

Mr. Claude Jennette ... May, 30 1916.

PULHSKI HIGH SCHOOL ANNUAL

1913

Pulaski, Cennessee

TO THE PUBLIC

"It has been our purpose in the publication of this Annual to assemble all the material that will be of interest to the present students, the former students, and the patrons of the school.

We wish to express our appreciation to those who have helped us by subscribing to the Annual. If we fall below the standard we beg your indulgence, and can only hope that you will look upon this as a forerunner of what is to come, rather than as an example thereof.

TO THE STUDENT

"To him who knoweth to do good and doeth it not, it is sin."
Having capacity for work it is not our right to be idle. A word in regard to the Annual should not be out of place here. In so far as the individual student is concerned, the function of this paper should not be so much what he reads out of it as what he writes into it.

The function of this paper is two fold, First: To offer an opportunity for literary effort. Second: To provide a medium for advertising the literary work and advancement of the school. Either purpose should be enough to enthuse every student with the eagerness to make an attempt to have his work among that chosen for the paper. But the majority of the students seem to think that when they have purchased a copy and smiled over the efforts of their more industrious schoolmates they have fulfilled their duty. This attitude on

the part of the students is indeed to be deplored. Perhaps if they were to experience the fainting sensation which seizes the editorial staff as the time for publication draws nigh, with little hope of sufficient material, they would at least, if they could not belp us in furnishing material, be as lenient as possible in criticism of what we have prepared.

We wish to express our deep gratitude to those who, although burdened with work, have taken an active part in furnishing material for this publication, and also to those who, though not possessed of literary ability, have done their part in helping in other ways.

Please remember, students, that the Annual is not published by the staff but by the student body, and if it fails, the failure is yours as well as ours.





W. E. MOORE, Superintendent Latin and Social Sciences

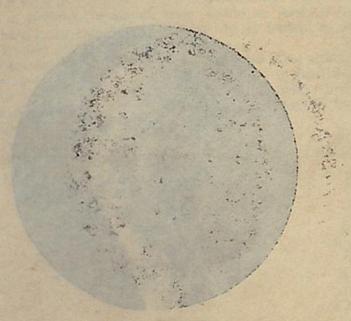
DEDICATED TO WILLIAM EDWIN MOORE, M. A. Superintendent Pulaski Public Schools

A courteous gentleman, a profound scholar, a proficient instructor, a man of letters, who, by his interest in the general welfare of the students, has won a lasting place in their hearts, this volume is affectionately dedicated.

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Superintendent Paluett Poblic Conton

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FACULTY



F. E. RANCK, B. S.
Principal, English, Science,
Manual Art.



Photo by Appleton

MATTIE ALLISON, M. E. L.

Mathematics, Commercial.



Photo by Appleton
FRANCES MEDEARIS
Assistant Latin and English



CATHERINE CLARK

Domestic Science, Commercial, Manual Art.

POLICY OF THE PULASKI HIGH SCHOOL

The purpose of the Pulaski High School is to educate. True education is largely a directive force and prepares men to shape and adapt their conditions to their best interests.

The policy of the Pulaski High School is to turn out boys and girls who are able to cope intelligently and sensibly with the problems of life which they must meet.

There are many demands made on citizenship to enforce improved ideas in education, so that the product of our high schools may be fully competent to keep abreast of the times and be able to take their places, as men and women of the world. The times require training that will produce tangible results along all lines. In order to meet these demands our high school student should be educated along practical, physical, social and ethical lines.

Since 95 per cent of the high school pupils will receive no further schooling, enough of instruction should be given to fit this large per cent for service in the world, into which they are to be so early thrown, with no further so-called, "education." Those who are to work for their daily bread should be fitted, if possible, for their occupation.

The girls who go into homes of their own should be able to manage these homes competently. We, in the Pulaski High School, endeavor to meet the practical needs and give a well balanced and useful education.

Physical development is another important factor; a part of education is the training of an individual to care for, and develope the body and make it equal to the duties imposed on it by an active and developing mind, thus producing a mental and physical equilibrium. This is accomplished not only by teaching the pupils the needs and conditions of the body, but also, by encouraging and stimulating an interest in healthy sports and recreations.

Development along social and ethical lines is not to be neglected. The school is a minture world, and here, is in later life, problems must be met and conquered.

A firm stand must be taken on questions of moral and personal right, and here should be planted the germ of the community spirit.

The education of the child should meet these most important needs, as well as the more apparent practical needs.

The leaven of progress has taken possession of the Pulaski High School, and this institution is endeavoring to place a standard for it and other schools to follow, in order that the graduate of our High Schools may be a well balanced and symmetrical boy girl.—Marion Stoddert Kennedy—'13.



THE ANNEX

We are all very much interested in the proposed annex, a brick building of three stories, which is to be built on the east side of the present building. It will fill a long felt want for more space and will allow the installation of a manual training department. The annex is to contain a spacious auditorium, with removable seats, it will be furnace heated and contain a labaratory, kitchen, indoor play rooms, and will be modern in every particular.

VALUE OF DOMESTIC SCIENCE

We are now beginning to realize what an advantage and opportunity is offered us by putting the Domestic Science Department in our school. Fifty years ago a girl could learn in her own home all that was known about managing the house, but during the last fifty years scientists have made a special study of household management and so many discoveries have been made that good housekeeping is truly an art and one which every girl should cultivate.

Most girls will have homes of their own some day and domestic science would fit them for this. Most of the mistakes made by housekeepers today are due to ignorance and home training cannot do away with this ignorance, for home training is not systematic and it is only by systematic study that many facts of domestic science can be learned. The Domestic science pupils are not only required to keep a note book containing all their recipes but also required to keep accurate ac-

counts of the cost of each recipe. This is a great help to the housekeeper for it gives her an idea of what she is spending and helps her to live within her means.

Domestic Science promotes the countrys' welfare. All pupils are required to make a careful study of all the foods they cook, and of their value to the body. This helps to make us all stronger and more vigorous as we know and can select the most helpful foods. This also helps drive away disease.

The Domestic Science Department is certainly proving successful in our school.

All the girls like it and are interested in the work. The patrons as well as the teachers are very much pleased with the progress that is being made in this line.—Bessie Holt—'13.



EDITORIAL STAFF



Photo by Appleton

Top Row-George D. Martin, Valeria Craven, Martha Barrick, Bessie Holt.

Hottom Row-Marion Stoddert Kennedy, Mabel Burgess, Martha McGrew, Nelle Holt, Carl Martin.

SCHOOL HISTORY

The Pulaski High School was organized Jan. 1886 with Messrs. Henry Grigsby, Z. W. Ewing and James Crow as the first Board of Education and A. L. Whittaker as its first superintendent. Since that time Professors Todd, Bibb, Abernathy, Lumney, Lawson and Moore have had charge of the school.

The building is a substantial brick located on the southern part of East Hill. During the whole time of its existence it has made rapid progress. Now, however, more room and

equipment are badly needed to progress much farther.

Before the school was made one of the public school system it was a private school for boys, first known as Wurtenburg Academy and then as Giles College. After it was made a public achool the name of Giles College clung to it. It is just the hut few years that it has been known as the Pulaski High School Meveral years go more land was added to the campus and now the location is thought by many to be the prettiest in town. Many other improvements have been made on the grounds for the benefit of athletics. Besides the regular literary course, a huniness course and a domestic science department have been added. Preparations are now being made for a manual arts department. The Board of Education, which is elected by the Hoard of Aldermen and the Mayor, has charge of the school. The present board is composed of Messrs. J. H. McLaurine, A. L. King and Michael Sullivan. The Aldermen also appoint a visiting committee, who are the Revs. T. C. Ragsdale, M. S. Rannedy and D. T. Foust. The school, which has grown to and pupils with a faculty of nine teachers, is doing the best

work it has ever done.

PARENTS-TEACHERS ASSOCIATION

On Febuary 14, 1913, an organization was formed under the name of "The Pulaski Parents and Teachers Association." The purpose of this association is to increase the efficiency of the schools through the promotion of greater knowledge of the educative process, better physical surroundings, more adequate working facilities, more sympathetic co-operation between the home and school, and a closer correlation of educational forces of the community. It is hoped that the assocation will be active in doing practical work for the benefit of the Public



HISTORY OF THE DEMOSTHENEAN SOCIETY.

The Demosthenean society was organized Arbor Day 1909, with 32 members. The first president was Inez Follis, and the secretary, Bessie Holc.

It has been found that the acquisition of knowledge and the highest development of the powers of the individual can be more readily and fully accomplished by combined efforts than singly, therefore the society was organized for this purpose.

