HISTORY OF THE KENTUCKY STATE INDUSTRIAL
COLLEGE FOR NEGROES

By
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Austin Edwards, Jr.
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CHAPTER I

I. INTRODUCTION

1. The Problem. It was the purpose of this study (1) to determine the contribution of Kentucky State Industrial College to the Negro race and the field of public education; (2) to locate and collect available sources of information on the history of Kentucky State Industrial College; (3) to study, select, and arrange all data in their chronological order; and (4) to give coherence and unity.

2. Method of the Study. (1) Since the importance attached to any historical narrative depends largely upon the validity and reliability of the sources of the information used, much attention is given to the selection of material utilized in this study; (2) Source of materials such as the Acts of the General Assembly of Kentucky, Minutes of the Board of Trustees, Superintendents' Reports, catalogues, school bulletins, newspapers, etc. were used; (3) Most of the data used in this study are taken from both primary and secondary sources. (4) Many persons who had been connected with the school were interviewed, one a member of the first class; (5) The material was arranged in chronological order; (6) Vital source material, as it appears in the sources, was incorporated; (7) Articles from individuals who are well informed in this particular field were secured.
3. **Purpose and Need of This Study.** This study pursues three aims which are, or should be, the aims of every history, great or small: First, to stir interest and appreciation, for without that all study of the past is dead and labour lost; second, to provide material for some real understanding of historic issues, for without an inquiry into origins and motives, such study can leave no permanent mark upon the mind; third, to print upon the memory a clear and decisive picture of the major facts.

It is more valuable to know the main facts. The memory of them will gain rather than lose by ample illustration and discussion. Here, therefore, there is no excuse for economy of detail; and what space has been gained by the suppression of smaller issues may usefully be given to a more generous treatment of the large. Detail is of two sorts, or rather may serve a double purpose. It supplies the means to a more complete judgment, discovers the springs of human character and action, and reveals the concrete beginnings from which great historical movements have been born. But, besides this, there is another gain. Detail clothes the dry bones of fact with the warm substance of reality. It will make even the dull tale live; and the trifling gossip of a Froissart or a Pepys stir in us an interest which the vague generalization fails to move. Such details will not confuse the main impressions, but rather strengthen them;
and so, where an episode seems worth mentioning at all, the writer has tried to tell it properly. One must remember after all the task of recording what is still so new and yet so hard to find must be hedged about by many pitfalls.

The aim of this study is to present the facts that are essential to a clear understanding of the growth and meaning of these ideals. In a civilization such as we of today enjoy, with roots so deeply embedded in the past as is ours, we feel that a picture of the rise, struggle for existence, growth, and recent great expansion and improvements of an institution that has for its purpose the improvability of the race and the elevation and emancipation of the individual through education, will be most illuminating, useful, and inspiring to students of both past and present.
CHAPTER II

BACKGROUND AND EARLY HISTORY OF THE SCHOOL

A. Early Attempts to Provide Professional Education for Negroes

"Upon the eleventh day of September, 1871, according to the form prescribed by law, I entered upon the discharge of the duties of the office of Superintendent of Public Instruction. I am conscious of no less controlling motive, however, than the desire of being an industrious and useful servant of the people of the state, in all matters pertaining to the fostering of the interests of popular education."

"The most perplexing question connected with our school interests is that which relates to the education of the children of the colored people. In every social aspect of the case they constitute a non-conformable element. Different in history and color, there seems to be no natural affinity between them and the white race. After a long subjection to servitude, the colored people have suddenly been elevated to the franchise of American citizenship. Whatever view we may entertain of the propriety of the amendment to the Federal Constitution conferring this dignity upon them, it confronts us as a fact and necessitates that we should deal with it as a practical problem, pressing upon us for its proper solution. If education be the basis of civil order, then to elevate the
ignorant Africans, who are invested with the tremendous power of sufferage, becomes at once a necessary duty. It has been said, 'An uneducated ballot is the winding-sheet of liberty.' It is impossible in Kentucky to bring the races together, and so far as I know, the colored people do not desire a consummation which would be of no good to them. What they want is a fair chance to live a full rich life and for them to do this we must educate them.

"Let all the ends we aspire to be our country's, our God's, and truths; and let each do what in us resides to help a down trodden race and to crown the coming ages with a superior wisdom and virtue to all the ages that have gone before. Let us inspire our dependent youth with the thirst for learning, love of the beautiful, and the good—that trinity of graces which, when templed in the heart and mind, make man image--like to his great Creator."\(^1\)

With such agitation as has just been mentioned, the passage of a law, in 1873, creating a common school system for the colored children of the state, made it necessary that some steps be taken toward the securing of competent teachers for said schools. In 1877, Hon. H. A. M. Henderson,

State Superintendent of Public Instruction, called a con-
vention of the colored teachers of the state at Frankfort,
to organize a Colored Teachers' State Association. The
organization was effected, pursuant to said call, and
Professor J. H. Jackson of Lexington was chosen President.
At the first meeting of the Association, at Danville,
August 7, 1878, President Jackson, in his annual address,
strongly advocated the establishment of a State Normal School
for the training of colored teachers. He was most warmly
supported by Professors J. M. Maxwell of Louisville and
William M. Jackson of Lexington, who, with President Jackson,
were probably the most prominent members of the association
at that meeting. The matter thus brought before the public,
continued to be agitated until 1885, when, through a con-
vention held at Lexington on the twenty-sixth day of November
of that year, of which Reverend William J. Simmons was
chairman and a second convention held at Frankfort, January
26, 1886, of which Professor William H. Mayo was chairman,
an appeal was made to the authorities, which resulted in
the establishment of the 'State Normal School for Colored
Persons,' by an act of the Legislature, approved by Governor
J. Proctor Knott, May 18, 1886.²

²Barksdale Hamlett, History of Education in Kentucky.
B. Recommendation of State Superintendent

Honorable J. D. Pickett, Superintendent of Public Instruction, declared to the legislature that "we shall never realize that completeness of qualification of teachers which is desired, and which is due colored teachers, . . . and which has become a first and commanding necessity, until the State adopts and carries into effect some plan for Normal school instruction for their teachers, by which they can properly educate, train, and improve themselves in the science and practice of teaching."³

All that was needed was the proper statutory enactment.

C. Location of School

The city of Frankfort, through its council, and Colonel E. H. Taylor, Jr., Mayor, donated $1,500 for the purchase of a site for the school and making arrangements for the erection of the buildings and cleaning the grounds.⁴

The Kentucky Normal and Industrial Institute is situated about three hundred feet beyond the city limits of Frankfort on a beautiful hill overlooking the city. Its

³Barksdale Hamlett, op. cit., p. 288.
⁴Ibid. p. 289.
campus consists of about forty-five acres of rolling land beautifully studded with evergreen trees. The Louisville and Nashville Railroad carrying not only its own trains but those of the Chesapeake and Ohio Railroad Company passes through its farm. The Louisville and Nashville Railroad carrying not only its own trains but those of the Chesapeake and Ohio Railroad Company passes through its farm. The Kentucky Central Traction Company's line also with its city and interurban cars passes through the school's farm, skirting its campus with stations at its entrances. Visitors coming to Frankfort over the interurban line may get off directly in front of the entrance to the institution by requesting the conductor to stop at "Station 73". The Frankfort-Lexington Turnpike passes between the campus and farm, forming the dividing line between them, and on which entrances are located to both campus and farm. That the school is favorably located expresses it but mildly. It is indeed most fortunately located. From its vantage points looking either north, south, east, or west, is a most beautiful landscape for miles away, second to that found in no other school in the state. Its fortunate location is surpassed only by the natural beauty of its landscape. In its formation truly nature smiled as she built its hills and dales, studding them with beauty with a lavish hand according to plans of the Master of the universe.  

5Catalogue, 1913-1914, p. 13.
D. Laying of the Corner Stone

The laying of the corner stone and dedication of the first building, October 22, 1887, at eleven o'clock, attracted an enormous crowd. People from near by towns and cities gathered to show their appreciation of the efforts on the part of those who were trying to make it possible for colored boys and girls to become the recipient of qualified teachers.  

Professor John M. Maxwell, Louisville, delivered an eloquent dedicatory address, which was highly appreciated by all. Professor Maxwell spoke as follows:

Objectives and Methods of the School

Ladies and Gentlemen--It has frequently been my privilege to witness and sometimes take part in exercises at the opening of buildings erected for the worship of God, and on such occasions it was fitting that we speak of the functions of the church and the importance of the work of the Christian. To participate in such exercises must of course be a source of pleasure to every lover of our Lord Jesus Christ. Nor would I detract anything from the very high character of that pleasure in saying that the pay that comes leaping to my heart on this glad occasion owns its kinship with that Diviner pay of which I have spoken, for it is my privilege today to speak briefly before this intelligent body upon the function of the Normal School and the importance of the teacher's work and you know my friends that when we take the

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broad, comprehensive and true view of life—that view which comprehends life in its duties and responsibilities, in its aspirations and its hopes—we must admit that the gospel of salvation from ignorance has for its mission the one common purpose—the elevation of the human race in the scale of normal and intellectual perfection—the moulding—man into the likeness and similitude of Him who the Apostle has called 'The man Christ Jesus'. And whenever measures are advanced and means provided to aid such a purpose I am always glad to proclaim the 'tidings of great joy', in the name of either of these Gospels."

Professor Maxwell continued at length explaining the objects and methods of the Normal School.

Reverend D. W. Culp of Frankfort closed the exercise with benediction.

The program was carried out in the following order:

Programme
of the
"State Normal School for Colored Persons"
To be held in the Chapel of the Building on Saturday,
October 22, 1887, at 11 o'clock A. M.

Music

Invocation................. Rev. S. P. Young
Introductory Remarks........... Col. John O. Hodges
Address........................ Gov. S. B. Buckner
Response........................ Rev. E. Evans

Address........................ Hon. A. S. Berry
Address........................ Rev. C. H. Parrish
Music
"The Colored Common Schools of Kentucky"................. Hon. J. D. Pickett
Address................................. Hon. R. Y. Thomas

Music
Address................................. Hon. E. H. Taylor, Jr.
"Battlements"............................ Col. Kenneth McDonald, Architect

Music
Dedictory Poem......................... Prof. W. H. Perry
Formal Dedication...................... Prof. J. M. Maxwell
Music
Remarks by the Faculty
Benediction......................... Rev. D. W. Culp

E. Description of the First Building and Campus in General

This building was a five room building (chapel included) erected on the hill giving it a principal view overlooking the city of Frankfort. Its front faced the city, running north and south. The chapel was on the east side. It was only one story high. It was about twenty-five or thirty feet wide and about forty or forty-five feet long. Four rooms and a hall about fifteen feet wide, faced the west. There were two room on either side with a hall which led up a stairway right and left leading up to each of the two recitation rooms. The two rooms were occupied by the President and the Primary teacher. One of the other rooms was occupied by the Preparatory Teacher who also taught

vocal music in the same room. The second room was used for drillings and physical exercises and as a laboratory. The hall in the center of the four rooms had a tower extending eight or ten feet above the average height of the building.

The above described building is now used for recitations. From time to time it has been remodeled and enlarged until it is about twice its original size. This building was the only brick building at that time. Students could go to Frankfort via Kentucky Midland Railroad over a pathway leading right down the building to the foot of the hill. As time went on that walk was closed because of the dangers on the trestle. The main driveway was right through by the Grayson residence up a rocky, steep road, and the entrance was at the rear on the south side. There were two small cottages of four rooms each, one just east of the chapel. The other cottages were about two hundred feet southeast of the first cottage.

These were all the buildings for about ten or eleven years. The land on which the school was built was a beautiful and picturesque one which needed clearing up. This was done by degrees. Also near the school was a large pond, just north of the State Pike or Midland Trail.8

8Interview with Mrs. R. Tilley, Shelbyville, Kentucky (Member of the first class of the institution)
F. Faculty and Students

On October 11, 1887, with John H. Jackson, A. M. (Berea College), as President; C. C. Monroe, A. M. Assistant, and Mrs. Mary B. Monroe as Matron, the institution opened on its present site, known as "Normal Hill". The frame cottage in the rear of the recitation hall was erected in 1887 for the home of the President. Fifty-five students were in attendance at the first session of the school, and, seeing an increase in the number, Miss Ida Joyce (now Mrs. Ida Joyce Jackson) was elected to a position as teacher. Eighty-eight pupils were enrolled during the session of 1888-1889.9

G. Policy of the First President

President John H. Jackson, realizing that the mass of Colored teachers had but limited educational opportunities, planned the courses at the school to include a thorough foundation in common school branches and high school subjects with courses in pedagogy and principles of teaching. His policy was to see that all teachers knew well the subject they would be called on to teach in the public schools. As

9Barksdale Hamlett, op. cit., p. 288.
the work progressed, he intensified the courses in education, stressing methods of instructions, management, and practice teaching. Professor Jackson had faith in young men and women and gave them encouragement and assistance that brought them to put forth their best efforts in the school room. He was one of the first Negro college heads to place the proper value on industrial education, and from the opening of the school until he left the presidency in 1910, he sought to strengthen vocational and literary instruction. He believed in correlation of subject matter, and in all courses of instruction, insisted that related subjects be taught. He believed that students should be themselves, and taught that men and women should cultivate and develop their special gifts. He taught self-reliance, and that no man should seek to win success at the expense of another. He said, "I would rather coin one original thought, than to quote a thousand borrowed from others." He was a man of excellent Christian character and high scholarship. He enjoyed the respect and esteem of all the people of Kentucky and others with whom he came in contact.10

In addition to this an educated and an upright ministry, intelligent and upright colored men and women given the

10Interview with P. W. L. Jones, Superintendent of Colored Industrial School, Cincinnati, Ohio.
political and school positions in municipality, state and nation; a gradual lessening of the army of mendicants that, under various pretexts, infest our body politics; a marked increase in the ranks of productive industry; the exclusion of political methods in public school and in higher institutions of learning; the acquisition of the kind of education best suited to the condition of the individual; a greater disposition to defend the chastity of womanhood; a desire to cultivate polite manners; and to seek the inauguration and the maintenance of a higher social life will greatly and speedily conduce to a better citizenship in all sections of our country.\textsuperscript{11}

H. Side Lights

A brief digression at this point perhaps throws a little more light on the early period of the school and conditions as they existed. The salary of the first President was seventy dollars per month; the other teachers forty dollars per month.\textsuperscript{12}

\begin{footnotes}
\item[12] Minutes of the Board of Trustees, June 6, 1888, p. 201.
\end{footnotes}
First Commencement Program

Friday, June 15, 1891, at 11 o'clock A. M.
in the
Chapel of the Normal School Building
Frankfort, Kentucky

Music

Invocation

Music

Mr. C. H. Higdon................. Chicago, Illinois
Oration...................... "Mental Development"
Essay............. "Method of Recitation"
Miss Alana V. Smith.......... Louisville, Kentucky
Recitation.................. "The Value of Reputation"
Mr. Theodore Frazier........ Midway, Kentucky

Music

Solo...................... Miss Edmonia Pitman
Essay............. "Written Methods in Teaching"
Miss M. C. R. Patterson..... Frankfort, Kentucky
Oration.................. "School Management"
Mr. George B. Halleck....... Frankfort, Kentucky

Music

Solo...................... Miss Sara J. Walker
Awarding of Prizes

Address by Hon. J. D. Pickett, Hon. A. L. Peterman, of
Thompkinsville, Mrs. N. S. Williams of Normal
School, J. O. Hodges, and Prof. W. T. Peyton,
of Louisville. 13

This article was written by one of the members of the
first graduating class who is now living.

