, but not the least important, of its powers fully acknowledged. No tax or gift could the King of England claim at the hands of Englishmen save such as the Lords and Commons of England gave him of their own free will."

The germs of Kings, Lords and Commons had been brought from their old home 800 years before, but from this time forward King, Lords and Commons actually existed with nearly the same

powers which they now have. King, Lords and Commons constituted Parliament then and were, within the realm, omnipotent. Kings, Lords and Commons constitute Parliament still, and are still, within the realm, omnipotent. The power of the Commons has grown until now it is the predominant constituent. But the Parliament of old is the Parliament still. The King no longer takes the initiative in legislation. He reigns, but does not rule, and yet in theory all the prerogatives of sovereignty still attach to him, and all acts of Parliament still run in the name of the King, Lords and Commons.

The old Earl of Chatham, speaking of Magna Carta, said that he would not give that scrap of barbarous Latin for all the classics of antiquity. The original, with the King's seal, still exists in the British Museum. Well may Englishmen venerate this priceless monument of their freedom. Had Magna Carta never been, an English statesman of the last century could not have said, "Every man's house is his castle. It may be only a straw-thatched shed. The winds of heaven may pierce it, and the rains of heaven may drench it, but the King of England cannot enter it."

From the drift of this discussion it will be apparent that the English have no written constitution. The immemorial traditions and customs extending back over 2,000 years have formed the groundwork of the charters of the Saxon Kings, of the Norman and Angevin Kings, and of the early Plantagenets. All English legislation relating to the rights of property and the liberty of the subject are based on these, and these collectively form the British constitution. It is not a document, set in hard and fast lines, absolute and complete and inelastic, but its scope and purport and spirit are as well understood by British statesmen as if it were. It cannot be called the work of any day, or year or period. No date can be fixed for its advent into the world, It has grown; it was not made. First the blade, then the ear, then the full corn in the ear.

But though unwritten and undefined, it is the prolific parent of written constitutions throughout the world. The greatest of these, the American constitution, of which you shall hear more anon, also has its roots in Magna Carta, in Habeas Corpus and the Bill of Rights. The powers of the Executive, the legislative authority of Congress, the functions of the judiciary, the trial by jury, the control of the public purse through representatives freely chosen, the safeguards of human freedom - all are evolved out of the fundamental principles of the British constitution. The charters of the original colonies were based on the British constitution, the written constitutions which succeeded and supplanted them rest in the same foundation.

Constitutional government in its comparative perfection is the heritage of the English-speaking stock, and has made of this stock the dominant factor in the civilization of the world. Great Britain, with her 12,000,000 square miles and population of 400,000,000, is the dominant factor in old world politics, caring for few alliances save with her own kith and kin. But it is reserved for this young giant of the West, mighty in the present, still mightier in the future, with the opportunities for illimitable expansion, boundless in wealth and boundless in power, whose prospective influence none can measure and whose prospective glory none can forecast, to become the greatest of the English-speaking people, and probably the future head of the English-speaking race. What a glorious heritage from our ancestors!

And yet while we contemplate the present and try to penetrate the futute, it is well that we should look bakc to the source whence comes all that we boast of as our possession, all that the mighty mother and the mighty daughter have inherited from the past. Let us praise the famous men and our fathers that begat us. Let us look to the rock whence we were hewn, and the hole of the pit whence we were digged. Freedom, the old poet says, is a noble thing. It is also an ancient thing, and those

who love it now in its more modern garb need never shrink from tracing back its earlier forms to the first days when history has aught to tell us of the oldest life of our fathers. Surely the student of constitutional history cannot fail to see that this is no factitious development, no haphazard growth, but that there has been a divinity shaping its end and leading it to its destiny, that in the words of the old Persian poet,

"Not in vain the nation-strivings,
"Nor by chance the currents flow.
"Error Mazed, but truth directed,
"To their onward goal they go."