The society has been doing good work ever since its organization, and has had many instructive lectures given, among which were "Evils of modern fiction," by Mrs. W. B. Romine, and "Dickens a reformer of education," by Rev. D. T. Foust.

The third year after the society was organied, the Demostheneans entered into a contest with the Ciceroneans, for the purpose of winning the "Silk Banner," which was offered by Prof. Ranck, to the society winning the most debates during the year. To our great joy the Demostheneans won, "But where, oh where! is the Banner?" And echo answers, "Where?"

HISTORY OF THE CICERONEAN SOCIETY

The Ciceronean Literary Society was organized in the school chapel on Arbor Day of 1909 with about 40 members.

Its fundamental purpose is to cultivate clear and accurate thinking, ease and grace in public speaking, and to develope generally forensic ability.

The regular place is the school chapel and the time for meet-

ing is every Friday afternoon. The debate figures most prominently in all the programs, some current topic usually being the subject.

Like all other undertakings in life we have had our "Ups and Downs" more often downs than ups, but in spite of it all we are still pressing on to attain our highest standard set at the beginning, to be one of the best Literary Societies anywhere.



SENIOR CLASS



Photo by Appleton Marion S. Kennedy

Martha Barrick

Bessie Holt

Valeria Craven

Sumpter Anderson

THE HISTORY OF THE SENIOR CLASS

Some one has said, "The history of heroes is the history of youth." We, as members of the Senior Class of 1913, are struggling for our places as heroes in the cause of education, and as representatives of this cause, we wish to leave some message of encouragement to our successors.

May the Seniors and Juniors of succeeding years pause for a moment in the race for success and consider well these ex-

amples of wisdom.

First, is our class president, Martha Barrick, who has labored hard for four years and is now ready to reap the reward. Martha is an all around student, ready always to do her part and give a helping hand wherever it is needed. We all love "Sister Marcy."

Next, is our vice president, Valeria Craven, who has come out with flying colors, is earnest and sincere in all her work

and a great favorite among the students.

Our secretary, Bessie Holt, is the most accomplished of the class. We predict a great success for her along musical lines if she continues to live up to her high standard.

Our treasurer, Stoddert Kennedy, who is all right, we think, is our stand-by and active in all phases of school life. Our

number would not be complete without him.

Last, but by no means least, is Sumpter Anderson, the "Wandering Jew" of the class. Sumpter is not especially fond of studying but as stage manager, basket ball coach and assistant chef at banquets, he certainly shines.

In conclusion, let us say that, with all our failings we are

earnest in our love for our school, and in our desire to do all we can, however little that may be, for the success of The Pulaski High School and all the students who have assembled within its doors, as well as those who meet there in the future.



A VISIT TO A CARNIVAL

The carnival was owned by Moore and managed by a man named Ranck. A lady whose name was Allison was advance agent and two ladies, whose names were Clark and Medearis, were bill posters. If this be any sign, surely woman's suffrage is coming forward.

As I went in I heard a familar voice booming over every inch of the grounds. I looked around to see the person to whom it belonged. It was Sumpter Anderson, one of the graduates of 1913 in the Pulaski High School. He had the official position of barker and he was certainly succeeding, both in barking and attracting the crowds.

A fat woman was exhibited in one of the tents. I went in to see her, and to my surprise found it to be Bessie Holt, an old Pulaski girl and a classmate of Sumpter's, who was always noted for her muscular activity during school. While I was talking to her she advised me to visit the next tent and

see the woman with the biggest feet in the world.

I went because if they were any bigger than mine I wanted to see them. I was surprised again by recognizing this lady of the big feet as Martha Barrick, a '13 graduate. She told me that she had intended to teach but her feet (which were always big) had grown to such proportions that she was unable to do any active work.

I went on into the main tent for the afternoon matinee. They had bareback riders, rope walkers, and old plantation songs. There was one girl in the piantation songs who had a remarkably cracked voice, but who seemed to think she knew

it all. When she got the paint off her face, it came to light that she was Valeria Craven. I had heard that Valeria intended to sing but I didn't know this was the kind of singing she intended to do.

As I passed out of the grounds, I paused to watch a flirtation between a show girl and the manager of the roulette table, a low fat man with a dark complexion. He was alternately smoking a dirty black pipe and taking a swallow out of a ginger ale (?) bottle. On closer inspection I saw it was M. S. Kennedy who was always a bad and mischievous boy at school.

I hurried away, not wanting to interrupt the flirtation, and commenced to think. I had known all the 1913 class of the Pulaski High School. They were dignified seniors when I was an insignificant freshman, and who would have thought they would come to this?



JUNIOR CLASS

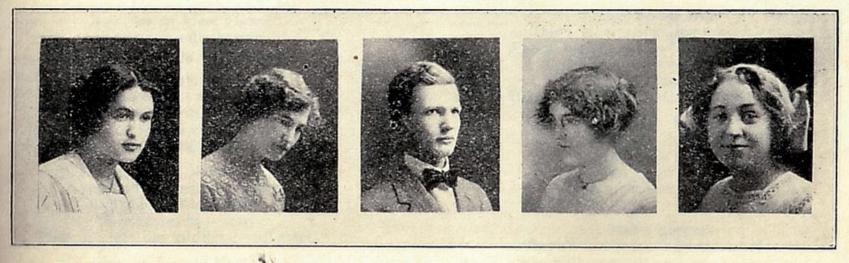


Photo by Appleton Ida May

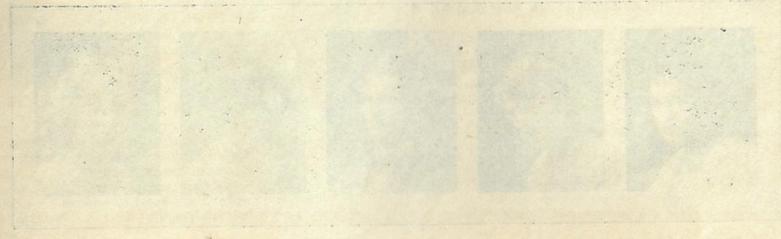
Margaret Burgess

George D. Martin

Mabel Burgess

Maggie King

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JUNIOR CLASS

George Dennie Martin Ida Ellene May Maggie Rosa King Margaret Virginia Burgess Mabel Gordon Burgess

In nineteen hundred and ten,
We were foolish Freshmen then;
Now we've wiser grown
And it's generally known
That there's nothing beyond our ken.

In nineteen eleven we showed
We'd advanced fast along the road
To knowledge and learning,
With our thoughts ever turning
To the Senior year as our goal

As Juniors, we're doing our part,
To learn all our lessons by heart;
And our brilliant career
Terminates in a year,
Then out into the world we will start.

George Dennie Martin
There is a young fellow named Martin,
Who knows everything—he is 'sartin;'
As a Senior, he'll shine,

With a record that's fine—
This self-satisfied person, named Martin.

Maggie Rosa King
Maggie King is a very nice girl.
She wears her hair down in one curl;
In "Virgil" she's great,
And I might also state
That she is someone's "priceless pearl."

Ida Ellene May
There is a young lady named May,
Who in history makes "perfect each day."
She's a breaker of hearts
And knows other fine arts,
This good looking young lady named May.

Margaret Burgess

"Little Sister" is such a sweet child,
She has all the boys half going wild;
She's a model in school,
Never breaks any rule,
And to picnics she's quite reconciled.

Mabel Burgess
There's is a young lady named Mabel,
Who will sing just as long as she's able;
And we're sure she'll not stop,
Till she gets to the top—
This ambitious young lady named Mabel.

SOPHOMORES

Carl Martin

Nickname—Biddie
Probable age—80
Appearance—Sporty
Favorite Song—"Oh, how I love 'lasses."
Favorite Study—Latin
Favorite Occupation—Flirting
Favorite Expression--"Aw, sho' nuf?"
Manner of speech—Fiery and enthuasistic.
Manner of walking—Graceful lope.
Motto—"Never do today what you can put off til! tomorrow.

Bertha Harris

Nickname—''Pug''
Probable age—110
Appearance—Stunting
Favorite song—''Old time religion.''
Favorite Study—Nothing.
Favorite Occupation—Pation-Dish Washing.
Favorite Expression—''No sich a thing.''
Manner of speech—Smooth and flowing.
Manner of walking—''Turkey trot.
Motto—''Let the other fellow do it.''

Lula McKelvey

Nickname—''Skipping Johnny.''
Probable age—Undetermined.
Appearance—Beautiful blonde.
Favorite Song—''I'm dying for Someone to Love Me.'