"In 1887, I received my first catalogue. For
lack of finance I could not go. In September 1889,

I entered what was called then the State Normal. Professor J. N. C. Jackson was President, Professor C. C. Monroe, Vice-president, and Mrs. Ida Joyce Jackson was preparatory teacher and music teacher also, both oral and instrumental. Mrs. Mary Bell Monroe of Lexington was Matron. Professor Jackson taught the seniors; Professor Monroe taught the juniors.

School opened with less than fifty I am sure. We with more than a hundred. All students boarded in private; however, most of these families lived near the school on what was Midland Trail. Quite a large number boarded in the city. The boarding places near the school were on the north side near the school grounds. Other boarding places were Mrs. Backburn and Mrs. Grayson on the south side; Mesdames Newman, Langford, and Morgan on the west side. My landlady had the largest boarding house on Midland near the school. Other families near the school were Mesdames Johnson, Bell, Williams, Wakefield, and Graves. Those places were all supervised by the matron, Mrs. C. C. Monroe. Professor J. H. Jackson and the faculty aided in keeping everyone and every­thing in and at its place. Whenever we had public meetings, we all walked to the city in care of the landladies or Mrs. Monroe and most of the time it was Mrs. Monroe.

All attended Sunday School and the morning ser­vice. Big Bethel, St. John A. M. E. and Corinthians were the leading churches.

Nine out of every ten were registered there, felt proud of their dear old school; therefore, we did every thing in our power to make it a success. In the fall of 1889, we spent several days pulling up buck-bushes and all unwelcomed shrubbery. In November we had an Arbor Day exercise. Some of the trees still stand over looking the city.

Back and forth from school we oftentimes saw the turtle, the terrapin, and the snake.

The second year opened with a much larger enroll­ment than the fall of 1890. The first year I stood my test so well I didn't have to put in the full two years. There were twenty-one in our class of 1890-1891, only thirteen graduated. They were as follows:
J. N. E. Wood--Valedictorian
D. W. Robinson--Salutatorian
Jennie B. Sider
Fannie Miller
Rossa Cable
Ella Cable
Peter Dent
C. C. Wakefield
Rebecca Smock
Mary Brady
William Board
Mr. Shaffers
Rebecca Tilley

I. Promotions and Graduation

Written examination in all the studies of the term will be held at the close of the semester, and a general examination at the end of the session. The results of these examination, averaged with the daily recitation, determine the standing of the student in scholarship. A general average of eighty-five per cent is required but in no branch less than seventy-five per cent is required for graduation.

J. Prohibitions

1. Association of the opposite sex.

2. All improper behavior and immoral practices.

3. Absence from the school grounds without permission.

14Interview with Mrs. Rebecca Tilley, A Member of the First Graduating Class (1891), Shelbyville, Kentucky.
4. Association with any person of a suspicious and immoral character.\textsuperscript{15}
CHAPTER III
THE ADMINISTRATIONS OF THE PRESIDENTS

John H. Jackson, A. M. (Berea) 1887-1898.
James S. Hathaway, A. B., M. D. (Berea) 1900-1907.
F. M. Wood (Kentucky State Industrial College) 1923-1924.
Green P. Russell, L. L. D. (Berea) 1924-1929.
R. B. Atwood, A. B., B. S., L. L. D. (Fisk, Iowa State, Lane) 1929-

The past fifty years for the Presidents have not all been quiet and peaceful. In fact, some of the years have been dark and many times the waters have been troubled. But through it all they have stood, and have come through to face a day whose horizon is brighter.

1. John H. Jackson. (1887-1898; 1907-1910) John H. Jackson, A. M. Berea, was the first President of the college. He began with three teachers, fifty-five pupils, and the Recitation Hall of four rooms. During his administration the Recitation Hall was enlarged to include the library, sewing room, chapel, and additional classrooms. A high school department was added. The departments of Home Economics, Agriculture, and Mechanics were organized. A Dormitory was erected for the girls, the building which is now used for and called Teachers' Cottage. President Jackson resigned in
1898 to accept the Presidency at Lincoln but returned in 1907 to serve a second term. During this term, a practice school was established; Hume Hall and the trades building were erected.

2. James Givens. (1898-1900) James Givens, A. B., Harvard, served as President from 1898-1900. During his administration the farm of 265 acres was purchased, the printing department established, and the enrollment was increased to one hundred and fifty-two.

3. James S. Hathaway. (1900-1907; 1910-1912) James S. Hathaway, A. M., M. D., Berea and Louisville National Dental College, served two terms, 1900-1907 and 1910-1912. A new dormitory for girls was erected, and the old girls' dormitory was used for the boys better known as Shabe Cottage. Water system was installed, faculty increased to ten members, steam and electric lights installed, and the Summer School organized.

In July, 1910, when President Jackson resigned, Professor A. E. Meyzeek was chosen in his stead; but one month later he also resigned.¹


¹Catalogues, 1887-1924.
Athletic Field was built, the Memorial Hall, Rosenwald School, and the President's Home were erected. Smith-Hughes work was organized, the power house built, and the name of the school changed to Kentucky State Industrial College. Concrete and gravel walks were constructed on the campus. The woodwork of the girls' dormitory was repaired and painted and hardwood floors laid. The President's Cottage was covered and the roofs of Hume Hall, girls dormitory, Trades Building, and the Recitation Building were repaired and painted. The Boys' dormitory was renovated and painted throughout; the Farm Building was repaired and painted. Many other improvements were made on the farm, campus, and in the shops and class rooms, and many others were contemplated. President Russell improved the literary courses and today they compare favorably with the courses of study of the best normal schools.2

On December 13, 1926, the girls' dormitory was destroyed by fire. The property loss was $200,000, with the insurance low. The following is a copy of the account of the disaster as was given by the Courier-Journal of Louisville:

Only a mass of tangled ruins stand today where Sunday stood the girls' dormitory of the Kentucky State Institute for Colored Students, which was destroyed by fire early yesterday morning, taking a toll

2Students Bulletin, Kentucky Normal and Industrial Institute, 1916, p. 6.
of three lives and injuring sixteen other girls.

Searchers braved the threat of falling walls to discover the charred remains of two of the girls, and today others were searching for the third girl who is believed to have lost her life in the flames.

Those listed as missing were:

Sarah Marks, daughter of E. K. Marks, of the Wilson and Downing Pike, Fayette County.

Gladys Madison, daughter of the Reverend J. L. Madison, of Middlesboro.

Daisy Carter, daughter of John Carter, of Alton Station, Anderson County.

The body removed from the ruins was thought by John Carter to be that of his daughter, Daisy, identification being by a gold plate in the mouth. The other body was discovered but could not be removed, due to the fire which smouldered all day in the ruins. The damage to the building and its contents was estimated by G. P. Russell, president of the college, to be $200,000. It was insured for $42,000, while the contents were insured for $2,000.

Rebuilding of the school will go forward as soon as the funds are available, McHenry Rhoads, State Superintendent of Public Instruction, announced at a meeting of the trustees of the school and the State Sinking Commission to consider the rebuilding of the dormitory. Mr. Rhoads estimated it would cost the State $125,000 to replace the building. The Sinking Commission is the only agency of the Commonwealth that can authorize the funds except the Legislature, and Mr. Rhoads hopes to get their approval so construction of the new building can start immediately.

President Russell announced that classes would be dismissed until after Christmas.

Citizens of Frankfort have started a fund to reimburse the girls of the money they lost in the fire so they may go home for Christmas. T. B. McGregor, chairman of the Red Cross is in charge of this collection.
The scene was one of horror to early risers. The flames devoured the entire building and cast its fiery hue over the city, attracting many spectators.

The fire began in the elevator shaft and gained considerable headway before it was discovered, about 4:30 A. M., by Susie Alexander, the cook. She and her assistant, Green Curry, gave the alarm and the ninety-eight girls housed in the building awakening to find the building in flames, became panic-stricken.

The fire worked its way up the stairs, blocking escape by that route and also cutting a number of girls off from the fire escape. There, trapped in their rooms, the girls became terrified and screams rent the early morning air. Some dashed to their windows and jumped to the ground and the sidewalk.

It was in this manner that sixteen of them were hurt. One girl who had a badly lacerated hand says she cut it breaking through a glass door. When asked why she had not opened the door, she said she was too scared and also that the girls were stampeding from behind. Another girl jumped head first from the third floor and suffered a paralytic stroke, but hospital authorities say she will recover.

Male students at the school rendered valuable aid and saved many of the girls from injury by holding mattresses for them to jump into. Some of the girls, however, jumped wildly and missed the mattresses, crashing to the ground amidst the crunching of bones in their legs or arms and the terrified cries of their fellow students to "jump".

Professor Russell worked valiantly about the building, shouting to the girls to keep calm and wait and they would get out safely. As the blaze grew the girls became more terrified and many hung from the windows a while and then dropped. Others affected their escape by making ladders of each other and dropping to the ground safely.

Clad only in their nightgowns, the terrified girls huddled about, and only the systematic work of Professor Russell and his faculty kept the tragedy from being even greater.
The girls were then taken to the various houses on the campus and the entire city corps of ambulances was called to take the injured to the Winnie A. Scott Hospital. All of the girls were reported as resting well last night and hospital authorities say they will recover.

The injured girls were:

Sadie Yates, Wilmore
Elizabeth Phillips, Springfield
Birdie Lightfoot, Georgetown
Laura Newby, Lexington
Mildred Springfield, Earlington
Addie Mae Green, Corydon
Virginia Foley, Mayslick

Omellie Bowen, Stone
Audry Dale, Carlisle
Loretta Mullins, Lynch
Lorene Johnson, Mayslick
Annie M. Pennington, Manchester
Lula Mae Hunt, Franklin

The local fire department arrived on the scene but were unable to check the flames, as the building was without sufficient city water protection. They contented themselves with keeping the blaze from spreading.

Volunteer workers carried out a few pieces of furniture, but the blaze soon enveloped the building and the crashing of brick walls kept them at a safe distance.

The girls who lost their lives are believed to have been trampled in the rush for safety or suffocated as they slept.

Search will be resumed today for the third missing body and the fathers of the missing girls will arrive here today to try to identify the bodies discovered.

Professor Russell praised the people of Frankfort last night. He said they had helped wonderfully and had stepped right in and were taking care of the shelterless and the clothless girls.

Libraries and assembly halls were converted into temporary quarters for the girls last night. More than fifty cots, donated by the State Highway Department, the State Board of Corrections and the State Arsenal were placed in the halls to shelter the girls.
Welfare and Red Cross workers responded to the appeal for help, and by afternoon had provided clothing for the girls who lost all of their wearing apparel in the fire. Merchants of the city made contributions of clothing and other necessities.

Local physicians and nurses of the King's Daughters Hospital were among the first to arrive at the scene of the fire and throughout the day worked with the injured students. Several nurses from the King's Daughters Hospital and Miss Johnson, the operating nurse, spent the day at the Winnie Scott assisting in the operating and in the sick rooms.

The building was constructed in 1906 by the male students of the college and was modern in every way.

Professor V. S. Blanton of the Frankfort colored schools graduated from the school during the year (1906) and remarked while the blaze was roaring that he helped construct the building.

A large crowd gathered on the campus as the fire ate its way through the building and the city's eastern horizon was aglow. All day people streamed in and asked if they could help.

Professor Harper of the faculty of the school worked valiantly to put out the fire and dashed from building to building checking up to see if all girls were saved.

The home of Professor Russell was converted into a hospital. And the teachers home, too. All the girls were carried there until the arrival of the ambulances.

The fire was the second of its kind in the history of the city, and strange to relate the toll exacted in each fire was the same.

In 1917 three men were suffocated in a fire that swept the State Reformatory here. The fire broke out in the roof of the old cell house for men and the men were powerless to escape. A number saved their lives by wrapping themselves in mattresses. Sledge hammers were used to batter down the bars and rescue a number of men.
The Board of Trustees of the school met and decided to construct another building. Messers. Frankel and Curtis, Architects, of Lexington, Kentucky, came before the Board and presented plans for the new dormitory to be erected at the Kentucky State Industrial College. After discussing this matter with the architects, the Board passed the following order: "It was moved by Judge Lancaster, seconded by Mr. Huson, that Messers. Frankel and Curtis, Architects, be instructed to draw plans and specifications for the entire building to be constructed at Kentucky State Industrial College and that the architects be instructed to put in the conditions about the payment in the specifications as they go along." The vote was unanimous.4

As a result of this meeting, the new building, Kentucky

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3Courier Journal, Louisville, Kentucky, Dec. 14, 1926. p.1
4Minutes of Board of Trustees, June 6, 1927, p. 310.
Hall, was started in the fall of 1928. It is a modern, well-equipped building in every way.

President Russell was a strong believer in Industrial Education. Some of his policies are expressed in these few words:

"We must emphasize the industries because they give the students means of self help—a chance to work his way through school. When the industries are properly equipped, they will furnish employment that not only has an economic value, but also labor which gives the student a chance to acquire knowledge and skill in the performance of such labor. There is another advantage found in industrial education. It teaches economy, thrift, and dignity, and techniques of labor. It makes the students self-respecting and self-reliant. The fact that a student goes out from this institution with the knowledge that he not only knows how to teach the 'three R's', but also he knows how to build a house, manage a farm, run an engine, and wire a house for electric lights, produces self-confidence and moral independence in that student far above what a mere academic training would inspire."