Not only is constitutional government the heritage of English-speaking people, but in its highest development it is their exclusive possession. It is their birthright. It has grown up with them from the earliest records of the race. It is cognate with them, coeval with them and with their ancestors for a hundred generations. There has been no break in its growth and development, no break in its contimuity. Abnormal developments here and there, not of permanent value, have not survived, but have perished. In its fulness, in its integrity, in its comparative perfection it lives today, vigorous, still growing, still supplying new adaptions to new emergencies. This is the exclusive heritage of England and her colonies, and of America with her sisterhood of free and independent Commonwealths.

But it may be said, other nations than we, France, Germany, Austria, Italy, Spain, not to mention the lesser kingdoms and the Spanish-American Republics, also possess constitutional government. True, but what is their constitution? I believe it an established canon that no imitative school of painting, or sculpture, or poetry or literature of any kind attains, or can attain, the highest excellence. The best that can be said of its products is that it is a clever imitation. An exotic never flourishes under an alien sky unless artificial conditions, more or less precarious, are supplied. Now constitu-

tionalism is not native to the soil of any of those nationa possessing so-called constitutions. It is at best an exotic. After the lapse of ages it may become naturalized and flourish, but it is now at best a foreign element domiciled, but neither naturalized nor domesticated. It is not to the manor born.

France, which at the outbreak of the revolution was without a constitution, made one. Within a century it has made and unmade constitutions with feverish rapidity, adopting a new and setting aside an old as caprice and levity may dictate. How long the present one will survive nobody knows.

What is true of France is true in greater or less degree of all the other countries named. At the conclusion of the great Napoleonic contest, by the defeat of Bonaparte at Waterloo, the continental powers found that they could no longer govern on the old lines, that the ideas of the revolution had to an appreciable extent leavened the mass of continental peoples, and that some degree of freedom must be accorded them. Exponents of these ideas were clamorous for constitutions, and most of the great powers sooner or later were obliged to yield to their demands. So the era of constitution-making began. They thought that they might follow the example of America. But they forgot that America had inherited the principles of British freedom for twenty centuries; that they were steeped and saturated with constitutionalism, and that the constitution of America was only an articulate expression in a well-defined form of the constitutionalism in which they were born and grew up - a special adaption of old principles to new conditions.

But the continental powers had neither the traditions nor unwritten law of Englishmen to fall back upon. Their constitutions were like many suits of clothes made out of new cloth and made adaptable to the wearer as best they might, to be thrown aside when they had served a temporary purpose. They were not the outgrowth and crystalization of native ideas. They were foreign ideas sorted into new adjustments, and as might be expected

their constitutions have failed to meet the purpose intended.

Indeed, they have served to promote the growth of factions, rather than patriotism. Instead of two great political parties with definite ideas and objects, as in America and England, continental Parliaments are split into numberless groups, each warring against the others, political Ishmaelites, whose hand is against all other groups in the chamber, and whose sole conception of parliamentary government and ministerial responsibility is by temporary alliance with other hostile groups to embarrass and harass and block the machinery of government and overthrow existing ministries.

Sometimes this difficulty is complicated still more by the personal intervention of the executive, whether King, Emperor or President, embarrassing deliberations and coercing legislation. The trouble with them is that there is no antecedent body of local and national tradition, individual or corporate, out of which constitutionalism could be evolved. They are fighting with armor which, like David in Saul's coat of mail, they have not proved.

I come back, then, to my allegation that constitutionalism, parliamentary government, the outgrowth of the political and social ideas of the race, is in its highest development, in its comparative perfection, the heritage and exclusive possession of this English-speaking race, on this and on the other side of the Atlantic. And what a glorious possession! Many prophets and righteous men have desired to see the things which you see, and have not seen them; and to hear the things which you hear and have not heard them. Happy race! The future of this planet, the future of mankind is yours.

Lexington, Kentucky.
May 23, 1910.

James K. Patterson, President Emeritus, and
James G. White, Acting President,
State University of Kentucky.

Gentlemen:

As head of the Woman's Department of Physical Education and as Dean of Women, I have the honor to submit my report for the collegiate year 1909-10.