Favorite Study—Ancient History.
Favorite Occupation—Making eyes.
Favorite Expression—"Hush your mouth."
Manner of speech—Sign language.
Manner of walking—Skipping.
Motto—"Take it easy."

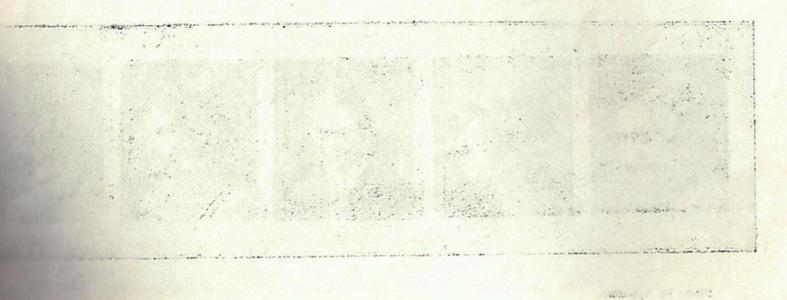
Willa May.

Nickname—'Bill'
Probable age—Between 18 and 75.
Appearance—Classy.
Favorite Song—''Where is My Wandering Boy Tonight?''
Favorite Study—How to keep out of work.
Favorite Occupation—Sleeping.
Favorite Expression—(Not fit for print).
Motto—Never flirt.

Nelle Holt.

Nickname—Rags.
Probable age—2½
Appearance—Fair, fat and forty.
Favorite Song—''Why not to night?''
Favorite Study—Boys.
Favorite Occupation—Laughing.
Favorite Expression—''Tee hee.''
Manner of speech—Deliberate and distinct.
Manner of walking—Graceful glide.
Motto—''Laugh and forget it.''

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SOPHOMORE CLASS



Photo by Appleton Bertha Harris

Willa May

Carl Martin

Lula McKelvey

Nelle Holt

FRESHMAN CLASS



Photo by Appleton

Top Row—Henry Puryear, Adelaide Birdsong, Rena Sisk, Mary Wood, Mamie Alcxander, Ruby Small.

Hottom Row—Thomas H. Holt, Jr., Edward Sumpter, Lula Bugg Wilson, Martha McGrew, Isabel Bntler.

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FRESHMAN CLASS HISTORY

The Freshman Class of the Pulaski High School is noted first of all for its quality not quantity, and in mental greatness, ambition and numbers, the members of it are far superior to the higher classes.

Now, there's Henry Puryear, the bashful little boy, who is the most brilliant pupil recorded in the history of the school, and who also has a special fondness for walking trees.

Next comes Adelaide Birdsong whose destiny has already

been fixed as a parlor entertainer.

Lula Bugg Wilson we all hope will soon begin to grow; if she does not soon we shall rave to see a specialist to tell us why she is the same size both ways and never grows in height.

Martha McGrew is so very boy struck we really can't tell what will become of her now that Arthur Peeler has left school: but we hope he left a substitute in his place, for anybody will do.

Isabel Butler, most graceful girl in school, is distinguished

by her two dimples and foncness for chocolates.

Mamie Alexander is a charming little creature—a musican and a "Rose" to be.

Mary Wood has a very high temper and it often takes a Latin verb to soothe her.

Edward Sumpter, the champion prize fighter, has long been noted for his size.

Rene Sisk, the most beautiful girl in the Freshman Class, is our only idle member. She always has 'time' to do everything.

Thomas Holt has never seen a problem in mathematics he

has not been able to work and he has the same fondness for Latin.

Tom Rose has the most beautiful voice in the school, after training it has had for past several years.

Last, but not least, in her estimation, is the class historian, Christine Wikes.

P. S. Harold Abernathy is very fond of fishing for suckers on dry land.



EIGHTH YEAR HISTORY

The eighth year class entered the chapel August 26, 1912, and has survived its first year, which is a wonder, for we are the worst and the largest class in school, and have been pecked on and abused until we are nearly crazy.

The boys in this class are naturally very henpecked, there being only five of them to twenty-five girls. One of them imagines he knows everything and is admired by everyone. He (Leonard Sisk) has a bad case of "elephantitis." Another, John McKelvey, is almost a "Dago" Two more, Ed Craig Burns and Swig Harris, are among the worst boys in school, but make up for some of their deficiencies by the good game they play on the baseball diamond. We also have an artist and fun maker named "Si" Wallace.

Among the girls, Mary Stone is the acknowledged beauty; but she is closely seconded by Lucile Griffin, Elsie Alexander, Ruby Lewis, Lucy May and Katheryne Stoner. We have a great singer in our class, who likes to sing so well that she has translated the "Lady of the Lake" into a singsong. Her name is Lillie Brewer.

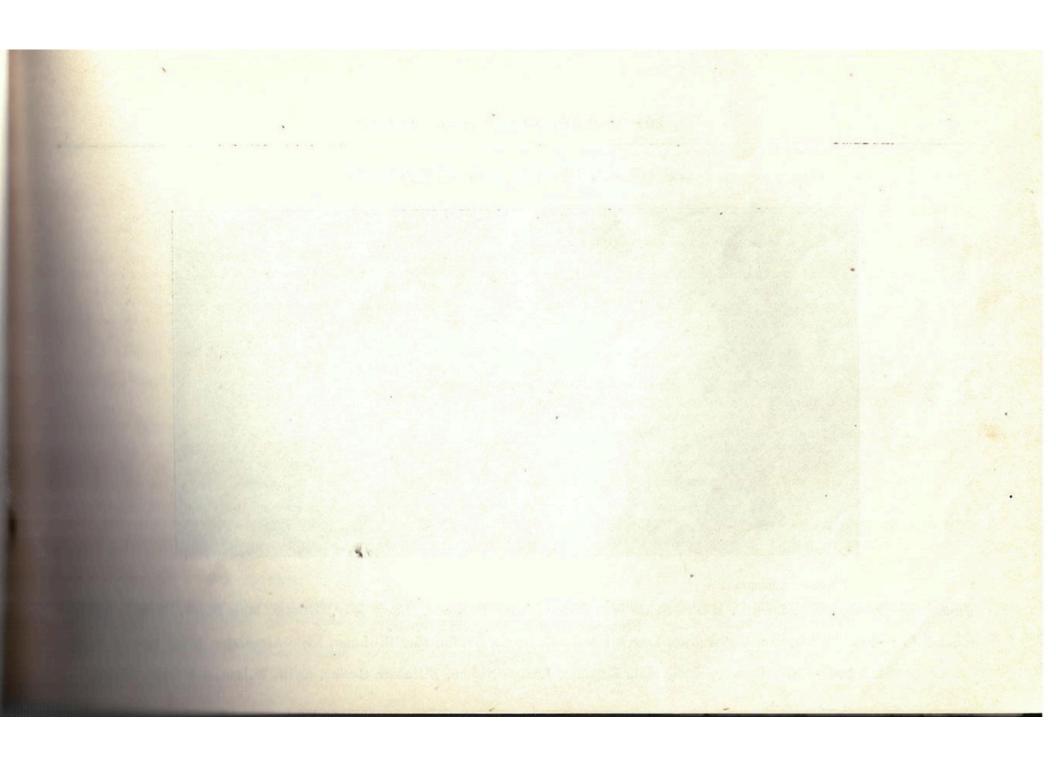
Our museum is composed of the following:
Thinnest—Robbie Vaughan
Quietest—Mary Belle Bradley
Tallest—Edith Wilson
Oldest—Elizabeth Carter
Youngest—Gradie Mai Speer
Straightest—Helen Rose
Darkest—Lizzie Smith

Most serious—Sallie Will Wilson Most talkative—Lenawil Nelson Biggest coquette—Lucy D. Marks Shyest—Willa May Laziest—Minnie Lewis Palest—May Silliman

This museum also includes a great advisor of every one else in English named Francis Hampton, and a girl as large around as she is tall, who goes by the name of Lucile Nelson. Also a jolly "good all around" girl, Katye Maie Eubanks.

In fact, we excell in nearly every line except study, having the reputation of having the prettiest members of any class, of being leaders in athletics, wit and mischief, and of devising successful ways of tormenting the teachers.