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as President one year, 1923-1924. This man has doubtless had the most remarkable career of all the presidents, and one of whom the school should justly be proud of. He has attained success with very little additional training than he received from the Normal department of the college, and is at present Director of Colored Schools in Baltimore. 6

6. R. B. Atwood. (1929- ) On July 1, 1936, Dr. R. B. Atwood completed seven years as president of the Kentucky State Industrial College. As a compliment to his seven years' administration of the college, the State Board of Education meeting in Frankfort on Thursday, March 26, in the office of the Superintendent of Public Instruction, Harry W. Peters, re-elected Dr. Atwood as president of the college for another four year period, the maximum term under Kentucky law.

President Atwood took over administration of Kentucky State Industrial College in July, 1929, after a rather stormy period at the school resulting in considerable unfavorable publicity and damage to the whole cause of higher education for Negroes in the State. Although the economic depression has had the school in its throes since 1929, President Atwood and his loyal cohorts have managed in some
way to stretch their few dollars and make them do the work of many. The school during the past seven years has come from obscurity into the ranks of a respected, first class institution.

Listed below are some of the major achievements during the Atwood administration:

1. Installation of a more satisfactory and standard method of keeping books.

2. Building of farm buildings, re-stocking live stock and building up depleted soil. Farm now has forty-seven head of cattle, and fifty-one head of hogs.

3. Installation of more adequate laboratory facilities for science.

4. Repairing the following buildings which were much in need of recondition: Trades Building, Teachers Cottage, Norris Cottage, Hume Hall, Men's Dormitory, Williams Cottage, Recitation Building, Wood's Cottage, Kean Apartment, and all farm buildings.

5. Installation of natural gas in all buildings on the campus.

6. Reopening of domestic science laboratory and installation of courses in this field.

7. Addition of a department of health and physical education and health service.
8. Opening of the library to students and installation of 9,000 up-to-date and effective volumes.
9. Employment of faculty with higher training.
10. Revamping of academic program completely.
11. Building up of higher student morale.
12. Eliminating of annual deficit in college financial accounts.
13. Qualifying for and securing Smith-Hughes Funds in Home Economics and Agriculture by meeting federal and state requirements.
14. Increase of student enrollment consistently each year.
15. Lowering of per capita cost consistently each year.
16. Securing several substantial and generous amounts of money from the Rosenwald Fund and General Education Board.
17. Building up confidence and respect of white constituency.
18. Installation of an adequate water system of city water.
19. Installation of a more satisfactory and standard system of keeping student records in registrar's office.
20. Erection of a Health Building at a cost of $32,000.

21. Construction of an athletic field at a cost of $5,000 for grading, etc.

22. Erection of a Boys' Dormitory--PWA Project, at a cost of $100,000 self liquidating project--at no cost to commonwealth.


24. Securing the rating of Class B four-year standard college by the Southern Association of Colleges and Secondary Schools.

25. Securing the rating of Class A four-year standard college by Committee on Accredited Relations, University of Kentucky.

26. This year (1936) became a member of the American Association of Colleges.

Honorable Nathan B. Sewell, well known inspector and examiner for the State, was complimentary in his remarks in regard to the management of affairs, financial and academic, at the Kentucky State Industrial College in 1935. Those who know the honorable inspector and his pungent tongue and his all-seeing eye, will be able to appreciate fully the weight of his compliments.
Inspector Sewell states the following in regard to Kentucky State Industrial College:

In the five years of President Atwood's administration, the fundamental purposes of the institution have been more clearly defined and the program of operation has been more definitely and more progressively carried out than any similar period of the past. President Atwood has proven himself a conservative and practical executive. The standing of the college has been materially raised and the character of the work widely and favorably recognized than ever before. Under the present management, the operations have been more orderly and the handling of finances much more careful. The school has ceased to be merely a local institution and now is recognized as one of statewide scope and service. This institution is well on the way toward becoming one of the most serviceable in our entire system of higher education.  

7The Louisville Leader, Louisville, Kentucky, April 18, 1936. p. 1.
CHAPTER IV
CONDITIONS OF ADMISSION, FEES, CURRICULA, AND DEPARTMENTS

A. Conditions of Admission

Applicants for admission to the Normal Department of the institution must be at least sixteen years of age, must possess good health, and must make their application on the printed form provided by the institution and obtainable through the President. This application must in all cases be accompanied by a certificate of good moral character.

An admission card will be sent to all whose application is favorably acted upon, and no person will presume to come who has not complied with this regulation and received a card of admission.

At the time of matriculation, a written pledge that the applicant will teach at least three years in the common schools of the State must be filed with the President. Such pledge, however, will not be required of those who matriculate in the departments of Agriculture and Mechanics with a view to specializing in these two departments. Any student failing to teach the prescribed time will be liable to such tuition as the Board of Trustees may determine. In addition, every applicant for admission to the Normal Department of
the institution must pass a satisfactory examination in
the subjects taught in the preparatory department or
their equivalent, in which examination an average of not
less than seventy-five per cent must be attained.¹

There remained the same terms for admission from
1906-1911 with the following few additions:

Persons coming from other schools must furnish
certificates of honorable dismissal. Experience
has shown the wisdom of careful inquiry into the
previous training of candidates for admission to the
institution that the work of the classes may not be
hindered and that the time of the students may not
be wasted in efforts to carry studies for which they
are not properly prepared. The institution accordingly
requires that every applicant for admission into the
Normal Department, unless he presents satisfactory
credits from some reputable school, or college, or a
certificate, or diploma, must pass examination in the
subjects taught in the preparatory departments or be
assigned to such grade as the judgment of the assigning
officer may dictate.²

In 1918-1919 another change took place which added much
to the standard of the school. The faculty of this institution
will, on application, accord accredited relation to any high
school that maintains a full four-year curriculum that offers
at least fifteen units. The curriculum must be taught by
competent instructors and the school must contain ample

¹Catalogue, 1905-1906, p. 11.
library and laboratory facilities.

The fifteen units offered for admission on certificate must include eleven units selected from the following group of subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>1, 1/2 to 3</td>
</tr>
<tr>
<td>English Literature</td>
<td>1</td>
</tr>
<tr>
<td>Latin or French</td>
<td>1 1/2 to 2</td>
</tr>
<tr>
<td>Algebra</td>
<td>2 to 2 1/2</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Elementary Science</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
</tr>
<tr>
<td>Botany</td>
<td>1/2</td>
</tr>
<tr>
<td>Physiology</td>
<td>1/2</td>
</tr>
</tbody>
</table>

The remaining four units may be made up of any other subjects that the high school has adopted to meet its graduating requirements. 3

In 1929-1930 there was another change. For admission to the freshman class the candidate will present fifteen units from an approved high school. A unit in a subject represents a year's study constituting thirty-six weeks, five recitations per week, and periods at least forty-five minutes long.

Candidates who look forward to entering Kentucky State Industrial College should fill out as fully as possible the application blank, which will be furnished by the Dean. The

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3Catalogue, 1918-19, p. 15.
application must present specific statements as answers to the questions asked.

Candidates for admission must present the units named in the following list:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>1 unit</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>1 unit</td>
</tr>
<tr>
<td>English</td>
<td>1 unit</td>
</tr>
<tr>
<td>Science</td>
<td>1 unit</td>
</tr>
<tr>
<td>Social Science</td>
<td>1 unit</td>
</tr>
<tr>
<td>Electives</td>
<td>8 units</td>
</tr>
</tbody>
</table>

No language will be counted unless the candidate can present two units, nor will any fractional part of any continued subject be counted. Example, one-half unit in Physics or one-half unit in chemistry.4

The present requirements are as follows: Graduates of high schools accredited by the Association of Kentucky College are admitted to the college on certificate, provided they have fifteen credits of high school work acceptable to the college. In these fifteen credits, five basic units are required; three must be in English, one in algebra, and one in plane geometry. The other ten units may be chosen from group "A" and "B" as listed hereafter. Only students holding certificates of graduation from accredited high schools will be admitted without examination. Students presenting certificates of graduation from non-

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4Catalogue, 1929-1930, p. 40.
accredited high schools will be required to validate, by examination, credit in the five basic units mentioned above and in two other subjects representing one unit each to be selected by the student. All students may be required to take tests in English and Mathematics for sectioning purposes. Students who fail to pass the English test will be required to take a course for one year in English Essentials, without credit, before pursuing the regular Freshman Course in Composition and Rhetoric.

Group A

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>1 to 3</td>
</tr>
<tr>
<td>German</td>
<td>1 to 3</td>
</tr>
<tr>
<td>Greek</td>
<td>1 to 3</td>
</tr>
<tr>
<td>Latin</td>
<td>1 to 4</td>
</tr>
<tr>
<td>Spanish</td>
<td>1 to 3</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Advanced Arithmetic</td>
<td>1/2 to 1</td>
</tr>
<tr>
<td>Advanced Algebra</td>
<td>1</td>
</tr>
<tr>
<td>Solid Geometry</td>
<td>1/2</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>1/2</td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>1/2 to 1</td>
</tr>
<tr>
<td>Botany</td>
<td>1/2 to 1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1/2 to 1</td>
</tr>
<tr>
<td>General Science</td>
<td>1/2 to 1</td>
</tr>
<tr>
<td>Physics</td>
<td>1/2 to 1</td>
</tr>
<tr>
<td>Geology</td>
<td>1/2 to 1</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>1/2 to 1</td>
</tr>
<tr>
<td>Physiology and Hygiene</td>
<td>1/2 to 1</td>
</tr>
<tr>
<td>Sociology</td>
<td>1/2</td>
</tr>
<tr>
<td>Zoology</td>
<td>1/2</td>
</tr>
</tbody>
</table>

Group B

(Any four units may be offered in this group)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1/2 to 4</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>1/2 to 1</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>1/2</td>
</tr>
<tr>
<td>Commercial Geography</td>
<td>1/2</td>
</tr>
<tr>
<td>Drawing--Freehand</td>
<td>1/2 to 2</td>
</tr>
<tr>
<td>Drawing--Mechanical</td>
<td>1/2 to 2</td>
</tr>
<tr>
<td>Home Economics</td>
<td>1/2 to 4</td>
</tr>
<tr>
<td>Music</td>
<td>1/2 to 1</td>
</tr>
<tr>
<td>Shopwork</td>
<td>1/2 to 2</td>
</tr>
<tr>
<td>Shorthand</td>
<td>1/2 to 1</td>
</tr>
<tr>
<td>Surveying</td>
<td>1/2</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>1/2</td>
</tr>
</tbody>
</table>
The minimum amount of credit allowed in any subject will be one-half unit.

B. Admission to Advanced Standing

Candidates who can present equivalents of any part of the college work may secure advanced standing. They may secure this advanced standing by one of two methods: First, by examination on each subject for which credit is desired; and second, by transfer from a college or university, which is accredited or approved by the Association of Colleges and Secondary Schools of the Southern States, or by one of the other recognized regional associations as approved by the American Council of Education, provided such credits otherwise meet standard college requirements. An official statement must be submitted to the Registrar certifying in detail the work for which credit is desired.  

C. Fees

At the beginning tuition was free to all residents of Kentucky who fulfilled the required conditions. To the non-residents of Kentucky, the rate of tuition was two dollars per month.  The tuition remained free to residents

6Catalogue, 1889-1890, p. 11.
of Kentucky until 1900. The fee was then one dollar for one year.\textsuperscript{7} In 1906 an annual entrance fee of one dollar and a quarter was added (incidental fee, one dollar—medical fee, twenty-five cents). This was required for both non-residents and residents. A library fee of one dollar also was required. In 1907 each person entering the boarding department was charged an entrance fee of one dollar. This was not an annual fee, having paid this fee a person was a member of the boarding department as long as he or she was connected with the institution.\textsuperscript{8} In 1913-1914 the laboratory fee for all resident students was added and a Lyceum fee of fifty cents per year was added.\textsuperscript{9}

The fees remained the same until 1923-1924. Then they were as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident of the State</td>
<td>$ 6.00</td>
</tr>
<tr>
<td>Board and Room</td>
<td>15.00</td>
</tr>
<tr>
<td>Matriculation</td>
<td>3.00</td>
</tr>
<tr>
<td>Medical Fee</td>
<td>2.00</td>
</tr>
<tr>
<td>Lyceum Fee</td>
<td>1.00</td>
</tr>
<tr>
<td>Laboratory Fee</td>
<td>1.00</td>
</tr>
<tr>
<td>Incidentals</td>
<td>1.00</td>
</tr>
<tr>
<td>Athletic Fee</td>
<td>3.00</td>
</tr>
</tbody>
</table>

\textsuperscript{7}Catalogue, 1900-1901, p. 32.

\textsuperscript{8}Catalogue, 1906-1907, p. 21.

\textsuperscript{9}Catalogue, 1913-1914, p. 15.

\textsuperscript{10}Catalogue, 1922-1924, p. 12.
An estimate of necessary expenses at Kentucky State Industrial College for one semester (18 weeks) at present is:

- **Incidental Fee**: $10.00
- **Room Rent in Dormitories, 4 1/2 months at $4.00**: 18.00
- **Laundry, 4 1/2 months at $1.00**: 4.50
- **Board in College Dining Hall, 4 1/2 months at $13.50 per month**: 60.75

Total estimated necessary expenses: $93.25

No tuition is charged Kentucky students. Those from other states are charged twenty dollars tuition per year. The students registering for either semester should come prepared to pay an incidental fee of ten dollars, first month's room, board, and laundry of eighteen dollars and fifty cents, purchase necessary books and supplies, and pay special fees as may be required.  

The following special fees are collected for the purpose of covering the cost of supplies and materials used by the student in laboratory work:

- **Science 101, 102, 103, 104, 201, 202, 301, 302, 303, 304, 305, 306, and 401**: $2.00
- **Music, individual instruction (piano, voice)**:  
  - Two half-hour lessons per week: $18.00  
  - One half-hour lesson per week: 10.00

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A fee of two dollars is assessed every student presenting himself to begin or complete any part of his registration after the day on which instruction began.\textsuperscript{12}

A fee of fifty cents will be charged for each voluntary change which a student makes in his schedule after it has been prepared and approved at the time of registration. Therefore, students are advised to give careful study to the program of classes and the requirements to be met before having class schedule approved. If the change in the schedule is requested by the registrar, the student will not be required to pay the fee.