The month of September was devoted to the rigid inspection of new pupils who were entering a gymnasium for the first time. Each of the young women had my individual attention for thirty minutes in the examining room, where the age, weight, height, girths, depths and breadths of the body were taken by instruments and recorded along with the intimate personal history of the subject.

On October first the entire number of young women began or continued, as the case might be, their corrective work in the gymnasium. Eight months of slow running on the running track, military tactics, wand, indian club, hoop and bounding-ball drills, vaulting on heavy apparatus, swimming, and classic dancing (a form of aesthetic gymnastics both educational and hygienic) have helped to realize the five aims of physical training, which briefly stated are:-

(a) To correct the common bony deformities of the skeleton, such as round shoulders, flat chest, wry neck, knock knee, flat foot, spinal lateral curvature.

(b) While making the body symmetrical, to stimulate the organs of circulation, digestion and respiration.

(c) To strengthen the mental faculties of judgment, discrimination, reaction-time, self control, because of the healthier body.

(d) To produce symmetry, grace and beauty by developing muscles.

(e) To develop character in the creation of high ideals of physical living.

It will always be a regret to the Director of this department that the public, which cheers with such enthusiasm the splendid military bearing, greater health and beauty of our young women at the annual gymnastic tournament in May, is not present for the first lesson in October to see the scores of hollow-chested, disfigured, anaemic, dilapidated young persons.

About basket ball games I shall speak in detail at another time. Quoting from my last report "as an exercise basket ball is most vigorous, and all games must be carefully supervised by the director of gymnastucs."

The swimming department for young women is my special pride.

being organized five years ago as an experiment and succeeding far beyond the expectations of anyone. It fills in the gap between May first and June fourth when regular practice in German or Swedish gymnastics loses value by reason of the warm weather. This is the only department for swimming in the South where women are taught the art of swimming systematically.

To easily maintain the body in any safe position in water is a personal accomplishment that should be possessed by every healthy person, man or woman. As a lung and chest developer, swimming has no equal. In five years we have found only seven or eight girls who might save themselves from drowning before entering for this instruction.

Besides my duties as instructor in gymnastics, it develoves upon me as Dean of Women to secure employment for poor girls at the University during the summer terms and to encourage them in every way to persue their studies until graduation. A loan fund for worthy pupils is a thing greatly needed and I hope some day to begin one. At the present writing five girls are waiting the results of letters to one person or another. Several weeks back a letter addressed to the School Board in Paris offered to them an exact reproduction of my own work at the University under one of my pupils and under my personal supervision, provided they were willing to begin such a department with a director not technically trained. They created a position for a pupil in the University last year at a beginning salary of $50.00 per month. She has a promise of an immediate raise to $60.00 and the successful candidate has not yet studied any of the medical sciences which form the foundation of gymnastics. Similar letters have been addressed to the School Boards of Frankfort, Georgetown and Versailles, in the interest of other girls, all of whom will, of course, reproduce work for which I have paid thousands of dollars in the past, and which until they have studied the work must remain under my strict supervision. These matters require time and expense of the typewriter, much of the latter being borne by me.

Besides trying to establish departments of physical training in the public and private schools of the State, I have endeavored to introduce the work in the Kentucky Houses of Reform, the Insane Asylums and Feeble Minded Institutions, and to this end have given exhibits of the work done by the University girls in the institutions mentioned. Two such exhibits have been given at my own expense which has not been less than forty dollars, and have been followed by discussions of such exercises before the governing board of said institutions later.

Because the Southern Educational Association has seen fit to make me the Kentucky State Representative for the Department of Physical Education, I am in constant correspondence with other members of the Co-operative Committee (which Committee is permanent) to prepare exhibits and advance the interest of our department in Kentucky and the South. My presence upon this Co-operative Committee has had the effect of making my correspondence large,

and some portion of every day must be devoted to dictating letters to a stenographer, which expense has been borne by me in the past.