EIGHTH YEAR CLASS



Photo by Appleton

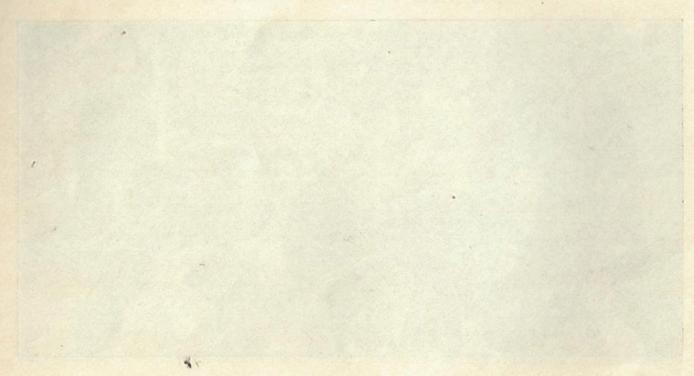
First Row-Leonard Sisk, Lucy D. Marks, Sallie Will Wilson, Mary C. Stone, Lucy May, Gradie Maie Speer, Minnie Lewis, Francis Hampton, Ed. Craig Burns.

Second Row-Robbie Vaughan, Helen Rose, Lenawil Nelson, Lucile Griffin, May Silliman, Elsie Alexander, Ruby Lewis, Hugh Wallace.

Third Row-Lillie Brewer, Katie Maie Eubanks, Lucille Nelson, Elizabeth Carter, Edith Wilson, Katheryn Stoner.

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SEVENTH YEAR CLASS



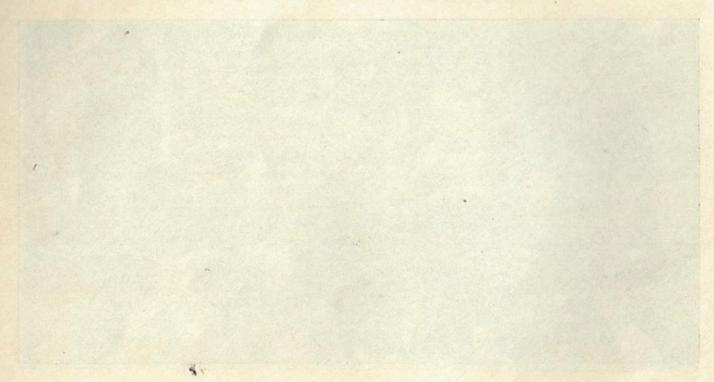
Photo by Appleton

First Row—John Moore, Wilton Lamar, Annie Lamar, Katharine Abernathy, Lillie Parks, Nathan Abernathy, William McLaurine Second Row—Will Silliman, Alfred Rose, James Lyle LaRue, Marvin Hunter, Evan Smith, Maxwell Zuccarello, Whitfield Edmundson.

Third Row-Helen Smith, Louise Bradley, Kathleen Jones, Curtis Robertson, Richie Martin, Lucile Stewart.

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SEVENTH YEAR HISTORY

The members of the seventh year class of 1912-13 have several distinguishing characteristics for which they are famous.

Chief occupation-Water pistol shooting

Favorite saying-More. Nathan Abernathy

Pet-Flea.

Nick name-The candy kid. Katherine Abernathy

Song-Whats the use of Moonlight when there is no one around to love.

Favorite dish-Hoe-cake. Louise Bradley

Saving-Idiot.

Song-Send all your candy to me. Whitfield Edmundson

Saving-I reckon.

Song-I'm living in hopes of getting a man. Nina Hodges.

Saying-Yallow.

Occupation-Floor-walking. Marvin Hunter

Pet-Whale.

Song-Daisies Won't tell. Kathleen Jones.

Pet-Boy.

Song-Do, ra, me, fa, so, la, si, do. Annie Lamar.

Occupation-Grinning.

Song-Oh! You beautiful doll. Wilton Lamar

Dish-Hash.

Song-Smile, smile, smile. Richie Martin.

Song-Gee But its bad to be broke, dead broke.

Pet-Fire arms. Wm. McLaurine.

Saying-I don't know.

Song-Please go away and let me sleep. John Moore.

Dish-Possum.

Song-Keep on the sunny side. Lillie Parks

Pet-Hound.

Song-Lonesome. Curtis Robertson.

Saying-Ain't no taters.

Dish-Onions. Will Silliman.

Saying-Don't make no difference.

Occupation-Love making. Evan Smith

Pet-Rabbit

Saying-I can't work this example. Lucile Smith.

Pet-Rat (not animal)

Dish-Whale on toast. Lucile Stuart.

Saying-I forgot it.

Song-I want some one to call me dearie. James Lyle La. Rue.

Song-They always pick on me.

Occupation-Primping. Maxwell Zuccarello



P. H. S. BASE-BALL

The 1913 baseball season opened with a number of good players who have done fine work both at practice and in the game. After a thorough working out the players were placed

by the Captain, Carl Martin, as follows:

Catcher, Henry Puryear; Pitchers, H. Abernathy, and G. Martin; First base Carl Martin; Second base, H. Abernathy, S. Anderson; Short stop, Elmo Harris; Third base, G. Martin, S. Anderson; Right Field Jack Hewitt; Center Field Craig Burns; Left Field, Stoddert Kennedy; Subs. Marvin Hunter, John McKelvey.

Much praise is due the pitchers who did excellent work and accomplished much for the team. Henry Puryear's catching and pegging was the feature of most of the games. Much credit is due the basemen and fielders, who backed up the

pitcher with their good work.

Out of eight games played P. H. S. won five and lost three.

The scores were:

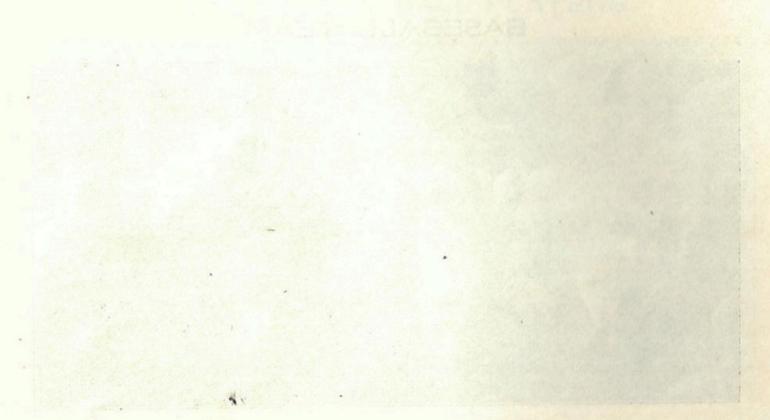
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P. H. S. 9	Massey Third Team 11
P. H. S. 12	Massey Third Team 6
P. H. S. 6	Massey Reserves 7 (10 innings)
P. H. S. 16	Town Team 9
P. H. S. 8	Town Team 6 (11 innings)
P. H. S. 4	Jones 21
P. H. S. 7	A. P. S. 3

BASKET BALL

Our basket ball team has not accomplished very much this year as the the Girls Athletic Association was not organized until late in the spring. But we hope to do better work next year, so we can meet any challenge.

We have fine material for good players, and we are planning to organize a winning team of which our School will be proud.





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BASEBALL TEAM



Photo by Appleton

Top Row-George Dennie Martin, Jack Hewitt, Marion Stoddert Kennedy, Ed. Craig Burns, Marvin Hunter. Second Row-Carl Martin, Clay Tucker, Henry Puryear, Harold Abernathy.

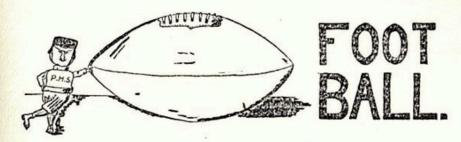
THE BASKET BALL PLAYERS



Photo by Appleton

First Row—Kathleen Jones, Lenawil Nelson, Katherine Abernathy, Gradie Maie Speer, Lillie Brewer, Louise Bradley. Second Row—Lucy D. Marks, Mary Wood, Sallie Will Wilson, Ida May, Nelle Holt.
Third Row—Frances Medearis, Catherine Clark, Lucy May, Lucille Nelson.
Fourth Row—Katie Maie Eubanks, Mary E. Stone.

THE BASKET SALL FLAYERS



P H. S. FOOT-BALL TEAM

The football team had a very successful season. Six games were played, P. H. S. winning three, drawing one and losing two. The scores were:

P. H. S. 6 Massey 1
P. H. S. 68 Abernathy-Cox 6
P. H. S. 6 Massey 12
P. H. S. 12 A. P. S. 6
P. H. S. 6 Massey 6

P. H. S. 6 Massey 6 P. H. S. 6 A. P. S. 0

William Knox was Captain and Henry Puryear was chosen Manager. The lineup was as follows:

L. End George Martin; L. Tackle Hugh Wallace; L. Guard Marvin Hunter; Center John Moore; R. Guard Stoddert Kennedy; R. Tackle Craig Burns; R. End Joe Payne; R. Half Elmo Harris; L. Half William Knox; R. B. Half Carl Martin; L. B. Half Henry Puryear.