All bills for board, room, laundry, or other fees, except those incurred as penalties, are due and payable in advance. Students who fail to meet their financial obligations promptly are subject to suspension from all student privileges. This rule applies to students in all departments.\textsuperscript{13}

D. Curricula from the Beginning to the Present Time

The curricula has passed through three direct stages of development, the first period being from 1887 to 1902.

\textsuperscript{12}ATALOGUE, 1935-1936, p. 33.

\textsuperscript{13}Tbid., 1935-1936, p. 34.
The school's name was then changed from "The State Normal School for Colored Persons" to "The Kentucky Normal Industrial Institute of Colored Persons". The second period being from 1902-1926. By an act of the State General Assembly in 1926, the name of the school was changed to "Kentucky State Industrial College for Colored Persons". The third period being from 1926 to the present time.

Curricula 1887-1902

The First Curricula

Junior Class

First Term

Spelling, Reading, Written Arithmetic, Mental Arithmetic, Penmanship, and Elocution.

Second Term


Senior Class

First Term

Didactics, Arithmetic, Grammar and Composition, Elocution, Geography, Physiology, and Hygiene.

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Second Term

Didactics, Arithmetic, Physiology and Hygiene, History, Civil Government, Manners and Morals.

Note 1. Constant attention will be given during the entire course of instruction in the Normal School to correct use of language in all recitations and conversation.

Note 2. Simple oral instruction to the whole school on the laws of health.

Note 3. Constant regard will be paid to the manners and morals of every pupil.

Lectures

In addition to regular class work, students are required to attend a lecture every Friday afternoon given by some member of the faculty, upon the theory and practice of teaching or on some other subject of general interest. Lectures will also be given occasionally by prominent educators in the service of the State.¹⁶

The curricula remained practically the same until 1900 and a few more courses were added vix., Orthography, Algebra, Physical Geography, Latin, Physics, and English Literature. The curricula now corresponds to a good high school course; however, in 1890 in order to secure the Federal appropriation

under the Morrill Law "temporary departments of Agriculture, Mechanics and Domestic Economy was organized. 17

Curricula 1902-1926

With the changing of the name of the school in 1902, calling it "Kentucky Normal and Industrial Institute," the course of study in the Normal Department was arranged for three years. A special teacher's course, embracing a period of four years, of two terms each year, was also arranged so that those who were compelled to teach during the fall term could enter at the beginning of the winter term each year except the senior year. The seniors were compelled to enter each year except the senior year. The seniors were compelled to enter at the beginning of the year and remain during the entire year to be able to complete the Normal course in four years. 18 All students who complete the prescribed course of study in the Normal Department will be given a State Diploma which will entitle them to teach in the common schools of Kentucky without further examination. 19

17Catalogue, 1889-1890, p. 10.

18Catalogue, 1901-1902, p. 11.

19Ibid., 1901-1902, p. 11.
The Four Year Normal Course

First Year
Winter Term--Grammar, American History, Geography, Arithmetic, Penmanship, Music, Drawing.
Spring Term--Grammar, American History.

Second Year
Winter Term--Algebra, Latin Lessons, Lockwood's Lessons, English, Literature, Physics, Music, Drawing.
Spring Term--A continuance of the winter term subjects.

Fourth Year
Geometry, Latin, Chemistry, Psychology, Studies in English, Music, Drawing. The courses went straight through the year.

The courses remained the same until 1926 with the exception of a few new courses, such as Negro History, Sociology, Political Science, and French.

Curricula 1926-1936

By an act of the General Assembly in 1926 changed the name of the school from "Kentucky State Normal Industrial Institute for Colored Persons," to "Kentucky State Industrial College," there were decided changes in the curricula. The high school department was then separated from the college department. The Junior College course was maintained for those students who desired a liberal education and who were preparing to teach in elementary and high schools. The
course was two years in length and designed to give students
the first two years of a standard college course and at the
same time prepare them to meet the state requirements for
certification to teach. To enter this course, students must
have completed a four year course in an accredited high school
or its equivalent and have earned sixteen units of credit.
Sixty-four semester hours were required for graduation from
the Junior College, and twelve of these hours must be in
Education. Teachers' State diplomas were still awarded
students who completed the course.

The Junior College Course of Study

**Freshman Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Rhetoric</td>
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<td>Freshman Rhetoric</td>
<td>4</td>
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<tr>
<td>Plane Trigonometry</td>
<td>3</td>
<td>Plane Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>General Inorganic Chemistry</td>
<td>4</td>
<td>General Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Education</td>
<td>3</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>French or Latin</td>
<td>4</td>
<td>French, Latin or German</td>
<td>3</td>
</tr>
<tr>
<td>Negro History</td>
<td>3</td>
<td>Christian Evidence</td>
<td>1</td>
</tr>
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**Sophomore Year**

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>College English Grammar</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra</td>
<td>3</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Teaching</td>
<td>3</td>
<td>General Methods</td>
<td>3</td>
</tr>
<tr>
<td>General Physics</td>
<td>3</td>
<td>College Physics</td>
<td>3</td>
</tr>
<tr>
<td>French, Latin or German</td>
<td>3</td>
<td>French, Latin or German</td>
<td>3</td>
</tr>
<tr>
<td>Moral Philosophy</td>
<td>1</td>
<td>General Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice Teaching and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observation</td>
<td>120</td>
</tr>
</tbody>
</table>

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In the school year of 1927-1928 under the direction of Dean P. W. L. Jones the first regular four year liberal arts course was put in the curricula. Since that time the school has been rated as a grade "A" Senior College by the Accrediting committee of the University of Kentucky, approved as a standard four year college class "B" by the association of Colleges and Secondary Schools of the Southern States, and this year (1936) it became a member of the Association of American Colleges.

A two year course preparing for the study of medicine is offered which complies with the requirements of the American Medical Association for entrance into class "B" medical schools except those requiring a degree for entrance. The four year college course, with a major in Natural Science meets the requirements for entrance into all medical schools and lays a scientific foundation upon which a substantial superstructure may be erected. Students are urged to take the four year course.

1. Departments. Departments did not exist in the early days in the formal sense of the word. Most of the faculty members taught several subjects; indeed the whole school compared hardly favorably to a small high school of the present time.

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21 Interview with P. W. L. Jones, Cincinnati, Ohio, Aug. 1935.
A brief account of each of the following departments is as follows: Agriculture, Industrial Arts, Commerce, Education, English, Latin-French, Library, Mathematics, Music, Science, Social Studies, and Research will be presented. Since departments did not really take their rightful places as departments until 1929, a careful study of the school catalogues have been made in an effort to acquainte you with the new courses as they were added to each department. An attempt has been made to give a complete and accurate list of the faculty members who have been hired on a yearly-contract basis and taught in the department at the same time. Complications have resulted from the fact that some teachers have taught in several departments, others have served as assistants in the spring and summer before becoming regular faculty members, and still others have been regular members at irregular intervals. It has been the intention not to include spring and summer assistants, owing to unreliable information available. The dates advanced do not necessarily mean continuous service, but merely indicates the beginning and ending of the teachers' connection with the school.

**Agriculture**

Chapman C. Monroe...... 1889-1896
James S. Bathaway...... 1890-1900
W. D. Thomas............ 1900-1902
D. A. Williston........... 1902-1903
T. J. Garth.............. 1905-1910
Albert L. Mebrame....... 1910-1911
Robert S. Darnahy...... 1911-1912
Rollin W. Jones............. 1912-1918
A. C. Burnett............. 1918-1920
William D. Black............ 1919-1921
J. L. White.................. 1920-1924
Walter L. Shobe............. 1921-1923
William D. Black........... 1923-1924
Robert S. Blythe............ 1923-1924
J. Leonard Miller........... 1923-1924
Solomon Dean................ 1923-1924
P. W. Williams............... 1924-1927
Thomas H. Jackson........... 1925-1928
Allen T. Wood............... 1929- (Present Dept. Head)
E. M. Norris............... 1929-
J. J. Marks............... 1929-
Stencil Brodus............. 1935-

In the school year 1890-1891 marks the beginning of the agriculture department. The special object under this organization, to combine labor and learning in such a way as to afford every pupil a good, practical English Education, with effective training in the laboratory and the field. This union will be so maintained in this institution as to enable its pupils to train others practically in all other departments, for its purpose is to qualify its pupils as practical teachers, for teaching in Colored Public Schools of Kentucky, and consequently, to prepare them, as occasion may demand for ready and reliable employment in the field or in the workshop, thus fitting them as true factors in the cause of their race and in the service of the commonwealth of Kentucky.24

Chemistry and Botany were the main subjects taught, with laboratory practice and lectures. In 1902 Dr. E. E. Hume, a member of the Board of Education purchased a farm of 365 acres. He believed that boys should be taught scientific agriculture. In 1910 under the new instructor (Professor Albert L. Membrane) there were some few changes. The course now taught were Soils, Fertilizers, Dairy, Practical Lessons on Animals, Minerals and Vegetable Kingdoms, Agricultural Practice, Animal Husbandry and Gardening. In 1918 Beef Cattle, Swines and Poultry, Soil and Silage, Diseases of plants, Orchards and how to set trees, Selection of Farm-houses and Roads, and Bridges and Fence Selection. The following are the new courses added up to now: 101--Orientation in Agriculture, 102--Feeds and Feeding, Farm Shop and Terracing, Farm Meats, Productive Poultry Husbandry, Farm Management, Marketing Agricultural Products and Animal Physiology and Pathology.

25 Catalogue, 1890-1891, p. 9.
26 Interview with P. W. L. Jones, Cincinnati, Ohio. August, 1935.
Industrial Arts

Moses Davis .................. 1890-1904
L. Louis Lawson ............. 1904-1921
Paul P. Watson ............... 1921-1923-1925-1928
John T. Thruston ............. 1923-1924
A. D. Lomax ................... 1923-1925

Industrial Arts had its beginning in 1890. It started as a result of the Morrill Act of 1890.

The First Course of Study

First Year

First Term--Care and Use of Tools, Work with Plane, Saw, Chisel, etc. Different of Joints, Mortise and Tenon, Mitre, etc., and Mechanical Drawing.

Second Term--Dovetailing, Cabinet Work, Boxes, Tables, Desks, etc., Use of a Lathe, Scroll Saw, and Mechanical Drawing.

Second Year

First Term--Work with Lathe, Caliper Work to Different Lengths and Diameter, Baluster Table Legs, etc., Hollow and Spherical Turning, Corner Blocks, Rosettes, Scroll Saw Work, Brackets, Book-shelves, and Mechanical Drawing.

Second Term--Example in Miniature House Building, and Bridge Building. Frame Roof Trusses Pattern Making. Architectural Designing, House Planning, Estimates and Specifi-
In 1926 a course in furniture rehabilitation was added, just from actual experience in this course for two years under the direction of Professor A. D. Lomax, this was a course every boy was very much interested in and the work turned out attracted the attention of both white and colored throughout the state. Nineteen-hundred twenty-eight marked the end of Industrial Arts at Kentucky State Industrial College.

Commerce

Commerce started in 1907. The only courses taught were typewriting and shorthand. The courses were taught by the secretary to the President of the institution. Applicants for this course must have pursued successfully the work of the Junior Class, as laid down in the catalogue of this institution or an equivalent course in some reputable school. A fee of $2.25 is charged all students in the department for the use of its typewriting machines and for other incidental expenses in the course. It remained this way until 1925 when it was abolished from the curricula.

\(^{30}\)Catalogue, 1900-1901, p. 6.

\(^{31}\)Catalogue, 1906-1907, p. 23.
Education

James S. Hathaway ........ 1900-1907
Mrs. L. S. Henderson .... 1916-1917
James A. Bond ............ 1925-1932
Jennie V. Wendell Williams 1929-
Geneva Howard ............ 1930-
Harvey C. Russel .......... 1930- (Present Dept. Head)
J. W. Roberts ............. 1932-
Charlotte E. Wilson ....... 1935-

Prior to 1900 education was something unknown at this institution. The first courses to be taught were Psychology and History of Education. In the Psychology class special stress upon knowledge of the nervous system was made. An effort was made to have each student fix clearly in mind a map of the nervous system. A knowledge of the development of the different faculties of the child mind is the only basis of true scientific teaching. A number of experiments are performed under touch, taste, sight and hearing. This course is psychology emphasizes the importance of a course of study that will waken all the activities of the child's mind. The course, History of Education, was the development of the system of education traced in detail from the crude beginnings in the oriental countries to the best systems of the present day. Special attention was given to the systems of Greece and Rome. A careful comparison is made between the systems of France, Germany, and the United States. In 1902 Natural Philosophy was added. In 1913 Methods of Recitation
and Principles of Teaching. In 1916 School Management and School Law; Special Methods and General Methods; Observation and Practice Teaching, and for the first time one particular person was listed as a special teacher of Education, Mrs. L. S. Henderson. Prior to 1916 and from 1916-1925, it was not shown in any other catalogue where an instructor was really listed as an instructor in Education. This was largely an industrial school as has been stated, consequently, very little attention was placed on education, and the courses in education were taught by most any instructor who did not have a full load. 32

In 1925 J. A. Bond was listed as a regular instructor in Education. Education was divided into four courses at this time.

Course I--In this course Psychology and Child Study is emphasized. Attention is also given to the hygienic consideration of the child.

Course II--This course embraces a study of secondary education and the principles of teaching.

Course III--Special and General Methods are intended to prepare the student to teach in the elementary grades, from the first through the eighth grade.

Course IV--This course includes a study of School Manage-

32Catalogues, 1900-1925. (Many of these dates are approximations).
ment and a study of the school laws of Kentucky.