Much of my outside time is given to preparing addresses for the public. In the last year and a half I have lectured informally on the medical principles of gymnastics before the Woman's Club of Paris; the same of Lexington; the same of Frankfort; the Kentucky Educational Association; the Board of Control; the Southern Educational Association, and at the present writing I am in preparation for an address before the Kentucky Educational Association in June. One such occasion is hardly over before preparation for another begins. As I am unwilling to speak from notes, these addresses -all being somewhat different- require much time in their preparation and of course more or less nervous strain in their delivery. And I am not sanquine that my election as president of the Kentucky Scientific Physical Education Society, an association of graduate directors, will diminish the number of these occasions for the future.

The support which comes to the gymnasium through my private pupils and which amounts to about $250.00 a year, added to an appropriation of $300.00 would meet the incidental running expenses of the department for 1910-11. Or if we could be permitted to have the use of our own gymnasium fees from University girls we would feel more independent.

Some young women, students in our gymnasium, have been inspired to go East to study this work as a science, and they are beginning to render valuable service along these lines. Many others who would like to take up the study of physical training as a life work cannot do so because the State University offers no normal course in this science. One must go as far East as Boston in order to get the best work and then one must pay $150 a year for tuition alone. A normal school of gymnastics established in connection with the University might prove a brilliant success for men and women students, as it would be the only one in the entire South. There is no field of educational work which offers greater possibilities than this of physical training. Departments, calling for the graduate director, are springing up everywhere. The future of physical training lies ahead.

Very respectfully submitted,

Florence Offutt Stout.

Physical Education
for Women &
Dean of Women.
1909-10.

about, [1910]

There was no Classical Department in the State College during its connection with the Kentucky (now Transylvania) University. After the separation in 1878, upon the recommendation of President Emeritus Patterson, a classical course was incorporated in the curriculum of the State College and Prof. John H. Neville, until then a professor in Kentucky University, was placed at its head. The President of the State College held that inasmuch as classical studies were not excluded from the courses of study to be provided for in the State Colleges and Universities established under the Act of Congress of 1862, and inasmuch as many of the institutions established in other states of the union made ample provision for classical instruction, that it would be extremely unwise not to include it in the course of study of the State College. This action, however, exposed him to much serious comment, and formed one of the grounds of opposition made by the denominational colleges to the state institution. They argued that ample provision had already been made in the existing classical colleges of the Commonwealth, for instruction in Latin, in Greek and in the liberal arts. This ground of opposition was endorsed by the State Grange and formed one of the chief grounds of contention in the long-pending contest for the maintenance of the state tax, which had been levied by the Legislature of 1880 for the support of the State College. In defense of the action of the Board of Trustees, the President argued that liberal culture, founded upon an adequate knowledge of the classics, ought to go hand in hand with a practical education and form the best

possible disciplinary preparation for all the pursuits and avocations of life, which required thorough training and discipline in mathematics, physics, chemistry and their application to the industrial pursuits of life. He insisted that any education is necessarily defective which fails to train the reasoning faculties and that metaphysics, logic and ethics, grounded upon a liberal amount of classical scholarship, is indispensable to an adequate knowledge of the student's mother tongue.

The headship of the Classical Department could not have been placed in the hands of a better man than Prof. Neville. His broad scholarship, including Latin and Greek, French and German, and his commanding personality, gave to the department a dignity and a prestige which it maintains to this day. He had from time to time the necessary assistance in the lower classes, but the higher classes he reserved for his own personal instruction. The results justified the anticipations and although the Classical Department was never so large as to overshadow others, it maintained both its parity and its popularity.

After the death of Prof. Neville, the chair of Latin and Greek was divided, the former being assigned by the Board of Trustees to Prof. T. T. Jones, and the latter to Prof. Glanville Terrell. Prof. Terrell is a man of eminent scholarship, devoted to Greek, with whose acquaintance he has a wide and intimate knowledge. Prof. Jones is an alumnus of the State University and for his years quite equal, both in Latin and Greek, as well as in French and German, to any Latin professor in any university in America.