SOME DAFFIES

If Louise is large, is Ruby Small?
If Curtis Robertson didn't like the South, would she take
Alton West?

If Lucy May be lost, would Marvin Hunter?
If Willa May be a peach. would Arthur Peeler?
Bertha to Thomas, during music lesson, "What are pauses?"
Thomas: "Things that grow on cats' legs."

Some curiosities found in Miss Suella Adams' room:

A Brewer who brews no storms,

A Carter without a cart,

A Wheeler without a wheel,

Wood and no fire.

Oakes and no ashes.

A Butler and no cook.

A 3aker and no bread,

A Booth and no wares,

An Arrowsmith who makes no arrow,

Barrick without soldiers,

Pearl without price.

Dewey but not frosty,

A Martin and no box,

A Holt and no grip,

A Taylor and no goose,

An Alexander weeping because of no more fractions to conquer.

THE PSALM OF THE ANNEX

Tell me oft in cheerful numbers, Our Annex is not a dream For a school is dead that slumbers, And we are just what we seem.

Our need is real, we're in earnest:
A new Annex is our goal.
We are all doing our durndest,
Let Pulaski pay her toll.

Time is short, time is fleeting, Let us strive while yet we may Put not off each tomorrow What we ought to do today.

Pulaski is our field of battle
And the school does need new life
Needs an Annex for her cattle(?)
Takes a hero for this strife.

Each day in this school reminds us
We might make our lives sublime
If an Annex stood beside us
School to last us all the time.

Pulaski! Then be up and doing
Let the annex be our fate.

Keep on trying, keep pursuing
Don't delay and don't say "wait."—Wm. McLaurine, '18.

IT IS WELL TO CONSIDER

"Tis well to woo, 'tis well to wed, For so the world has done Since myrtles grew and roses blew, And morning brought the sun.

But have a care ye young and fair, Be sure you pledge with truth, Be sure your love will wear Beyond the days of youth.

For if you give not heart to heart
As well as hand to hand,
You will find you have played the unwise part,
And built upon the sand."—Robbie Vaughan, '17.

PICNIC TIME

It's June again, and in my soul I feel the filling joy
That's sure to come this time of year to every little boy,
For every June, the schools at picnic may be seen,
Where fields beyond the sweeling floods stand dressed in living
green.

Where little girls are scared to death of spiders, bugs and ants

And little boys get grass stains on their go-to-meetin' pants. It's June again and with all what happiness is mine There is going to be a picnic and I'm a going to j'in.—Lucile Griffin, '17.

JOKES

(Guide book of instructions when to laugh furnished on re-

One day Edith Wilson was sitting with her feet in the aisle chewing gum, when Mr. Ranck came along and said: "Edith, take that gum out of your mouth and put your feet in."

Miss Medearis: "Nathan, what are you doing?" Nathan (as he taps Evanon on the head): "Only playing a tune on a living lyre." (liar).

One day in physiology class Mr. Ranck asked Kathleen Jones what the spinal colum was. After deep meditation she replied: "My head sits on one end of it and I sit on the other."

Prof. Moore to Dennie Martin: "Define the word tunnel." Dennie: "Why tunnel means to hollow out." Prof. M.—
"Now use the word in a sentence." Dennie: "When my teacher whips me I tunnel."

Miss Mattie to Leonard: "What is lava?" Lenord: "Stuff barbers put on your face."

Prof. Moore: "I want a hair cut." Barber: "You might as well get the whole dozen cut. It won't cost any more."

When Miss Medearis was being examined, after having applied for a position in Pulaski, Mr. Moore asked her what position she took in regard to corporal punishment. Miss Medearis giggled and replied: "Why I generally place the boy face downward over my knee."

"I never heard such language as you girl use, "said one of

the teachers the other day. "A girl said to me something wuzent no sich of a story." Now aint that good English," continued the teacher. And another teacher said: "This slang don't go with me, you'll have to cut it out."

Prof. Moore to Bessie Holt, who comes to school late after a dance the night before;—"Good morning, daughter of the Evil One." Bessie in reply: "Good morning, father."

Miss Clark (sarcastically to milk man) "How can I keep this milk sweet until I can get it into a pie?"

Milk man, (equally sarcastically) "Don't look in it."

Margaret Burgess—"Mr. Winstead has the prettist lips I ever saw." Adelaide Birdsong—"I'll put mine against them."

Mrs. Anderson—"Sumpter, have you watered the horse?"
Sumpt—"No mam, I don't have to, he's a bay."

The other day in the Domestic Science room while Valeria Craven and Martha Barrick were humming Mr. Moore stepped into the room and remarked—"That must be the Swan Song." Miss Clark—"Better get some swans to sing it then instead of geese."

SOME DEFINITIONS

An imbecile is some one who does not believe in God.—Edward Sumpter.

A metaphor is a condensed smile.-Bertha Harris.

We have all kinds of girls at school. sophisticated and unsophisticated. Now there's, Valera Craven, who when eating supper out in the Country where they had honey on the table, remarked affably, "I see you keep a bee." And the other extreme is Maggie King, who made her first visit to Nashville recently, and returned to report excitedly that they had pavements down the middle of the streets.

HEARD IN LATIN

Boyibus kissibus,
Pretty girlorum.
Gerlibus likibus,
Wanti someorum.
Papabus hearibus.
Loud smackeorum.
Kickuss the boyibus.
Out the doororum.
Darkibus nightibus.
No lightoerum.
Climibus gatibus.
Brickibus torum.

THE SEVEN WONDERS OF THE WORLD

Why Sallie Will Wilson never cornbs her hair.

Why Miss Clark is so lazy.

Why the janitor never rings the bell on time.

Why visitors never come to chapel the morning we have not prepared our first period lesson.

Why Miss Medearis is always hungry.

Why nobody loves the Freshman.

Why Miss Mattie never scolds anyone.

FOR SALE—By the Students of P. H. S., a perfectly good faculty. Or will exchange and give a liberal amount to boot.

Craig Burn's hair is vermillion hue,
That the reason he is always blue,
If you use an incubator, instead of hens to sit,
Get E. C. Burns to set under it.
Some folks call him Ed Crack Brains
But this is not so because when it rains,
He sticks his head out at the door,
To keep it from fading all over the floor.
Craig starts to town about midnight,
So as to get there by daylight
The roosters all around begin to crow,
When E. C. Burns to town does go.—T. H. Holt, Jr.

MANUAL OF

Regulations and Course of Study

OF THE

PUBLIC SCHOOLS

OF

PULASKI, TENNESSEE JUNE 1913.

SCHOOLS OFFICERS

BOARD OF EDUCATION

J. H. McLaurine, President.

A. L. King, Secretary and Treasurer.

M. D. Sullivan.

SUPERINTENDENT

W. E. Moore.

VISITING COMMITTEE

Rev. M. S. Kennedy.

Rev. D. T. Foust.

Rev. T. C. Ragsdale.

FACULTY

PULASKI HIGH SCHOOL

W. E. Moore, M. A., Superintendent, Latin and Social Science.

F. E. Ranck, B. S., Principal, English, Science, Manual Arts. Mattie Allison, M. E. L., Mathematics, Commercial, Catherine Clark. Domestic Science, Commercial, Manual Art. Frances Medearis, Assistant, Latin and English.

Cora Glaze, Fifth and Sixth Years. Suella Adams, Third and Fourth Years. Lucie Buford, Second and Third Years. Mrs. John O. Carter, M. L., First Year.

COLORED SCHOOL

A. Thos. Hill, Principal. B. H. Morrell. T. P. Turner. Edmonia Bramlet.

THE SCHOOL SYSTEM

The Public Schools of Pulaski, Tennessee, were authorized by act passed March 5, 1885, and were conducted by the authority of this act till January 1, 1904.

By provision of the new charter, a Board of Education, con-

sisting of three members, has charge of the schools.

This Board of Education is elected by the Board of Mayor and Aldermen, and the members first elected held office for terms of one, two and three years respectively. Their suc-

cessors will be elected for terms of three years each.

The City Recorder is required to make monthly payments of school funds to the Secretary and Treasurer of the Board of Education. The Secretary and Treasurer of the Board of Education is required to submit to the Board of Mayor and Aldermen, monthly, an itemized statement of the receipts and expenditures of the Board of Education.

The Board of Mayor and Aldermen elect each year a Visiting Committee, whose duty is to visit the schools and report

to the Board of Mayor and Aldermen.