Every student is required to spend at least two weeks in practice teaching, and at least one week in observation. In 1930 several new courses were now in existence. Introduction to Education, Educational Psychology, Class Management and Control, Methods of Teaching English in Elementary Schools, Methods of Teaching English in High School, Methods of Teaching Arithmetic, History of Education, Principles of Secondary Education, Educational Sociology, Philosophy of Education, Tests and Measurements, Supervision of Teaching and Vocational Education. At present the new courses added to the ones just been mentioned are: History of Education in the United States, Child Psychology, Extra-Curricula Activities, Survey of Educational Literature, Organization and Administration of the Elementary Schools, High School Administration, Technique of Teaching High School Subjects, Directed Teaching in the High School, Educational Statistics, Ethics of the Teaching Profession, Principles of Curriculum Construction, and Supervision of Instruction,

English

Wm. A. Credit--------1892-1903
Mary L. Campbell------1903-1912
H. C. Russell--------1912-1913
Charles W. A. David---1913-1916
S. T. Collins--------1914-1920
L. B. Sneed---------1920-1922

32 Ibid.
In 1886 English had its beginning with only three subjects, Literature, Composition, and Grammar. The aim in the studies of English was to bring the student in touch with the best literary models and to make a critical study of masterpieces of Literature. In 1903 Mary L. Campbell became instructor in English and Music. In 1913 a new course was added, English classics. In 1923 three new instructors were added but the courses were the same only larger classes. In 1930 many new courses were added, English Essentials, Childrens' Literature, World Literature, The English Essay, The American Novel, The Teaching of English in the High School, Argumentation and Debate, Advanced English Composition, Shakesperean Drama and Dramatic Technique, Contemporary Criticism, and Public Speaking. The following courses have been added since, viz., Introduction to English Literature, Public Speaking, English Romanticism, Victorian Literature, Milton, History of English Literature,
American Literature, Tennyson and Browning.33

French and Latin

Charles T. Cook---------1906-1909
William M. Jackson-----1909-1912
Harriet V. Tucker-------1912-1913
Miss Jessie B. Thomas---1913-1914
Charles W. A. David-----1914-1916
S. F. Collins-------------1916-1920
Mary E. Hawkins---------1920-1923
Sallie F. Ellison--------1923-1926
Emily E. Johnson--------1926-1929
Willie P. Russel--------1929-1929
Alexis J. Richards-------1929- (Present Dep't Head)

Latin was first put into the school in 1898 with no particular instructor's name given. The training in Latin aims to strengthen the student's grasp upon the English Language. Special attention is given to the formation of English words from Latin roots. Charles T. Cook was first listed as instructor in Latin and Mathematics in 1906, only one course was offered. The course of study was broadened in 1912. The study of Latin began in the winter term of the third year preparatory, and continued through the fall term of the senior year normal. The first three terms the student is thoroughly drilled in the grammar of the language, with such reading exercises as illustrate fully principles taught and give them facility in pronunciation. Caesar is read during

33Catalogues, 1887-1936. (Many of these dates are approximations).
the winter term and the spring term of the Junior Normal year. During these two terms special attention is given to the construction of Latin sentences, also to moods and tenses in the grammar. Cicero's orations are read during the fall and winter terms of the middle year, with the study of grammar continued through these terms. Special attention is given during this period of the course to the reading aloud of the Latin text. Virgil is read during the spring term of the middle year and the fall term of the senior year normal. The study of Prosody being given particular attention at this stage of the course. The aim of the Latin course also is to give the student sufficient knowledge of the language to enable him to continue its study, if he so desires, without further aid. Latin was discontinued in 1929.34

French started in 1926 with the work divided into four courses.

French I--Beginner's French with rudiments in grammar pronunciation, inflexions, etc., and composition and translations.

French II--Just a continuation of French I.

French III--French III offers translation from modern writers in both prose and poetry. Composition plays a

34Catalogues, 1898-1929.
major part in this course.

French IV--General French--In this course students read many of the French Classics, particularly the dramas of the seventeenth century. Composition is combined with this work.

1931-1932-Many new courses were added as follows:

101-The purpose of this course is to introduce the elements of French.

102-Continuation of French 101.

201-Advanced French-French Prose and Poetry, Reading and lectures.

202-Advanced French-Conversational French, writing, and speaking.

301-French Literature.

302-Contemporary French civilization.

303-Advanced French syntax and composition.

304-Teachers' course.

305-Nineteenth century novel.

306-Nineteenth century novel, a continuation of course 305.

307-Nineteenth century drama.

308-Seventeenth century French Literature.

309-Continuation of 308.

310-Eighteenth century French Literature.

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35Catalogues, 1926-1936.
Library

The foundation of a library has been secured to which additions will be made from session to session.36 "One of the best means of securing a broad and liberal culture among students, is to have pupils read other books than the textbooks. With this end in view, the foundation of a library has been secured, to which we shall ask our friends to contribute books or funds from session to session. Each student upon matriculation is expected to contribute fifty cents as a library fund. In 1901-1902 the library fee was one dollar, and nine hundred valuable volumes have been added to our library. The increasing demand will compel us to continue this increase from year to year. At present there are more than nine thousand volumes of live, well distributed professionally administered books, bearing specifically upon the courses taught. Definite plans have been made for annual increases."37

Mathematics

William A. Credit-----1890-1891
J. H. Jackson--------1891-1903
J. S. Hathaway-------1903-1906
Charles T. Cook------1906-1910
Ernest E. Reed-------1910-1914
James S. Estill--------1914-

36Catalogue, 1889-1890, p. 10.
The first mathematics in the school was written Arithmetic and Mental Arithmetic. In 1892 Algebra and Geometry were added. From 1892 to 1903 the instructors were listed as instructors in the Normal Department, not as mathematic instructors. From 1903 to 1925 Arithmetic, Algebra, and Geometry were added. In 1927 College Algebra, and in 1928 Elementary Calculus, and Astronomy, and in 1932 Teachers' Arithmetic were added. At present the following courses are offered: General Mathematics 101 and 102, College Geometry, Analytic Geometry and Calculus, Differential and Integral Calculus.38

Music

Ida Joyce Jackson............. 1890-1896
James W. Winston............. 1896-1902
Mary L. C. Campbell........... 1902-1907
Susie Smith.................... 1907-1909
Laura P. Smith................ 1909-1912
Burdett Lee.................... 1912-1914
Bessie M. Butler.............. 1914-1915
Helena M. Lowe................ 1915-1918
A. Dukye Woode................. 1918-1919
Cora Lee Boulder............... 1919-1921
Mrs. Emma K. Johnson......... 1921-1923
Iola M. Jordan............... 1923-1926
Anna Mae Drye................. 1923-1926
Mary R. Pyrtle............... 1926-1927
Iola M. Jordan............... 1928-1929

38Catalogues, 1886-1936.
In 1890 a course of vocal music was offered for students in all grades. Instrumental music was taught as a private study at reasonable rates. No charges were made for the use of the instruments. In 1895 one dollar per month was charged for piano and fifty cents for the use of the organ. Instrumental music was taught as a side issue not in the curriculum. A glee club was organized of the best voices.39

At present Music 101, Public School Music, Methods and Principles of the primary grades are included in the curriculum. Special emphasis is given to rote songs.


Music 201--History and Appreciation of Music-Introduction to Ancient and Primitive music.

Music 202--History and Appreciation-Teaching Aesthetic and historic values of music. Lectures illustrated by selections on the victrola.40

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39Interview, P. W. L. Jones, Cincinnati, Ohio.

40Catalogue, 1936, pp. 68-69
Science

Chapman C. Monore--------1891-1895
James S. Hathaway--------1895-1900
W. D. Thomas-------------1900-1902
D. A. Williston----------1902-1903
T. J. Garth-------------1903-1912
Sylvester F. Collins------1912-1913
Charles W. A. David------1913-1914
Robert J. Elzy-----------1914-1915
Daniel L. Lawson---------1915-1921
L. F. Bate---------------1921-1923
L. R. Woodson-----------1923-1924
F. A. Taylor-------------1923-1924
L. J. Harper------------1924-1929
L. S. Hammer------------1924-1925
Roscoe C. Vaught--------1925-1930
William W. Jones---------1929-
Hubert B. Crouch---------1931- (Present
Dep't Head)
Langston F. Bate---------1930-

In 1891 Physics, Chemistry, Botany, Geology, Zoology
were the first courses taught. The science course remained
the same until the present course which exists now was put
into operation in 1933. However, in 1910, Physiology was
added and in 1915 Physical Geography and Biology. At the
present Auditative Analysis, Hygiene, General Science,
Comparative anatomy, Organic Chemistry, Experimental Organic
Chemistry, Bacteriology, Genetics, Entomology, Pathology,
Advanced Qualitative Analysis.41

Social Studies

Lula L. Coleman---------1908-1911
H. Clarence Russell-----1911-1916

41Catalogues, 1891-1936. (Many of the dates are
approximations)
Social Studies had its beginning with the opening of school in 1887 with United States History. In 1898 Political Economy and 1906 General History were added. It was not until 1908 that any instructor was named for Social Studies (Miss Lula L. Coleman). In 1913 Civil Government, 1916 Negro History, 1918 History of Kentucky, Ancient History, Modern History, English History, Methods in History, Principles of Sociology, Negro Problems, and 1922 Rural Sociology were also added. At present the following have been added to the list above: Introduction to Social Sciences, Principles of Economics (two courses), Anthropology, Social Psychology, The Family, Social Pathology, Criminology, Community Welfare Work, Introduction to the Humanities, Introduction to Modern Europe, The Americas, Ante Bellum South, The South Since 1860, and History of the Frontier to 1815.\footnote{Catalogues, 1887-1936.}

Research

The Department of Research at Kentucky State Industrial College is a modest venture into the field where more Negro colleges should tread. It purposes to find out
some things for itself and not wait always to be told. With little money and lots of devotion great things can still be done.

The K. S. I. C. Department of Research, about two years old, is directed by Dr. E. M. Norris, assisted by Professor D. H. Bradford. Any teacher at the college may select a problem for study and receive assistance from the Department of Research. The Department with the aid of the funds from the Kentucky National Educational Association has published "A Critique of the Racial Aspects of A Salary Study for the Lexington Public Schools." Other local studies have also been and are being made.43 This department does not belong to the list of academic departments; it is separate from the others.

43 The Louisville Leader, April 18, 1936, p. 1
CHAPTER V

STUDENT ACTIVITIES

A well-balanced program of extra-curricular activities can be justified upon the basis of its educational value. It is an old adage which says, "one learns to do by doing." If the child would control himself in adulthood, he must practice such while he is growing into maturity; if he would follow leadership in adulthood, he must learn it in his younger years. The school provides an excellent laboratory for such practices.

Acting upon this well-established principle the faculty at Kentucky State Industrial College provides numerous extra-curricular activities for the benefit of its students. The list of activities includes, inter-collegiate sports, intra-mural games, fraternities and sororities, musical organizations, athletic association, journalistic enterprises, debate club, science club, English club, home economics club, Agricultural club, dramatic club, student government association, scholarship organization, class organizations and religious organizations.

In addition, the weekly assembly affords an excellent opportunity for student expression, as well as a forum for
outstanding speakers on important questions of the day.\textsuperscript{1}

A. Athletics

One cannot tell the story of athletics at Kentucky Normal and Industrial Institute without mentioning the name of Professor Paul W. L. Jones, the man who made athletics for boys a "sure go" on Normal Hill. So clearly is his name linked with the name of athletics that the two have become synonymous. He put his life, heart, power, and influence into athletics at the Kentucky Normal and Industrial Institute, and his work will live and long be remembered by all who were his pupils.\textsuperscript{2}

Prior to 1909 Normal athletic teams played baseball against Kentucky high school teams, and occasionally a football game with the same teams. In 1909 under new leadership, P. W. L. Jones, the first inter-collegiate athletic games were played with Wilberforce University and West Virginia State College. The first was baseball games against Wilberforce going thirteen innings, score four to three in favor of Wilberforce. In the fall of the same year the first college football game was played at Frankfort, Kentucky Normal winning six to five. Touchdown then counted five points. Later on with A and I. State Normal, Nashville,

\textsuperscript{1}The Louisville Leader, Louisville, Kentucky, 1936, p. 1.

\textsuperscript{2}Athletic Record, Kentucky Normal and Industrial Institute, 1920, p. 2.
Tennessee, and Knoxville College football games were played for several years. Probably the greatest rival in baseball and football the school had from 1909-1930 was Simmons University at Louisville, Kentucky with victory some times with Simmons and sometimes with Kentucky Normal. From 1909-1920 baseball held the major place in athletic sports, the school playing some ten or twelve games each year. Few football games were played each year because of the lack of football material. In 1920 however, the school began to play a five or six game football schedule each year. Basketball began in 1919 for girls only coached by Professor C. C. Campbell of Turner College. Boys began to play the next year. Track teams were organized in 1912. No inter-collegiate competition, merely intra-mural. Many players won distinction in other colleges later. An athletic fee from male students was first brought about through the effort of Professor P. W. L. Jones in 1910. The coaches from the beginning to the present were as follows:

1909-1920-----P. W. L. Jones
1920-1923-----Duvall B. Evans
1923-1924-----H. A. Kean
1924-1936-----L. J. Harper
1926-1927-----Scotte Brown
1927-1928-----Roscoe C. Vault
For the last five or six years the athletic teams of Kentucky State Industrial College have been unusually successful. In 1933 and 1935 they were contested for National Championship of Negro Colleges and in 1934 they were National Champions of Negro Colleges undisputed.

The school fosters at present a wholesome program of athletics. The major sports are intercollegiate football and basketball with ample facilities and opportunities for tennis and track. Volley ball, inter-class basketball and other group games are opened to individuals. The school is a member of the Mid-Western Athletic Association, and adheres strictly to the rules of this body.

B. Dramatics

The English Department has since the beginning of the school encouraged and sponsored many plays and dramatic readings. In 1916 the dramatization of plays from Shakespeare were very popular. On a whole the school has never fostered dramatics to a very great extent and has a long ways to go. At present the Kentucky State College Theater gives opportunity for students with talent for dramatics to participate in the production of several plays each year.

3Interview, P. W. L. Jones, Cincinnati, Ohio.
These participants are known as the "Kentucky Players."\(^4\)

### C. Organizations

The students find opportunities for expression and development through various voluntary student organizations. The following constitute a list of clubs, fraternities, and sororities, and as far as possible the date they were organized:

- **Delphic Club**——1926
- **Aurora Club**——1928
- **S.D.S. Club**——1927
- **Kentucky Progressive Aggies**——1929
- **Kentucky Hall Club**——1931
- **Memorial Hall Club**——1920
- **The Physical Education Club**——1932
- **English Club**——1930
- **Mu Sigma**——1931
- **Home Economic Club**——1929
- **French Club**——1925
- **Music Club**——1929
- **Atwood Hall Club**——1935
- **Science Club**——1930

**Fraternities and Sororities**
- Beta Zeta Chapter of the Alpha Kappa Alpha—1933
- The Beta Mu Chapter of Alpha Phi Alpha Fraternity—1933
- The Alpha Pi Chapter of the Delta Sigma Theta Sorority——1934
- Kappa Alphi Psi Fraternity—1935
- Zeta Phi Beta Sorority—1935
- Phi Beta Sigma Fraternity—1935
- Omega Psi Phi Fraternity—1934

**Religious Organizations**

- **Y.M.C.A.**
- **Y.W.C.A.**\(^5\)

### D. Debating

Debating teams, for both men and women, are organized in order to give students with this interest an opportunity.