47-M-64

[1901]

RESOLVED, that a sum, to be fixed at the discretion of the secretary, not exceeding $-----, shall be appropriated for the scholastic year ___ to the University of for the salary and traveling expenses of a professor of secondary education who shall be a regular member of the faculty of the University of and whose duties shall be as follows:

1. His main and principal work shall be to ascertain where, in the State of the conditions are favorable for the establishment of public high schools not now in existence; he shall visit such places and shall endeavor to organize in such places public high schools in accordance with the laws of the State of , shall endeavor to create in such communities a public sentiment that shall permanently sustain such high schools, and shall endeavor to place the high schools under such local leadership as shall give them intelligent and wise direction, and he and the University shall exercise a fostering care over such institutions.

2. In so far as he can do so consistently with the above, it shall be his duty to visit high schools now in existence and seek to advance the grade of work done by them.

3. In so far, and only in so far, as he can do so consistently with the above duties, he may lecture in the

University of on pedagogical subjects.

4. He shall be required to give an accurate monthly statement of the actual time spent in the field in this work, and shall report on the schools established by him and visited by him with all the attending circumstances, shall file the same with the Department of Education of the University, and shall furnish copies of the same to the General Education Board.

HENRY S. BARKER, PRESIDENT

College of Agriculture
M. A. SCOVELL, DIRECTOR

Lexington, Ky.,

ANNUAL REPORT OF M.A.SCOVELL, DIRECTOR OF THE AGRICULTURAL COLLEGE, to H.S.BARKER, PRESIDENT OF STATE UNIVERSITY.

May 1, 1911.

President H.S.Barker,

State University.

Dear Sir:

I submit herewith the annual report of the Agricultural College for the year ending May 1,1911, with the exception of the report of the Experiment Station which is presented separately.

In conformity with the action of the Trustees at its June meeting, 1910, the Executive Committee and the Board of Control passed the following resolution, reorganizing the Agricultural College. This resolution was approved by the Board in December last .

"RESOLVED, That the Agricultural College of the State University, Lexington, Kentucky, be, and is hereby, organized and constituted in three departments as follows:

1. The Experiment Station - Department of Research. Post-graduate work.

2. Department of Teaching. Undergraduate work.

3. Department of Extension work, covering short courses, farmers' meetings, conventions at the College, cooperative experiments and demonstrations on farms and orchards, farm and soil surveys, lectures in schools, correspondence relating to the Agricultural College proper, popular publications, exhibits at fairs, demonstrative and illustrative work.

That Professor M.A.Scovell, the Director of the Agricultural Experiment Station, be, and is hereby, placed in charge and appointed Director of the Agricultural

College of the State University. He shall be a member of the Faculty of the University, and his title shall be Director of the Agricultural College and Director of the Experiment Station. As such, he shall be the chief administrative officer of the Agricultural College:

That all professors and officers in the various departments of the College shall report to him. On account of his various duties in the Experiment Station, including the execution of several State laws and duties which call him away from the University a considerable portion of time, he is relieved from teaching:

That professors in the Agricultural College, including the chiefs of divisions and chief scientists of the Experiment Station, shall be included in the University Faculty, and assistant professors in the Agricultural College and chief assistants in the Experiment Station shall rank as other assistant professors in the University, but the compensation as now paid to such chiefs of divisions, chief scientists and chief assistants of the Experiment Station shall in no way be changed by this resolution:

That this plan of organization in no way changes the organization of the Experiment Station as it now exists. Its general management, including the management of its funds, shall be under the supervision of the Director and the Board of Control of the Experiment Station, and it shall be legally known as the Kentucky Agricultural Experiment Station, as designated in some of the State laws:****"

Under the present organization, the year has been prosperous and I feel that we have taken a new step towards building up the Agricultural College. The organization is, of course, but a skeleton of what it should be, but we must fill in as funds become available and, until we can get appropriations from the State to build up the several departments, I withhold from asking large appropriations for extending our work.