The general school law of Tennessee states that none of its provisions shall be so construed as to interfere with the schools of municipal corporations, and contains a mandamus provision that such schools shall receive their proviate share of moneys received under its provisions, according to their scholastic population.

STANDING

The High School is duly accredited. Its graduates are ad-

mitted to the State University without examination.

Southwestern Presbyterian University, and Washington and Lee, give each one free scholarship and accept graduates without examination.

Other institutions, as Peabody College and Agnes Scott admit our graduates without examination.

The work of the school is recognized and accepted by other high grade institutions in the same way.

RULES AND REGULATIONS

BOARD OF EDUCATION

1. The regular meetings of the Board shall be Tuesday before the second Thursday in each month at such hour and place as may be appointed.

2. Special meetings may be held at any time when deemed

necessary or desirable.

3. It shall require two-thirds of the members of the Board to constitute a quorum for the transaction of business.

GENERAL MANAGEMENT

 The school year shall consist of ten months of four weeks each, and shall commence on the last Monday in August.

 The school hours shall be from 8:30 to 2:30 or 3:00 p. m., recesses being allowed. Beginners may be dismissed earlier.

3. The Schools shall be closed on Saturday, on Thanksgiving, and on such other days as the Board may direct.

4. The course of study shall consist of twelve years, the

last four of which shall constitute the High School.

5. It shall be the duty of any parent or guardian having a grievance, which cannot be adjusted satisfactorily with the teacher, to file complaint with the Superintendent. Should he fail to adjust the matter satisfactorily, an appeal from his decision may be taken to the Board of Education.

COLORED SCHOOL

First, second, third and fourth years	75
Fifth, sixth and seventh years\$1.0	
Eighth, ninth and tenth years1.5	60

Tuition is payable in advance. In case of sickness, death, or removal, tuition overpaid may be returned.

SUPERINTENDENT

1. The Superintendent shall be the executive officer of the Board of Education. He shall have general supervision of the schools, and shall be especially charged with the management of the school system.

2. He shall devote himself to the study of school systems, and when practicable, shall inspect schools in other cities, and attend educational meetings in other places, that he may

suggest the best methods of improving the schools of this city.

3. He shall have full and complete authority in the examination and promotion of pupils.

4. He shall have authority to suspend pupils and to reinstate them when he deems it proper to do so.

5. He shall attend the meetings of the Board of Education and report to them the condition of the schools at each regular meeting.

6. He shall assign all teachers to their position in the schools and make any change in the position of any teacher, at any time, as he may deem best.

7. He shall have authority to assemble teachers for mutual improvement, and to receive his instructions as to their duties as often as he may think proper.

8. He shall have prepared all necessary blanks and records, and furnish them to the teachers when needed, and he shall prescribe rules for the keeping and return of the same by the teachers.

9. He may prescribe such additional rules and regulations for the schools and those connected therewith as he may find necessary from time to time.

10. He shall appoint all substitutes in cases of absence of teachers.

11. He shall examine all applicants for positions as teachers in the schools, and report the same to the Board of Education.

12. The regular examination shall be at some convenient time in the month of May.

PRINCIPALS

1. Principals are required to be at their schools thirty minutes before the opening. They should see that the building is in proper order for the opening of school, that pupils do not gather on the grounds at unreasonable hours, maintain good order on the premises and in the neighborhood, and see that sanitary conditions prevail in the building, out-houses and grounds.

2. They shall assist and co-operate with the Superintendent in directing and supervising the work of the schools, in gathering data, making experiments, making and keeping records for the advancement of the work of the schools, and in the general administrative work of enforcing rules and regula-

tions and improving the work of the schools.

3. They shall have power to suspend pupils, provided due notice of the same is given, without delay to the Superintendent and parents of the suspended pupil.

TEACHERS

1. All regular teachers are required to pass examination and receive city certificates.

2. The annual election of teachers shall occur at any convenient time after the May examination. The Board may

elect at any regular or special meeting thereafter.

3. Substitutes, appointed to temporary vacancies, shall draw \$1.00 per day, and time lost by teachers shall be deducted, except as in instances of sickness or leave of absence as provided for by special rulings by Superintendent and Board.

4. All teachers are required to make themselves familiar with the rules and regulations of the schools.

5. Teachers must be in their rooms a least thirty minutes before the time of opening. In case they are tardy, they must

report to the Superintendent.

6. Teachers must attend the appointments made by the Superintendent and cheerfully and promptly carry out his instructions.

7. Teachers shall be responsible for the discipline and government of their rooms. Corporal punishment may be inflicted, but in such cases the approval of the Superintendent must be obtained. In no case shall the pupil be subjected to punishment upon the head or in the hand.

8. In the event any teacher cannot attend school, the Superintendent must be notified as soon as possible, that he may

appoint a substitute.

9. It shall be the duty of teachers, at the close of each school day, to notify parents or guardians of the absence or tardiness of every pupil.

10. Teachers shall keep records, blanks and reports, neatly and accurately, gather educational data, in accordance with

the instructions of the Superintendent.

11. Teachers shall enjoin upon their pupils, by precept and example, cleanliness of person and dress, tidiness of buildings an 1 grounds, and abstinence from the use of tobacco on the school premises.

12. Teachers shall have no jurisdiction over pupils other than their own, except so far as that duty has been assigned them.

- 13. Teachers may be discharged at any time for improper conduct, incompetency to teach or govern their pupils, unfaithfulness in the performance of their duties, or the want of that success necessary to the progress of the schools; such discharges are to be made by the Board.
- 14. In order to provide for emergencies and unexpected occurrences, the contracts with teachers or any other persons regularly employed by the Board of Education, may be terminated at the close of any month, if desired.

PUPILS

- 1. All pupils admitted to the Puplic Schools must be assigned by the Superintendent to suitable grades.
- 2. Such measures as may be necessary to prevent the spread of contagious diseases among pupils will be taken. Pupils are subject to temporary exclusion when necessary on this account.
- 3. Pupils shall conduct themselves in an orderly manner in school, on the grounds, and on the way to and from school.
- 4. They shall not use profane and indecent language nor throw missiles of any kind at school or on the way to or from school.
- 5. Pupils shall not throw raper or any other rubbish on the floors, grounds, or streets in the vicinity of the schools. Convenient receptacles are provided for all such.
- 6. Pupils should be prompt and regular in attendance. Countinued tardiness and irregular attendance may cause suspension of pupil. Such cases shall be explained to parents

or guardian in person or in writting.

- 7. The promotion or demotion of pupils shall be at such times and in such ways as the Superintendent may direct.
- Pupils are expected to be honorable in conduct and of unquestioned veracity. They should be trained to speak the truth at all times.
- The parent or guardian of any pupil who damages or destroys any school property, must repair or pay for same, or the pupil must be excluded from the school.
- 10. Pupils must bring such books and school supplies as are required. They may be suspended for failure to do this.
- 11. No dangerous toys or explosives are allowed at school. Books and papers not needed at school must not be brought.
- Pupils shall go directly and orderly to and from school being subject to school regulations on the way.
- 13. Pupils must obey rules given them by those in charge of them, and be respectful and courteous to teachers and to each other.

PREFACE TO COURSE OF STUDY

The school has been evolved socially as a specialized institution for the development of the child physically, mentally, morally, industrially, socially, into a normal, individual personality on the one hand, and a socially adjusted personality on the other. In the brief period of twenty-one years, pedigogically termed infancy, the child must be brought up through the successive stages of racial development, into proper adjustment with the racial status produced by the progress of thousands of years.

The educative process consists of expanding, developing the personality of the child through interaction with environing stimuli, the stimuli being selected and applied so as to produce habitual right reaction of growing personality upon the world environment.

The school properly equipped for this work must have a select environment, epitomizing racial experience, and essential elements of modern life, intellectual, economic, religious, social. School environment must be changed, enlarged and readjusted to harmonize with changes and increased complexity of social life. It must also be adjusted to the different stages of physical development of the child. All principles, processes and problems of educational procedure evolve from this fundamental conception of the educative purpose and process.

Of the multitude of these, the following are cited as having special practical value. The various elements of the course of study and school environment in general, are to be applied by the teacher to the development of the pupil. Teaching mathematics, sciences, etc., are not ends in themselves, but only means of developing pupils through characteristic racial and natural modes of activity. This truth is important because of the tendency to sacrifice the welfare of the child to the glory of the subject.