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\(^5\)Catalogues, 1925-1936.
Inter-class debates are held annually, and debating teams are selected from these participants. Such teams participate in the number of inter-collegiate debates held during the year.  

E. Music

The Choral Society offers opportunities for becoming acquainted with much that is best in musical literature for voices. Members are admitted by trial examination. This group furnishes music for religious services and other special occasions; having one hour rehearsals two times a week throughout the year. Women's Octette has as its aim to encourage the cultivation of talent. This group has one hour rehearsal twice a week throughout the year. The College Quartet is the varsity group of the musical organization and participants are selected by eliminations, having one hour rehearsals four times a week.

F. Publications

In 1913-1914, the institution published the following periodicals: "The Review," a monthly publication, published by the faculty. It was intended for the use of teachers and others interested in education. Biographies, reviews, and

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7Ibid., 1935-1936, p. 24.
other information valuable to the teachers were given. "The Students' Bulletin" is edited by the students in the interest of the literary societies, and for the dissemination of school news. "The Kentucky Thorobred" issued monthly during the regular session is the official organ of the college. It includes news of the college activities as well as of the alumni.

G. Provisions for Living Facilities

It has been mentioned before that the early students lived with private families who lived near the school, and to a large extent they still do. At present there are two dormitories for boys, and large two-story double "L" brick dormitory for girls, four cottages for teachers, and the president's home.

H. Alumnii Association

The presidents of the Alumnii Association are as follows:

C. C. Wakefield-----Frankfort, Kentucky
Sadie C. Reid------Frankfort, Kentucky

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8Catalogue, 1913-1914, p. 13.
10Catalogue, 1935-1936, p. 27.
In 1894, very early in the existence of the school, the graduates and former students began the custom of holding an annual reunion in connection with commencement activities. It was the practice to have a graduate deliver the annual alumni address. Some form of social activity such as an informal reception, a banquet, and in later years, a dance has always been a feature. Occasionally some form of unorganized assistance was granted some student, and not until 1930 was a systematic plan of student assistance or gifts to the college begun. Since that time the proceeds of an annual dance are donated to the college for assistance in some designated project. The largest single project has been in connection with the athletic field to which approximately two thousand dollars have been donated. An Annual Scholarship of one hundred dollars has been donated by the Chicago Alumni Chapter since 1930. Occasional scholarship

\[11\] Minutes of Alumni Association, 1894-1936.
donations have come from the Louisville and Hopkinsville Chapters. This suggests that the alumni have some local organizations.

Various sporadic efforts have been made at organizing branch associations, and such chapters have been organized in various localities. At present the only active chapters are in Frankfort, Hopkinsville, Louisville, Chicago, and Cincinnati.

A banquet and business meeting of the general alumni association was held in Louisville, April 18, 1936, which was attended by representatives of all active branch associations and by several members at large, totaling sixty persons. A plan of central organization was proposed and favorable considered with a view to a re-organization on the most approved basis of modern alumni associations. The president of the college told of possibilities for graduate cooperation, and offered the facilities of the college to the promotion of an effective general association.

Alumni and former students of the college now hold approximately seventy-five per cent of all teaching positions in the public schools for Negroes in Kentucky. Among the more prominent positions held by graduates are those of Director of Negro Schools in Baltimore, one college presidency, two college deanships, the only Negro member of the Kentucky
Legislature, principalship of a large private industrial school in Cincinnati, pastorships in several prominent churches, and several lawyers, physicians, dentists, and business men located mainly in Chicago and Louisville. There is hardly a community in Kentucky in which some alumni are not among its progressive citizenship.

Graduates have taken advanced or professional degrees or are working at present on same in the University of Cincinnati, Indiana State Teachers College, Meharry Medical College, Fisk University, Atlanta University, Ohio State University, Indiana University, Columbia University, Wayne University, The University of Chicago, and the University of Illinois.¹²

I. Scholarships

The Chicago Alumni Association gives annually a scholarship of $100.00 to some worthy student.

Winner 1929-1930--Pattye Simpson, Frankfort
Winner 1930-1931--Lorene Griffin, London
Winner 1931-1932--Walter Johnson, Middlesboro
Winner 1932-1933--Naomi E. Brashear, Elizabethtown
Winner 1933-1934--Allen G. Little, Chicago
Winner 1934-1935--Roberta Jordan, Chicago

¹²H. C. Russell, Dean of Kentucky State College, Frankfort, Kentucky.
Louisville Alumni Scholarship

The Louisville Alumni Association began an annual scholarship of $100.00 beginning 1930-1931.

Winner 1930-1931--Luverna English, Elizabethtown

J. Extra-Curricular Regulations

1. Students are restricted to a limited number of extra-curricular activities determined by the point system.

2. The point system is a rating figured on the basis of the time required by students in all organizations.

3. A student with an average of one point or C shall be allowed a maximum of thirty points.

   The offices held and membership shall be classed as major and minor depending upon the time required of each.

4. This point system shall be enforced by the Student Council.

5. Extra-curricular activities of students poor in health or on probation on account of scholarship or conduct shall be curtailed.

CHAPTER VI
BUILDING OF THE BOYS' NEW DORMITORY AND THE
ATHLETIC FIELD

A. Boys' Dormitory

Kentucky State Industrial College is one of the few Negro Colleges in the country to make use of funds provided by the PWA Administration. On October 20, 1935, dedicatory exercises were held for the Boys' New Dormitory, a three-story, fireproof structure containing seventy double student bedrooms, residence quarters for the dean of men, club rooms, barbershop, laundry room, trunk room, kitchen, showers, and four teachers' bedrooms with individual baths. The new dormitory is constructed entirely with PWA funds at a cost of $133,000.00 without expense to the Commonwealth of Kentucky.

The most practical feature about the entire financial arrangement of the new dormitory is that it is self-liquidating. Simply stated, the rent which the college collects from the occupants of the building is sufficient to retire the mortgage indenture bonds. The PWA funds on this project are handled on the thirty per cent grant and seventy per cent loan basis. That is to say, the college received approximately $38,000. as an outright gift from the Federal Government, and the repayable loan is $95,000.00.1

1The Louisville Leader, Louisville, Kentucky, April 18, 1936, p.1.

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B. Dedicatory Ceremony

Kentucky State College was in bloom Sunday, October 20, when the dedicatory exercises for the boys' new dormitory were held on the front porch of the newly constructed edifice before approximately 1,000 observers.

The sky, which had been filled with clouds for the last week with occasional showers, exposed the blue face and permitted the sun's rays to illuminate and give warmth to the setting until the close of the ceremony.

The program was graced by several state and local celebrities who spoke as they were slated to a motionless and attentive audience which remained so throughout the program. The activities were presided over in a masterful way by the energetic and happy President R. B. Atwood, whose introductions of the various speakers were of note to the occasion.

The program was as follows: Singing of "America" by audience and lead by the choral club after which the Reverend J. Welby Broaddus offered prayer. Contributing to the setting and reminiscent of some of the hardships endured in getting the building, the choral sang "I Ain't Gonna Study War No More." The building was then presented by C. Julian Oberwarth, architect, quite appropriately and accepted equally as well by Secretary of State, Sarah Mahan. The program changed its
nature to that of felicity with Mr. H. E. Cheaney in a flood of oratory representing the students, Miss Grace M. Sullivan very gracefully and capably for the faculty, Professor W. S. Blanton rather philosophically in behalf of Alumni and KNEA, Mrs. E. T. Offutt, poetically and sympathetically in behalf of citizens of Frankfort, and Professor Whitney Young, humorously but interestingly representing Lincoln Institute. The choral club doubtless desiring that nothing be said of a false nature sang, "King Jesus is A-Listening". Again the program shifted to a more important phase of a denser nature. The Honorable Bailey P. Wooton, Attorney General, was introduced by the master of ceremonies and he in turn ably introduced the speaker of the hour, the Honorable James H. Richmond, Superintendent of Public Instruction, who held the audience spellbound as he related signs of gross ignorance which justified a great need for education. Added to this he told of his determined visit to the tomb of Thomas Jefferson to read his epitaph, written by him before he died which embodied these three principles—"civil liberty, religious liberty and intellectual liberty." His address, though brief, was inclusive and well received as he aroused the emotions of his hearers with frequent outbursts of oratory. A period of recognition of distinguished guests was held and then the choral club sang its concluding number, a Negro spiritual
and memorable, "Swing Low Sweet Chariot." President Atwood read letters of regret from Governor Ruby Laffoon, who was detained because of another engagement; P. H. Callahan, former member of the board of the college; Ellsworth Regenstein, Fort Thomas, member of the State Board of Education, and from other college heads throughout the United States. The Reverend J. Welby Broaddus offered the benediction. The doors of the palatial residence were thrown open for sight seeing as hundreds of admirers filed up and down the beautiful halls observing its many facilities and describing its magnificence. The building is a double "L" shape, by some called a "U," with seventy rooms for young men, in addition housing the dean of men, Professor J. W. Roberts. It consists of a beautiful lobby, ample rooms for organizations to meet, modern appliances in all fixtures and entrances from all sides.  

C. Athletic Field

Previous to 1931 little had been done toward making the athletic field as it should be.

In the summer of 1931, Mrs. Katie Hancock Brown, R. L. Dowery, Wesley Thomas and J. H. Ingram met with President

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R. B. Atwood and decided to put on a drive for the field. We solicited from friends and started $5,000 worth of improvements which consisted of grading, fencing and bleachers. Many improvements have been made yet conditions are far from being adequate.

D. The Buildings and Equipment of Kentucky State Industrial College

1. Kentucky Hall. Kentucky Hall is a two-story double "L" shaped modern fireproof brick dormitory with a basement and a sub-basement erected in 1929 at a cost of $150,000.00 and equipped at a cost of $34,000.00. The building contains fifty-seven rooms, which will accommodate 212 girls. In addition, it houses the school dining room and kitchen, laundry, provision storeroom and ice manufacturing plant. It also contains ample space in the attic and basement for storage of trunks.

2. Health Building. The Health Building, erected in 1931 at a cost of $32,000.00, is approximately 100 feet square; is made of brick. It is used for Physical Education classes, as well as for indoor games, principally basketball. It has a large basketball court, a seating capacity of 500, and a stage approximately forty-five by twenty-two which is used for dramatic presentations. The building is also provided with offices for the directors, dressing rooms, lockers, and showers for both men and women. It is very modern,
well lighted and steam heated.

3. Hume Hall. Hume Hall is a two-story native Kentucky stone building, erected in 1909 and valued at $40,000.00. It houses, on the first floor, the offices of the President, Business Manager, Bookkeeper, Library and three classrooms. On the second floor is the school auditorium, with a seating capacity of 500, and music studio.

4. Trades Building. The Trades Building is a two-story native Kentucky stone building erected in 1909 and valued at $47,000. This building, on the first floor houses the department of Agriculture and Industrial courses for boys. The entire second floor is used for the Department of Home Economics. The foods and clothing laboratories are equipped with modern furnishings. The dining room adjoins the foods laboratory. There is a lecture room and a teacher's office on this floor.

Annexed to this building is the school's power plant and engine-room, furnishing heat and a portion of the light and power used at the school.

5. Memorial Hall. Memorial Hall is a three-story brick building, erected in 1920 at a cost of $11,000. It contains forty rooms which will accommodate eighty boys.

6. Recitation Hall. Recitation Hall is a two-story brick building of the German Castle style, erected in 1887 and valued at $24,000.00. This hall serves as the main
classroom building and contains, on the first floor, the office of the Dean, Laboratories for Chemistry, Physics and Biology, and two lecture rooms. On the second floor there are six lecture rooms.

7. Teachers' Cottage. Teachers' Cottage is a two-story modern frame building, erected in 1894 and valued at $5,000. On the first floor are two four-room apartments for teachers and a reception room and on the second floor are eight rooms for women teachers. It also contains a large basement for use by the occupants for laundry purposes.

8. President's Residence. The President's Residence is an eight-room modern two-story brick dwelling, erected in 1919 and valued at $8,000.00.

9. Practice Cottage. The Practice Cottage is a modern two-story brick bungalow purchased by the Board of Trustees in 1929 for the purpose of furnishing a laboratory for girls taking courses in Household Management.

10. Rosenwald School. The Rosenwald School was made possible by the generous donation of $1,200.00 by Julius Rosenwald, of Chicago, supplemented by liberal contributions from the white and colored people of Frankfort. Through these contributions the trustees of the college were able to erect a modern rural school building which serves the three-fold purpose of a rural school, a practice school for teacher training and a community center. The building is of brick,
heated by furnace, and has ample cloakrooms. The trustees of the college have set apart four acres of valuable ground around the school building to be used as a playground and for school gardens.

11. Cottages for Teachers. The school possesses three frame cottages for teachers, conveniently located on the school campus.

12. Farm Buildings. One large barn serves the school in a general way, as shelter for its animals and storage for its feed crops. The school also possesses five modern poultry houses, an implement shed, and several hog houses.

13. Atwood Hall. Atwood Hall was constructed in 1935. The building is of fire-proof construction, of three stories, and contains seventy bedrooms for accommodating two students to each room, four teachers' rooms, and residence quarters for the Dean of Men.

   a. The basement contains a trunk room elevator, and store room, barber shop, small kitchen and laundry.

   b. The first floor contains ten rooms for boys, with two closets to each, central bath and toilets, linen closet, two student club-rooms, one lounge, Dean's office, Dean's residence containing one living room, dining room, kitchen and pantry, two bedrooms, private hall, bath room, necessary closets, four teachers' bedrooms with wardrobe closets and connecting bath rooms for each two rooms, linen
closets, stairs and halls.

c. The second floor contains thirty bedrooms, with two wardrobe closets to each, two linen closets, two central bath and toilet rooms, janitor's closet, necessary halls and corridors.

d. The third floor is an exact duplicate of the second floor.