The Board should, however, take steps to ask the legislature to appropriate money for the enlargement and strengthening of the Agricultural College. At present, there are no funds set aside especially for the Agricultural College. If we expect

to get our share of the boys from this State to come to the Kentucky Agricultural College, we must give them the opportunities they can get in Illinois, Iowa, Nebraska, Wisconsin, Missouri and other adjacent states.

The available funds for the Agricultural College of the University of Illinois amount to $93,500.00; those of Iowa, to $125,000.00; of Wisconsin College and Station, $265,000.00; of New York College, $237,500.00, and those of the Missouri Agricultural College amount to $100,000.00.

In Illinois, Missouri, Wisconsin and, I believe, some other Universities, from one-half to three-fifths of the income from the Morrill Act of 1862 and one-half of the Federal funds from the Nelson and later Morrill Acts are appropriated by the Board of Trustees to the Agricultural College. Besides these funds, the legislature appropriates money to help sustain them.

If our University could get sufficient appropriations, so that it could give one-half of these funds, which properly belong to the Agricultural College, to the College, with an appropriation for completing our building and an annual appropriation, we could compete with any of the Agricultural Colleges and build up, I believe, a great institution.

We are fortunate in having made arrangements with Mr. Haggin to use his large and increasing herds and farms for the benefit of the students. I do not believe there is another University so fortunately situated in this respect. There is no reason, therefore, why we should not have the

best Animal Husbandry Department of any college in this country as soon as we have available funds to get the proper teaching force and sufficient classrooms and apparatus.

Mr.Berryman, the Manager of Elmendorf, has provided rest rooms and facilities for the boys while they are at Elmendorf, and every possible courtesy and facility are given.

At my request, Mr.Haggin has put in a herd of Guernseys, as well as Jerseys, so that our boys can study the different breeds and he has asked me to select the very best dairy cattle obtainable in this or other countries.

Enrollment. The enrollment in the College for the year 1910-1911 has been as follows:

Seniors	6
Juniors	3
Sophomores	10
Freshmen	31
Special Students	4
Two Year Students	29
Ten Weeks' Winter Course Students	11
Total	83

Miss Chinn reports that there were forty students in practical cookery, three students in dietetics and ten students in food production, besides as many special students as the laboratory would accomodate.

Department of Horticulture and Botany. Professor Mathews reports that the botanical instruction has been along the same lines as heretofore. He believes that the result of beginning botany in the Freshman year will make a large temporary increase in the number of students to be provided for.

Professor Mathews says: "My own time has been given more largely than heretofore to instruction in horticulture, together with some cooperative work on the Experiment farm, with correspondence and with extension work in horticulture. The extension work has included participation in the work of the agricultural train, lecture and demonstration work at London, inspection of orchards and conferences with the orchardists of Meade County, etc. In January last, I accepted the Secretaryship of the State Horticultural Society, believing that it would afford a means of doing additional extension work that could be made valuable to the fruit growers and gardeners of the State. My own judgment is that the work in horticulture should be greatly strengthened in Kentucky." I heartily approve of Professor Mathews' view in this respect.

Professor Mathews further says: "There is a great and growing interest in the subject of ornamental horticulture throughout Kentucky, and it is a worthy work for our institution to cultivate th is interest and lead in its further development.

"In conclusion, I would say that I have been much encouraged by the evident interest in our horticultural class work and by the fact that twelve students elected the work in vegetable gardening, while others wished to do so, but were prevented by conflict of classes." At the first opportunity we should increase our facilities for horticultural work, for I agree with Professor Mathews that it will become one of the most prominent phases of our agricultural instruction.

Department of Animal Husbandry. The classes in Animal Husbandry have been a feature of our work this year. Professor Hooper has given almost his entire time to the work of instruction and in addition has taken up some work with the students in the way of feeding experiments at Elmendorf with calves and in starting a small poultry plant. By these means, Professor Hooper has been able to bring the students into very direct and practical study of the work in his lines. Besides this, Professor Hooper has attended various farmers' meetings and done considerable institute work and has acted as secretary of several of the cattle breeders' Associations.