The second very important practical consideration is the principle and practice of economy in education. In the first place, the niggard provisions society has made, in many places and instances, for school work, mark the rankest lack

of economy, something like the equiping of the farm with a ground slide, a shed, and a bull-tongue plower, and carrying on the modern city transportation in a wheelbarrow. On the other hand, there has been much waste in educational procedure, just as in the old industrial order. Many valuable by-products have been neglected through ignorance of their value, and consequent lack of organization of processes. So in the schools, as in the church, community and home, some of the most valuable educational elements have been wasted. I shall use play to illustrate the point with reference to the school. Play has been regarded as having value as physical recreation; it has the most valuable intellectual, moral and social elements. "The teacher who passes up the play-ground feature of her work, is missing the livest teaching she will ever have the privilege to do. Here is the place to get the real child, to catch him off his guard, to see the real self in full action. Here is the place to discover his ideals and supplant them with higher ones, to lead him to his ideal so that he may form higher ones." There are many other wastes, largely due to lack of properly equipped school plants.

A third consideration of pre-eminence, is the full realization of the complete process of education. Too often in the past and in the present, the three steps, acquisition, assimilation and expression, have been poorly conceived and worse executed. Frequently the process has not gone beyond the first step, generally not beyond the second, the third being entirely neglected, and with what results? Poor results and much waste. The educative process is incomplete, a poor makeshift, without expression, not mere production of ideas

in written or oral form, but expression in right conjuct, correct habits, right social attitude, in full physical and psychical development. The proper execution of this third step is seriously handicapped by the common inadequate equipment of school plants, and by the habit of past educational practice.

The increment of social experience acquired with each age and generation, produces an accumulation and multiplicity of educative elements that become a burden unless reselected and classified with reference to new values, ideas, and needs of changing social life. Courses of study and school activities, must be constantly readjusted to social changes, local, and individual needs. This readjustment must always be guided by a definite principle and aim. looking to the superior adjustment of the individual to an expanding social life. Running through all educative work, there must be an unifying principle, a definite aim. True economy in education would make the moral aim-expression in habitual right conductthe unifying principle, the one definite aim for the entire process. The teacher should also have in mind a definite aim for the work of each stage of development, each department, each year, each study, each day, each recitation.

Another consideration is the importance of the teacher's work, the most difficult and exacting, having the greatest social value, most discouraging, most inspiring, least compensative, of all vocations, and demands the most thorough preparation. This preparation consists of (1) well developed personality, physically and psychically; (2) mastery of educative tools and processes; (3) understanding child nature; (4) accurate student of social conditions and needs; (5) love

of humanity and desire to serve its needs.

The following course of study is intended to be adaptive, to be used by the teacher with full regard to the principles set forth in the foregoing paragraphs.

Special and more detailed instructions will be given from time to time with reference to specific problems and needs.

COURSE OF STUDY

FIRST YEAR

Reading—Begin with the words that the child already knows orally. Help him to get possession of their printed and written forms through association with pictures, objects and actions.

Use the combined method, adapting different elements to their best uses.

See that the idea and group of ideas always accompany the acquisition of the word and sentence.

Go from words to letters and sounds making up the word. Drill on sounds and combinations of sounds. Train in the right use of the vocal organs.

Number 1 to 20 for operations; 1 to 100 for counting. The child has some number idea gathered from his experience; develop this with the use of objects.

Develop the unit idea with the use of common units of measure, the fractional idea with paper folding, separating groups of objects, and measuring.

Teach addition primarily, other fundamental operations incidentally.

Language—Oral reproductions by pupils of stories of good literature presented by the teacher, of reading lessons, of personal experiences, of nature studies.

Simple written exercises required of pupils in advanced sections, in which correct use of the article, common verbs, personal pronouns, and correct spelling should be taught.

Manual Arts—Writing, drawing, paper folding and cutting. Constructive work, as paper houses and house furnishing, Dutch cap, five and six pointed stars, paper weaving.

Music--Rote singing, motion songs, correlated with nature study, stories and play.

Elementary science and general culture (work outlined here for the first three years).

Study of plants and animals, domestic and wild, common to the pupils' home life and experience, noting their striking characteristics and habits, and care, endeavoring to train the pupils to correct habits of observation and sympathetic attitude.

Study the forces and phenomena of nature with special reference to the different seasons, as winds, clouds, fogs, rain, hail, etc.

Teach the points of the compass, etc. Teach the simple rules of hygiene.

Study art pictures, simple architectural and artistic designs, etc., literary gems, fables and stories.

Manners and Morals—(This work also outlined here for the first six years, making adaptations to different stages.)

Study the child at play, for there the real self expresses itelf in the freedom of play, revealing, as he will not do under the repression of the school room, his tendencies, acquired habits, likes, and dislikes. Here is the opportunity, with definite knowledge of his personality acquired, of teaching definitely and effectively the fundamental virtues of:—

"Honesty, sincerity, firmness, fidelity, fairness, truthfulness, the square deal, consideration for the rights of others, protection of his own rights, proper and just championship."

Study him alone and in crowds, and help him to get control of himself and to properly adjust himself to the demands of his world, to react properly upon his environment.

Through the aid of stories and heroics, precepts, and examples, build into his personality right ideals and help im to attain to them.

Physical Culture—(Outlined here for the first six years.)

Inculcate right habits of eating, drinking, sleeping, and the proper care of the body. Test for any physical defects, as sight, hearing, nervousness, etc., and seek to correct or have corrected.

Calisthenics, games with increasing compexity for the more advanced grades, right habits of walking, sitting, standing, etc.

SECOND YEAR

Reading—Continue to teach the mechanics of reading, drilling on the elements of the previous year's work. Teach the kinds of vocal elements and drill in their use till they are mastered. Train in enunciation and pronunciation.

Stimulate thought activity in the interpretation of the les-

sons. Test progress with sight reading.

Number—Extend number space to 100 for operations, to 1000 for counting and writing, and and to 10,000 for reading.

Continue to make the work largely objective, leading grad-

ually to the abstract number.

Have counting by twos, threes, etc. Develop the addition table and use it as a basis for the development of the multiplication table.

Teach the fundamental processes, limiting division to exact

division.

Language—Oral and written lessons in correlation with other work; paying special attention to correct spelling, and the correct use of the articles, personal and demonstrative pronouns, verbs an adverbs. Teach the correct use of capitals and common abbreviations.

Spelling—Teach the spelling and meaning of all new words found in lessons. Teach the spelling and diacritical markings

of words already acquired and commonly used.

Manual Arts-Writing, drawing and simple designing.

Construct, with paper and cardboard, moccasins, calenders, match scratchers, lanterns, blotters, fowls, vegetables, etc.

Music-Rote singing. Exercises in training the ear and in

dictation. Individual and class singing.

(For study in Manners and Morals, Science, and Physical Culture, see work for the First Year.)

THIRD YEAR

Reading-Continue to teach the phonic elements and their combinations. Train in articulation, enunciation, and pro-

nunciation.

Stimulate thought activity and natural expression by reproductions, questions, etc.

Language-Direct the work as outlined for the Second

Year, gathering data from other studies.

Number-1 to 1,000 for operations, 1 to 1,000,000 for reading and writing.

Complete the development of the tables of addition, sub-

traction, multiplication, and division.

Teach the fundamental operations, simple operations with simple geometric forms and fractions.

Frequent oral and written drills to develop accuracy and

rapidity in the use of numbers.

Spelling-Follow outline for the Second Year.

Manual Arts—Writing, drawing, simple designing. Map work in sand. Application of principles of measurement in making objects to measure. Material, paper, cardboard, raffia. Construct Indian wigwams, canoes, paddles, Eskimo sled, Pilgrim gun, sword, hat, etc.

Music-Symbols of music writing and reading-staff, notes, clef, bar. Individual and class singing. Cultivate poetic

interpretation.

Manners and Moral, Science, Physical Culture, see outline for First Year.

FOURTH YEAR

Reading—Continue drills in phonics till all have mastered them. Cultivate correct articulation, enunciation, and pronunciation. Strive to get thought activity and the resulting natural and free expression in oral reading. Literature selected with reference to needs and interests of pupils.

Language-Daily exercises based upon other studies and

upon Steps in English, Book One.

Spelling—Continue essentially as outlined for previous years. Continue drills in diacritical markings, division of words into syllables, right pronunciation, etc. Train into the habits of visualizing each new word.

Arithmetic—No limit to number space. The work of this year essentially the mastery of the four fundamental operations and doing rapid and accurate work in them. Teach frac-

tions incidentally.

Science—Geography, local, state, the world, shape and larger divisions. Study of continents, their outlines, and location. General climatic divisions of the world, races of man, and distribution. Applications of knowledge already acquired in explaining the irregularities of land. Maps, plane and relief, of community, state, continents.

Simples rules of hygiene.