E. Equipment

1. Biology, Physics and Chemistry. The laboratories in which these sciences are being taught are provided with equipment sufficient for the teachers to fully develop and illustrate each course announced in the catalogue. The replacement value of the laboratories, at present, is $8,000. Additional equipment is being installed for the present school year.

2. Agriculture. Two hundred sixty-five acres of land, thirty head of cows, forty-seven head of hogs, five hundred head of poultry, modern farm machinery, Babcock testers, separators, and other agricultural equipment are available for furnishing suitable laboratory for students in these courses.

3. Library. 9,000 volumes of live, well distributed professionally administrative books, bearing specifically upon the courses taught, constitute the school's library. Definite plans have been made for annual increases.
The value of buildings and equipments at present is 
$679,964.87. \textsuperscript{1}

\textsuperscript{1}Catalogue, 1935-1936, pp. 22-24.
CHAPTER VII
ALUMNI

The term "alumni" in this discussion is used to denote those persons who completed one or more of the various curricula offered by the institution.

We find them today in all parts of our country, from California to New York, from the Canadian border to the Gulf. Some reside in foreign countries. Everywhere we find them living lives of usefulness. Their successes are general; their failures few.

The majority of the alumni have entered the professions of education, law, medicine. The remaining are engaged in every useful employment.

In the field of education we find them occupying all positions in the public school system even up to the highest places in our great universities.

In the medical world we find them as successful doctors and dentists.

In law and government we see them in our State Legislatures and in Congress.

If the worth of Kentucky State Industrial College can be measured by the quality of manhood and womanhood it developed in this great body of men and women who received their training here, it is worthy of our respect and esteem.

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It is an old axiom that a tree is known by the fruit it bears. So it is with a school. Unfortunately, perhaps no satisfactory system of evaluating success has yet been evolved. Undoubtedly many of the graduates of Kentucky State Industrial College have become renowned. Scarcity of space permits me to mention only a few who have achieved.
CHAPTER VIII

CONCLUSIONS

In conclusion we may state that there was an unselfish idea back of the founding of Kentucky State Industrial College. It was founded in the spirit of service, with respect and admiration for a race of people who had been groping in darkness all of their existence and a desire to be of service to boys and girls striving to take their places as citizens of our commonwealth.

A careful survey of the alumni discloses the fact that the State of Kentucky is under a great obligation to this institution for the training of many of its present teachers. The survey also shows that in some instances colleges have profited by the constructive work done in this school, as some of the graduates of Kentucky State Industrial College occupy positions of leadership in our higher institutions of learning.

Being located at the State capital where it could be carefully watched by the Legislature, almost centrally located from a geographic standpoint, and the only institution for many years in the State for Negroes, it is almost impossible to estimate the value of this school to the cause of educational opportunities for Negroes.
The development of the organization of the curricula verifies the conclusion that this school, throughout its entire existence and at present, made an honest effort to be of the highest possible service to the student body.

The analysis of student activities indicates that an atmosphere of earnestness, and industry permeated the school. Practically every student had a well-defined purpose in mind when he entered the school. They were sincere and serious and tried to profit by the work which they pursued in the school.

The examination of the methods of instruction show that they were typical of that period, and were on par with those used in other schools of this type.

The buildings were of ample size, and the equipment of sufficient nature to meet the needs of the school fairly well at that time.

If in the last analysis we can determine the value of Kentucky State Industrial College to the Negro race by the services of its sons and daughters, we may safely conclude that it deserves a favorable rank in the history of education among Negro folk.

I am sure from this resume of our history, we can say of our school what James Weldon Johnson said on the fiftieth anniversary of Emancipation Proclamation:
Just fifty years ago today
As runs the history of our school,
And yet when we retrace our steps
How distant seems our starting place.
IX. APPENDIX-A

A. Bibliography

Public Documents

Acts of the Kentucky General Assembly, 1885-1926.


Minutes of the Board of Trustees, 1888-1927.


Newspapers

Louisville Leader, 1936.
Kentucky Thorobred, 1935.

General Histories

Miscellaneous

Athletic Record, Kentucky Normal and Industrial Institute, 1920, p. 2.

Handbooks, Kentucky State Industrial College, 1932-1936.

Kentucky State Industrial College, Catalogues, 1887-1936.

Minutes of the Alumni Association, 1894-1936.

Scrapbooks, R. B. Atwood, 1929; M. B. Monroe, 1930.

Students Bulletin, Kentucky Normal and Industrial Institute, 1916, p. 6.

The Kentucky Institute Review, 1916.
APPENDIX-B

Reminiscences

In my early childhood I had a great desire to become a teacher, and as I was very studious, my teachers urged me to enter the profession. My mother being a widow and in poor health, I concluded I could be of more help to her if I could get a better salary. So I entered the field. After teaching in the country schools of my home county, Crittenden, for two years, I decided to better prepare myself for my life's work. Therefore, I began to look over catalogues of different schools and made the Kentucky Normal School (as it was called then) my choice.

In September 1889, I left my home in Marion, Kentucky, bound for Frankfort, Kentucky to enter school. I enjoyed the trip and sceneries very much, but I shall never forget that day we spent several hours on the steps of what was then the Normal School, waiting for the teachers to return from a gathering of some kind in the city. There were several of us students, all strangers to each other, but we were not long becoming acquainted. The school consisted of four buildings, as well as I remember. They were the main building containing five large rooms and three halls overlooking the city. Professor Jackson (President of the
school)'s dwelling, Professor Monroe's dwelling, and Mr. Wakefield's home were buildings on the campus.

How our hearts leaped for joy when we saw the teachers coming! They at once assigned us boarding places in private homes on the Pike as the homes of Professor Jackson and Professor Monroe had been spoken for. Some of the ladies and I were sent to Mrs. Friland Green's for rooms. Quite a few of the girls boarded in private homes on the Pike.

We attended Sunday School and Church in the city, chaperoned by the matron, Mrs. Mary Bell Monroe, or our landlady. Croquet was our main sport, which we enjoyed very much. We were allowed to attend lectures or programs at the churches in the city providing our landlady accompanied us. We could receive gentlemen company on Friday and Sunday evening, the time being limited for the visit and properly chaperoned.

Everyone seemed anxious to excell in certain subjects, and was not afraid to burn the midnight oil in order to have a perfect lesson the next day.

I returned several times in different years. After my mother's death, I married and returned in 1912 to enter the Teachers' Review class. There were forty others besides me who boarded in the dormitory under the supervision of Mrs. Smith as Matron.
All in all, I enjoyed those years spent at dear Kentucky Normal and shall ever hold within my heart a warm spot for her.¹

Military Department

In order to give the young men and women an easy and graceful carriage, to facilitate the fire drill, and to strengthen the discipline of the institution by making the students guardians of its rules, ideals, and traditions, instruction is given in infantry. Drill regulations, close order without arms, including the School of the Soldier Company and Battalion.

The Battalion is organized in two companies. The uniform is of dark blue and costs at present prices about thirteen ($13.00) dollars.

Instead of parents and guardians providing their sons with suits before leaving home, it will be well for them to wait until they arrive here, as all students are required to wear uniforms except when at such work as will make it unadvisable to do so. Students failing to heed this admonition will be subject to suspension or otherwise reprimanded as the faculty may see fit.

¹Mrs. Laura B. Pringle, Terre Haute, Indiana, a student at Kentucky State Industrial College, Frankfort, Kentucky, 1889.
Organization of School Battalion for the Year of 1909-1910

Commandant of Officers

J. L. Lawson

Cadet Officers--Staff

Major----------Allen Eastm
Adjuntant-------Wm. Butler
Bandmaster------George Adams
Drum Major------Cabel Duncan
Sergt. Major-----Matthews Sales
Chief Trumpter---H. Elkins2

Names of Organizations under Military Control

Organizations have been departmental, forensic, fraternal, literary, political, religious, scholastic, and social in nature. An attempt has been made to compile a complete list of the various organizations according to the period when they came into existence.

The Jacksonian (for young men) 1911-1912
Phylis Wheatley (for young women) 1911-1912
Y. M. C. A. (for young men)
King's Daughters (for young women)
Atheneum Literary Society-1900
Douglas Literary Society-19003

2Catalogue, 1909, p. 52.

3Compiled from catalogues, newspapers, annuals, and interviews (Many of the organizations existed irregularly and under different names).
Uniforms

The faculty with the concurrence of the Board of Trustees, in the fall of 1906, inaugurated a system of uniform dress for the female students of the Institute. The same was extended in the fall of 1907 as to include the male students. Young women will, therefore, do well to consult the Matron of the Institution as to purchase of their wardrobe before coming so as to obviate the possibility of purchasing clothing which they will not be allowed to wear while in attendance upon the Institution. Young men will consult the President or the military commandant as to their uniforms. Under no circumstances will unnecessary jewelry or flashy dress be tolerated, either on the part of young women or the young men. If jewelry is brought, it will not be allowed to be worn, and must be deposited with designated authority of the Institution for safe keeping.

Uniform dress for young women, consisting of a navy blue serge skirt and jacket and black broadcloth college cap, will cost about thirteen dollars at the present prices. Suits of percale (blue) waist and serge skirts for ordinary wear, will cost about five dollars each. Young men's uniforms consisting of coat, trousers, and cap of military style, of dark navy blue, will cost at present prices about $13.00.4

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4Annual Catalogue, Kentucky Normal and Industrial Institute, 1913-1914.
APPENDIX-C

An Open Letter to the Alumni Association
by President D. E. Reid

The initial alumni issue of the Normal Review is announced. It is earnestly hoped that this will prove the beginning of a phase of the Review's work that will be second to none in general good and especially in the promotion of a closer relationship between old Normal and her widely scattered army of graduates, not only that but also a means of bringing this same widely scattered army into closer relationship with each other. A proper response to this "get together slogan" will be a means of hearing from each other on a larger and more general scale than any other agency could bring about.

As President of the association, I take this means of making known to all members of the association the action taken at the last meeting, that the time was ripe for the Alumni Association to give some tangible evidence of its interests in the affairs of its Alma Mater, lead to a discussion of the best means of giving expression to this reality and interest. The proposition that the alumni undertake to build an amphitheatre on the new athletic field took concrete form and a resolution was adopted asking the alumni to contribute to this undertaking. In this connection, I wish to say that I have been informed by President
Russell that there is at present a movement by the Board of Trustees to designate a plot of ground on the campus to be graded and fitted for athletic sports. Will not the alumni association meet this liberal and laudable movement half-way by subscribing one dollar each to erect upon the field a stand capable of the games? Let us not think first of what a beautiful monument of filial love this would be, but rather of the great advantage that it would be to student bodies of this and future years. All alumni will remember the inconvenience and expense to which they were subjected upon the occasion of a game at Glenwood Park and how when returning from a victorious contest and the exultant spirit was sternly repressed by commandant and matron in order that quietude of the little city might not be disturbed by the natural outburst enthusiasm incident to such occasions. All this will be a thing of the past with a field upon the campus. Let us help in giving the girls and boys of the future an heritage that was not ours. I will address an individual appeal to each member in the near future. 

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5The Kentucky Institute Review, 1916, p. 6.
Letter from M. C. Rankin

Department of Agriculture,
Labor and Statistics,
Frankfort, Kentucky,
May 26, 1911.

Prof. J. S. Hathaway, President,
Kentucky Normal Industrial Institute
Frankfort, Kentucky.

Dear Sir:

In answer to your request to encourage the usefulness of your great school of learning in the line of agriculture, scientific and intensive farming among the colored race in Kentucky, I as Commissioner of Agriculture of the State of Kentucky will allow $200.00 to encourage your people to put forward extra effort to produce the best corn, tobacco and other farm products; this allowance to be arranged later as premiums so as to bring about a competition or contest which I believe will be a great impetus to cause the farmers to be industrious and self-sustaining as farmers and will lead the boys to desire to learn something about farming as well as having a little book knowledge, then they can work with their hands as well as with their heads.

I am satisfied, knowing the Board of Trustees of your Institution as I do, that they will heartily agree with me in this work and give the necessary backing to you, the Presi-
dent, in this undertaking.

I am,

Very respectfully yours,

(Signed) M. C. Rankin,
Commissioner of Agriculture

In accordance with this letter and the conference proposed, the following list of premiums and announcement have been made:

The best 10 ears of white corn------------- $100.00
The second best 10 ears of white corn------ 50.00

The rules governing the corn exhibit will be the rules adopted by the Kentucky Corn Show.

The best peck of wheat--------------------- $25.00
The second best peck of wheat-------------- 10.00
The best peck of Irish potatoes------------ 5.00
The second best peck of Irish potatoes----- 2.50
The best peck of onions------------------- 5.00
The second best peck of onions------------- 2.50

The requirements of the above list of premiums are that the products shall be grown upon the land owned by the colored exhibitor; that the corn shall be gathered within the range of one acre; the exhibits after the awards pass into the possession of the management.

The conference of those in attendance upon this occasion will be both helpful and inspiring; we believe it will
be interesting and profitable. Suggestive topics for discussion are as follows:

**Agricultural**

1. How to maintain the Fertility of the Soil under continued cultivation.

2. Feeding Economical Rations.

3. The Duty of the Employed to his Employer.

4. The Opportunities and Advantages of Obtaining and Reclaiming Waste Lands.

5. What Means can be Employed to Keep our Boys on the Farm.

6. Some of our Mistakes as Farm Laborers.  

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Contributors to the Athletic Fund

Some of the contributors to the athletic fund and the amount contributed are given below:

1931:

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<td>.50</td>
</tr>
<tr>
<td>Mrs. Noonon</td>
<td>.50</td>
</tr>
<tr>
<td>A. Meir</td>
<td>.25</td>
</tr>
<tr>
<td>Capital Bottling Works</td>
<td>.75</td>
</tr>
<tr>
<td>Alumni Association--Frankfort Branch</td>
<td>20.00</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>100.00</td>
</tr>
</tbody>
</table>
1932:

- Frankfort Branch: $10.00
- Chicago Branch: 25.00
- Dance: 30.00
- Virginia Foley: 1.00
- Mildred Atwood: 1.00
- Eleener H. Mathis: 2.00
- Cynthia H. Mathis: 2.00
- Cornelia J. Weston: 1.00
- Prom: 228.65
- Home Coming Game: 160.00

1933:

- Commencement Dance: 12.56
- Miss Howard—from dues: 12.00
- Mr. Russell (Page): 1.00
- Boat: 26.00
- T. J. Smith: 1.00
- C. S. Johnson: 1.00
- Cornelia S. Warren: 1.00
- Marietta Tucker: 1.00
- W. S. Blanton: 1.00
- Appoline Hayes: 1.00
- Miriah Robinson: .50
- Etta Banks: 1.00
- Ora Caise: 1.00
- P. W. L. Jones: 1.00
- Home Coming Dance: 128.00

1934:

- Commencement Dance: 53.55
- Home Coming Dance: 200.78

1935:

- Commencement Dance: 77.66
- Home Coming Dance: 247.20

**TOTAL**  
$1855.40

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\(^4\) Interview with J. H. Ingram, Business Manager of Kentucky State Industrial College.
APPENDIX-E

Prominent Alumni

Earnest E. Reed, Professor of Mathematics at Kentucky Normal; later Dean of Kentucky Normal; Principal of State Street High School, Bowling Green, Kentucky; Principal of Junior High School, Louisville, Kentucky; Principal of Winchester High School, Winchester, Kentucky. Now Dean of North Carolina State College, Durham, North Carolina.