Professor Hooper recommends a judging pavillion and facilities for conducting dairy experiments for the short course students. As stated before, owing to the lack of funds, I am constrained from recommending any large outlays for the Agricultural College at the present time.

Department of Agronomy. Professor Roberts reports: "The new soil physics laboratory was finished and used during the spring term. Six students requested and took work in this laboratory, although it was not required of them. There is desk accomodation for sixteem students in the laboratory, but the equipment in apparatus is hardly sufficient for six men. All Juniors and second year students of the two year course are due to take laboratory work during the fall term next year. If a goodly proportion of the two year men return, the laboratory will be overcrowded, and it will be necessary to provide more space and very materially increase the equipment in

apparatus.

"An assistant in soils is needed. At present the lecture work on the origin and formation of soils, soil physics and soil fertility is all combined in one course, running through one term, when it should be given in two courses, but this cannot be done without more assistance.

"We are giving all the field crop work to the four year and two year men together, likewise with the farm mechanics and farm equipment work. As there are only Professor Kinney and myself to do the work in agronomy in both the College and the Station, it will be readily seen that we cannot do the work required of us as thoroughly as should be done."

Department of Bacteriology. We organized a class in bacteriology last year, at the earnest solicitation of the students. The course was conducted by lectures and demonstrations until January 9,1911, owing to the lack of laboratory equipment. The Executive Committee, upon my recommendation, appropriated six hundred and fifty-two dollars for a small laboratory in this work. The work was optional with the students, nevertheless somm seventeen of them took this work. There is no question but that this department will grow rapidly and it will be necessary to provide further means for teaching classes in this branch.

Department of Entomology. Entomology is an essential study in agriculture. It is so fundamental that it is our aim to build up this Department as it can be done. Professor

Garman, who has charge of this work, says: "The instruction work in Entomology placed under my supervision by the action of the Board has been closely followed during the school year and some lectures and other work with the classes have been done, as my other duties permitted. Miss McCann has had charge of the laboratory and classes continuously. During the year, laboratory instruction and text have been prepared, putting the work on a more strictly economic basis, though preserving as far as practicable its scientific and training value. By another year, we hope to have this work in excellent shape, though we shall need better laboratory and lecture room facilities in order to do the work I have planned for the future."

Department of Extension Work. Mr.Bryant was appointed by the Executive Committee and the Board of Control as Chief of the Extension work both in the Experiment Station and in the College. He has devoted the major part of his time to extension work in the College and has taught bacteriology as well.

No attempt has been made to definitely outline this work, as has been done in other Universities where large funds are at the disposal of the College for this purpose. Although a new department in our Colleges and Universities, it is rapidly taking definite form and I have no doubt it will, in the near future, be a very important adjunct to the teaching and research work of our Colleges and Stations.

On the Superintendent of Extension Work devolves the arrangements for meetings at the Agricultural College, such as stock breeders' meetings, farmers' meetings, short courses, advertising and institute work through the State. Mr.Bryant also has charge of the establishment of agriculture in some of the schools in the State and the formation of agricultural clubs, usually associated with high schools or common schools. In several of these schools, the teaching of agriculture has been definitely undertaken through the influence and assistance of this Department. Considerable work has been done in cooperation with the Commissioner of Agriculture in the formation and instruction of similar organizations.

In the Sue Bennett Memorial School at London, Kentucky, a definite agricultural department has been organized and placed under the superintendency of Mr.Corbett, a graduate of the Massachusetts Agricultural College, who is under my charge, but whose salary is paid by that School. During the summer, he will report to the Experiment Station for work. General supervision of the farm belonging to the Sue Bennett School has been undertaken by the Extension Department.

In other schools where agriculture has been introduced the work has been assigned to some teacher already located in the school.