Professor P. W. L. Jones is a native of Kentucky and a graduate of the Kentucky Normal and Industrial Institute. He was Principal of public schools at Cadiz, Kentucky, Somerset, Kentucky, and Owingsville, Kentucky, before coming to Normal. He came to the Institute in 1907, serving first as an instructor in the Preparatory Department. In 1909 he was appointed Principal of the Preparatory Department and in 1914 became Professor of History. State Teacher Trainer for trade and industrial education under the Smith-Hughes Act, 1920-22. Now Superintendent of Colored Industrial School (McCall School), Cincinnati, Ohio.

F. M. Wood—Instructor at Kentucky; Lebanon Principal; Principal of high school at Paris, Kentucky; State Supervisor of Negro high schools of Kentucky, 1922-1923; President of Kentucky Normal 1923-1924. Now Supervisor of Negro schools, Baltimore, Maryland.
H. C. Russell--Principal Bloomfield, Kentucky; Professor of English and Methods at Kentucky Normal; Teacher in Louisville Normal School; Real Estate business in Louisville, Kentucky. Now Registrar and Acting Dean at Kentucky State Industrial College, Frankfort, Kentucky.

William Frazier--Teacher, Dean, and now President of Mississippi Industrial College, Holly Springs, Mississippi.

Langston F. Bate--Instructor of Chemistry at Kentucky State, Professor of Chemistry, Lincoln University, Missouri, Professor of Chemistry at West Virginia State College, and now at Miner Teachers College, Washington, D. C.

Charles W. Anderson--Practiced law in Louisville, Kentucky and now a member of the State Legislature of Kentucky, the first of his race to be a member.

John W. Rowe--First lieutenant during World's War and now a successful lawyer at Lexington, Kentucky.

Guy Saulsbury--A successful surgeon, Detroit, Michigan.


Theodore R. Dailey--Teacher of science in Attucks High School, Hopkinsville, Kentucky; teacher of science, Douglas High School, Henderson, Kentucky; principal of Dotson High School, Princeton, Kentucky; Superintendent of Colored
Schools, Earlington, Kentucky. At present Dean of West Kentucky Industrial College, Paducah, Kentucky.¹

¹Interview with P. W. L. Jones, Cincinnati, Ohio.
APPENDIX-F

Legislative Bill

Be it enacted by the General Assembly of the Common-wealth of Kentucky:

I. That there shall be established and maintained as hereinafter provided a State Normal School for Colored Persons, the object of which shall be the preparation of teachers for teaching in the Colored Public Schools of Kentucky.

II. In order to the establishment and maintenance of a Normal School for Colored Persons, the Governor shall appoint, subject to approval by the Senate, three competent persons, one from each Superior Court District, who shall in themselves and their successors constitute a perpetual body--corporate, with power to sue and be sued, plead and be impleaded, and to hold in trust all funds and property which may be provided for said Normal school, and who shall be known and designated as "The Board of Trustees of the Kentucky State Normal School for Colored Persons." The Superintendent of Public Instruction shall be ex-officio, a member of this board.

III. One member of this board shall retire, as may be determined by lot, in one year after their appointment, and another in two years, and the remaining one in three years; whereupon the Governor shall appoint, as aforesaid, their
successors for a period of three years. All vacancies occurring by death or resignation shall be filled by the Governor.

IV. Said board of trustees shall meet on the second Thursday in May, 1886, at the office of the Superintendent of Public Instruction, and shall organize by electing one of its number president and one secretary for a period of two years, and at this or a subsequent meeting it shall elect some suitable person outside of its number as treasurer, who, before entering on his duty, shall give bond in such a sum as the board may prescribe.

V. Said board shall, at its first meeting, open books to receive from different parts of the State proposals for donations of grounds and buildings for said Normal School. Said board shall locate said school at such places as shall obligate itself for the largest donation: provided, that such place shall possess reasonable facilities for the success of said school.

VI. Said board shall, immediately after the selection of a place of location, proceed to let a contract for the erection of suitable buildings: Provided, that no member of the board be a contractor for building or furnishing any material therefore.

VII. Said board shall prescribe the course of study for the said Normal school; shall select the instructors and fix
their salaries, and shall determine the conditions, subject to the limitations hereinafter specified, on which pupils shall be admitted to the privileges of the school.

VIII. Any pupil to gain admission to the privileges of instruction in the said Normal school shall be at least sixteen years of age, possess good health, give satisfactory evidence of good moral character, and sign a written pledge, to be filed with the principal, that said applicant will, so far as practical, teach in the Colored common school of Kentucky a period equal to twice the time spent as a pupil in said Normal school, together with such other conditions as the board may, from time to time, impose. Should any pupil fail to teach the prescribed time in the Colored common schools of the State, he or she shall be liable for such tuition as the board may determine.

IX. Tuition in the said Normal school shall be free to all Colored residents of Kentucky who fulfill the conditions set forth in preceding section, and such other conditions as the board may require. The board shall fix the rate of tuition and the conditions on which pupils who are not resident of Kentucky may be admitted to the privileges of said Normal school.

X. No religious tenets shall be taught in said Normal school, but a high standard of Christian morality shall be
observed in its management, and, so far as practicable, shall be inculcated in the minds of the pupils.

XI. The board of trustees shall make a biennial report to the Legislature, setting forth the financial and scholastic condition of said Normal School, making such suggestions as in their opinion will improve the same, and in the years in which there is no session of the Legislature they shall make their report to the Governor.

XII. The Superintendent of Public Instruction shall annually appoint a committee of three, who shall, in a body or by one of their number, visit said Normal School once during each term, witness the exercises and otherwise inspect the conditions of said school, and by the close of the Normal school year they shall make a report to the board of trustees. The board of visitors shall be allowed their traveling expenses for their services, to be paid out of the State Treasury.

XIII. The sum of three thousand dollars shall be annually appropriated to pay the teachers and defray other necessary expenses in the maintenance of said Normal School, which amount shall be set apart and be known and held as the Colored Normal School Fund; and the sum of seven thousand dollars is hereby appropriated for the erection of said Normal school building. This money shall be paid out of the State Treasury only on the warrant of the auditors, drawn on the order of the board of trustees.
APPENDIX-G

Songs and Yells

K.S.I.C., K.S.I.C., K.S.I.C!  
K.S.I.C., K.S.I.C., K.S.I.C!  
Kentucky! Kentucky! Kentucky!  

Give 'em the axe, axe, ace, ace! Give 'em the axe, axe, axe!  
Where? Right in th' neck, neck, neck, Rah!  
Where? Right in th' neck, neck, neck, Rah!  
Kentucky, Rah! Kentucky, Rah! Kentucky, Kentucky, Kentucky!  

K.S.I.C. fight, fight, fight!  
K.S.I.C. fight, fight, fight!  
K.-- S.-- I.-- C.  
Fight! Fight! Fight!  
Give me that good old Kentucky spirit!  
Give me that good old Kentucky spirit!  
It's good enough for me.  
It was good enough for-----  
It was good enough for-----  
It was good enough for-----  
And it's good enough for me.  
Give me that good old Kentucky spirit!  
Give me that good old Kentucky spirit!  
Give me that good old Kentucky spirit!  
It's good enough for me. (Repeat).  

Kentucky

Kentucky, Kentucky, your sons love you so,  
Kentucky, Kentucky, where ever you go,  
Fight for your school boys, Fight for your school boys,  
Fight for Kentucky, Fight for Kentucky, Fight for Kentucky now.  

Kentucky State Song

Dear Old Kentucky College, you're the world to me,  
Dear Old Kentucky College, you will always be,  
For you give us sunshine  
Everywhere we roam.  
I'm always thinking of you when the shadows round me creep,  
I'm always thinking of you when I lay me down to sleep,  
Dear Old Kentucky College, I'm in love with you!
Alma Mater

ALMA MATER light supernal
Crowned and set upon a height.
We pledge thee our love eternal,
Wise and strong in steadfast might.
Torch, thy children's lamps to kindle,
Beacons of the true and right.

Chorus

Hail Kentucky, Alma Mater,
Firm and true may thou abide,
Hail Kentucky, Alma Mater,
Beacon star to cheer and guide.
Hail Kentucky, Alma Mater
Hail, all hail, to thee we sing,
To pay homage to thy greatness
Loyal hearts to thee we bring,
Soaring ever onward, upward,
Loud and strong our praises ring.

--Words by Gladys Marie Jamieson
APPENDIX-H

State Certification Laws Under the New School Code

The following certificate regulations were enacted by the 1934 General Assembly as part of the new school code, effective September 1, 1935:

1. Certification authority. The new code provides that the certification of all superintendents, principals, teachers, supervisors, attendance officers, and other administrative, supervisory of instructional employees shall be vested in the State Board of Education. All certificates provided for by this act shall be issued through the Superintendent of Public Instruction, who is the chief executive officer of the State Board of Education.

The State Board of Education, on the recommendation of the Superintendent of Public Instruction, shall publish, from time to time, bulletins containing information as follows: (a) Kinds and grades of certificates; (b) rules and regulations governing the issuance of each kind and grade of certificate; (c) schools offering teacher-training courses; (d) renewal of certificates; (e) the transfer of certificates to and from other states; and (g) such other information relating to the training
and certification of teachers as it deems advisable.
No rule or regulation of the State Board of Education shall become effective until after it has been published.

2. Certification of former issue. The validity of any certificate or license in force at the time this act goes into effect shall not be impaired by this act, and such certificate of license shall be reissued or renewed in accordance with the terms of the law applying at the date of issue.

3. Fees. A fee of two dollars ($2.00) shall be paid for each issuance of a certificate and a fee of one dollar ($1.00) for each renewal of conversion from lower to higher grade.

4. Kinds of Certificates. The code provides for the issuance of the following:

(a) Elementary certificates. These certificates shall be valid in the elementary schools. These are:

(1) Provisional elementary certificate.

This certificate shall be issued on basis of sixty-four semester hours of standard college credit and shall be valid for three years. It may be reissued or renewed after two year's teaching experience or upon presentation of one-half year (16 semester hours) additional standard college or university work earned during the life of the certificate and prescribed in the same manner as for the original issue, and may be renewed thereafter upon the same terms.
(2) Standard elementary certificate. This certificate shall be issued upon the completion of a curriculum of four years (128 semester hours of standard college credit) and shall be valid for four years. This certificate may be renewed every four years after three years' teaching experience during the life of the certificate or upon presentation of one-half year of standard college or university work of graduate grade prescribed in the same manner as for the original issue. It may be extended for life upon the completion of one year of standard college or university work of graduate grade and three years' teaching experience in the elementary field during the life of the certificate.

(b) High school certificates. These certificates shall be valid for use in the high schools of the Commonwealth. There are two kinds:

(1) Provisional high school certificate. This certificate shall be issued to a person who is a graduate of a standard four-year college or university and who has completed a curriculum of four year college or university and who has completed a curriculum of four years for the training of high school teachers. It shall be valid for four years, and may be reissued every four years after three years' teaching experience during the life of the certificate or upon presentation of one-half year of standard college or university
work of graduate grade earned during the life of the certificate.

(2) Standard high school certificate. This certificate shall be issued to a person who is a graduate of a standard college or university and who has completed a standard college or university curriculum for the training of high school teachers and who, in addition, has completed a standard college or university graduate work of one year. This certificate shall be valid for five years. It may be extended for life upon three years' teaching experience in the high school field during the life of the certificate.

(c) Certificates in administration and supervision. There are two kinds of certificates in administration and supervision, either of which shall be valid for use in any position of superintendent, principal, supervisor, teacher, or attendance officer.

(1) Provisional certificate in administration and supervision. This certificate is valid for four years and shall be issued to a person who has had at least two years of successful teaching experience and who is a graduate of a standard four-year college or university and has completed a four-year college curriculum for the training of administrators and supervisors. It may be renewed each four years upon three years' experience during the
life of the certificate or upon the presentation of one-half year of standard college or university graduate work.

(3) Standard certificate in administration and supervision. This certificate shall be valid for a period of five years. It shall be issued after two years' successful teaching experience and the completion of a standard four-year college or university curriculum and one year of work of graduate grade. It may be extended for life upon three years successful teaching experience received during the life of the certificate.

(d) Attendance officer's certificates. The law provided that the State Board of Education shall, upon the recommendation of the Superintendent of Public Instruction, prepare rules and regulations providing for the issuance of certificates for Attendance officers.

(e) Emergency certificates. When a board of education finds it impossible to secure qualified teachers, the State Board of Education, upon the approval of the Superintendent of Public Instruction, may issue emergency certificates to persons who meet the qualifications set by the State Board of Education for emergency certificates. Such certificate shall be valid only for the position for which it is issued. A written examination may be required by the State Board of Education.
(4) Renewal of certificates. Certificates lower than the standard provided for in this act may be raised to a higher grade only by completing in a standard college or university the amount of academic or professional work prescribed for such renewal or for such higher grade certificate.

(5) Effective date. The law relating to Section 4 above (kinds of certificates) shall not become effective until September 1, 1935.23

The curricula of the school is so constructed as to meet the need of the new certification laws introduced by the new school code and the requirements of accrediting agencies.