Department of Domestic Science. Miss Chinn reports: "The placing of the Department of Domestic Science in the College of Agriculture has greatly increased its scope. The

four years' course, as prescribed in the College of Arts and Science, has been revised and the schedule so arranged that it is possible for young women to study many subjects taught in the College of Agriculture."

By a recent agreement with the Superintendent of the Good Samaritan Hospital, a course of lectures and demonstrations in home nursing has been arranged for the major students in the Department of Domestic Science.

Like the various other departments of the Agricultural College, this Department needs strengthening very materially as soon as we can obtain funds for the purpose. There is no question but that we will have students when we have facilities.

Miss Chinn has been called out in the State before farmers' institutes and other organizations and has made marked success not only in her work at the University, but in the lecture field. She is enthusiastic in her work, and, with the facilities at hand, has been very successful. I most heartily recommend her for re-appointment.

I append herewith a tabulated statement of the time given to teaching, either in recitation or laboratory work. I believe that some re-adjustment of this work might be made to advantage and with the cooperation of the President some re-assignment will be made, unless otherwise instructed.

Under the rules, I believe that the necessary running expenses of the Department can be granted by the Executive Committee, and therefore no definite appropriation for such expenses is here requested.

Respectfully submitted,

M. A. Scovell. Director.

Memorandum of Classes Taught during 1910-'11,

Bryant, T.R.

		Periods per Week	Hours
Fall Term:	Bacteriology	2	2
	Total no.hours per week		2
Winter Term:	Bacteriology	2	2
	" lab.	5	10
	Diseases of Animals I	3	3
	" " " II	1	1
	Total no. hours per week		16
Spring Term:	Bacteriology	2	2
	" lab.	5	10
	Total no.hours per week		12

Gilbert, A.H.

Fall Term:	Botany I lec.	2	2
	" " lab.	4	8
	" VI lab.	2	4
	Total no.hours per week		14
Winter Term:	Botany I lec.	2	2
	" " lab.	3	6
	" VI lab.	2	4
	Plant Life lec.	2	2
	" " lab.	1	2
	Total no.hours per week		16
Spring Term:	Botany I lec.	2	2
	" " lab.	2	4
	" VI lab.	2	4
	Plant Pathology lab.	3	6
	Total no.hours per week		16

Mathews, C.W.

Fall Term:	Pomology	2	2
	Olericulture	2	2
	" lab.	1	2
	Junior Botany lab.	3	6
	Total no.hours per week		12
Winter Term:			
	Plant Culture	4	4
	" " lab.	2	4
	Farm Gardening	2	2
	Total no.hours per week		10
Spring Term:	Fruit Culture	3	3
	Vegetable Gardening	3	3
	Total no.hours per week		6

Hooper, J.J.

		Periods per Week	Hours
Fall Term:	Stock Judging	3	3
	" " Lab.	1	3
	Breeds of Animals I	3	3
	" " " II	3	3
	Prin. of Breeding	4	4
	Dairy Judging Team	4	4
	Total no.hours per week		19
Winter Term:	Animal Feeding	3	3
	Prin. of Breeding	2	2
	Dairying	2	2
	Dairy Lab.	2	4
	Stock Judging	2	2
	Prin.of Breeding (10 wks.course)	2	2
	Total no.hours per week		15
Spring Term:	Stock Breeding	2	2
	Advanced Feeding	4	4
	Advanced Dairying	2	2
	Expt.Sta.Literature	3	3
	Stock Judging	2	2
	Live Stock Management	3	3
	Total no.hours per week		16

Roberts, Geo.

	Fall Term:		
Fall Term:	Farm Machinery	4	4
	Total no.hours per week		4

Roberts, Geo. and Kinney, E.J.

Winter Term:	Farm Crops	3	3
	" " lab.	2	4
	" " II	2	2
	" " " lab.	1	2
	Soils (10 wks.course)	2	2
	Farm Equipment lab.	1	2
	Total no.hours per week		15
Spring Term:	Agronomy V	3	3
	Forage Crops	2	2
	Soil Physics Lab.	3	6
	Total no.hours per week		11