Manners and Morals Physical Culture (See outline for First Year).

Manual Arts-Drawing writing, map work. Basket weaving

dyeing. Material raffia and reeds.

Music—Review work of the previous year. Teach the staff by lines and spaces in all keys. Study the hold, repeat, and phrases and signs. Training the ear and right use of vocal organs.

FIFTH YEAR

Reading—By this time the pupils should have a fair grasp of the mechanics of reading and the ability to give the central theme and essential details with one or two readings of the study. Special efforts should be made to cure any remaining mechanical defects, to complete the mastery of phonics so as to readily a nd easily pronounce words and to improve defective articulation and enunciation through sympathetic individual aid.

Cultivate assiduously the power of thought getting as indispensible to natural rhythmic expression. Cultivate literary appreciation also through selecting and studying literature with reference to the interests and powers of the pupils. Power of comprehension and appreciation may be increased through the use of topical outlines and dramatizations. Suggested selections—Hiawtha, King of the Golden River, Tanglewood Tales, Pied Piper, Adventures, nature literature, Old and New World hero stories.

Arithmetic—Review of the fundamental operations to develop greater skill in their manipulations. Common fractions is the core of this year's work, other subjects taught incidentally to this. Some attention given to geometric figures, business forms, aliquot party, factoring. Teach the steps of formal analysis of problems, selecting these problems as much as possible to the pupil's environment and interests. Persist in oral and written drill till the power of analysis has been acquired.

Language-Require in all exercises correct forms of written

and oral speech. Oral rand writtn reproductions of literary studies, data from excursions, etc. Cultivate the habit of getting accurate and interesting first hand information as preparation for writing. Require that the mechanism as well as thought be well executed, correct spelling, punctuation, etc

Teach the singular and plural of ordinary nouns and verbs, case forms of pronouns, principal parts of ordinary verbs, common possessives, recognition of the parts of speech, to understand the subject, predicate and object, and the four form of sentences.

Science—Geography: Study of North America. Plane and relief maps. Study of pictures; observation. Hygiene of body, room, grounds, etc.

Manners and Morals, Physical Culture-See outline for First Year.

Spelling-Incidental to language and reading. Use additional speller.

Manual Arts-Writing, drawing, map making. Weaving, sewing, crochetting. Elementary mechanical drawing and whittling.

Music—Continuation of musical notation. Study keys, time, rhythm. Practice in sight singing in one and two part songs.

SIXTH YEAR

Literature and Language—Preparation, the historical or local setting of the study. Study the arrangement, characters, central theme, kinds of sentences, picturesque words and phrases.

word pictures. Seek to prepare in each pupil a proper apperceptive basis for the study. Require reproductions, paraphrasing, outline, or committing to memory of short poems. Instruct as to the right way to memorize. Suggested readings: Miles Standish, Snowbound, Alexander the Great, Short Poems, Stories from Ancient and Modern History.

Study sentence forms. Simple analysis of sentences. Composition work as indicated for the Fifth Year only more advance!.

Spelling—Incidental to literature study and composition with special lessons in speller. Review discritical marking. Teach the meaning of common prefixes. Teach the use of the dictionary as a book of reference.

Arithmetic—Review common fractions. Make decimal fractions the core of the work this year, teaching other subjects as incidental. Geometric forms, and problems. Continue to teach analysis of applied problems. Both oral and written work.

Science—Geography, study of Europe. Study of pictures. Map work.

Elementary Biology—Plant and animal life and their culture; the human body, its hygiene.

Morals and Manners—Physical Culture—See outline for First Year.

Manual Arts—Writing, drawing, map work. Sewing, weaving, and crochetting. Elementary mechanical drawing and whittling.

Music—Review and drill on the work of the previous year. Continue the stucy of musical notation. Practice to gain facility in sight singing. One, and two part songs. Cultivate

poetic appreciation.

DEPARTMENTAL WORK—SEVENTH TO TWELFTH YEARS

ENGLISH

SEVENTH YEAR

Grammer and Composition. Classics: for critical study Evangeline, Courtship of Miles Standish, The Heritage, The School Boy and the Orchard. For Miscellaneous reading, Sketch Book.

EIGHTH YEAR

Grammer and Composition. Classics: for critical study, Lady of the Lake, Merchant of Venice, The Brook, The Chambered Nautilus. For miscellaneous reading—Last of the Mohicans.

NINTH YEAR

Composition—Rhetoric. Classics: critical study—Vision of Sir Launfal, Rime of the Ancient Mariner, Julius Caesar, Thanatopsis, The Deserted Village. For miscellaneous reading, A Tale of Two Cities, The Vicar of Wakefield.

TENTH YEAR

Composition—Rhetoric; much theme work. Classics: for critical study, Silas Marner. Selections from Tennyson's Poems. For miscellaneous reading, The Lay of the Last Minstrel, Iliad, Franklin's Autobicgraphy. Current Liturature

suited to grade.

ELEVENTH YEAR

Theme work. Classics: Speech on Conciliation with America, Oliver Goldsmith, Essay on Burns, Essay on Johnson, History of English Literature. Studies from some of the best Magazines.

TWELFTH YEAR

Theme work. Classics: Macbeth, Milton's Minor Poems, Emerson's Essays, Hamlet, Sesame and Lilies. History of American Literature. Studies from some of the best Current Literature. Review of English Grammar.

MATHEMATICS

SEVENTH YEAR

Arithmetic: review of fractions. Make Percentage the core of this year's work; Mensuration; Longitude and Time. Oral and written analysis.

EIGHT YEAR

Arithmetic: review of percentage and fractions; applications of Percentage to constitute the core of the work. Ration and proportion; measurement. Oral and written analysis. Teach the algebraic method of solving problems, as introductory to Algebra.

NINTH YEAR

Elementary Algebra through quadratic equations.

TENTH YEAR

Plane Geometry; measurement, construction, demonstration.

ELEVENTH YEAR

Plane and Solid Geometry; advanced Algebra.

TWELFTH YEAR

Advanced Algebra and Plane Trigonometry.

LATIN

VIII Year-Second Term Beginner's Latin.

IX Year—Beginner's Latin completed; Latin readings, ancient and modern stories.

X Year—Caesar's Gallic War, four books. Composition on text sight readings; Grammar.

XI Year—Cicero's Orations and Letters, equivalent of six orations. Composition work on text; sight readings; grammar.

XII Year—Virgil's Aneid: scansion, translation, literary interpertation, sight readings, composition work. Grammar with special reference to poetic constructions.

SCIENCE

SEVENTH YEAR

Political Geography completed. Physiology: individual, home and community hygiene. School Gardening: field work and study of current literature on the subject.

EIGHTH YEAR

General Science—experimental study of chemical and physcial principles and phenomena used in every day life. Text and labratory work.

NINTH YEAR

Botany—Soil and Crop Study. Zoology, animal life; breeding of domestic animals. Physiology, relation of the plant and animal world biologically to man; human organism, its organs and their functions; sex hygiene.

TENTH YEAR

Physical Geograpy—Industrial elements of geography especially studied. Text, field, and laboratory work. Principles of conservation. Study of government reports and magazines.

ELEVENTH YEAR

Elements of Physics. Text and laboratory work.

TWELFTH YEAR

Applied Chemistry—text and labratory work. Psychology, study of the nature, development, and culture of the mind.

SOCIAL SCIENCE History, Civics, Economic, Sociology

SEVENTH YEAR

History of the United States to the Revolution. Parallel study of geography work. Notebooks. History of Tennessee; atudy of state institutions.

EIGHTH YEAR

History of the United States completed. Study of government and other social institutions, the rights and duties of civizenship. Parellel work in geography. Notebook work.

NINTH YEAR

Ancient History to the Empire of Charlemagne. Parallel study of geography and notebook work. Classic and German myths; selections from ancient writings.

TENTH YEAR

Medieval and Modern History. More especial attention is given to History of England and to the modern political and social problems of Europe. Geography and notebook work.

ELEVENTH YEAR

American History and Civics. Rather an intense study of certain periods than a general study. Study of the origin and development of American political institutions, their mechanisms, modes of proceedure, and bringing them into comparison with other modern governments.

TWELFTH YEAR

Sociology—Study of origin and functions of social institutions and modern social problems with reference to those of our own country. Ecomomics—Rather a popular course to bring the student into a clearer understanding of economic principles and institutions in their modern aspects and influence upon political and social life.

COMMERCIAL

EIGHTH YEAR

Elementary bookkeeping, business forms, spelling, penmanship.

NINTH YEAR

Commericial Arithmetic, spelling, penmanship.

TENTH YEAR

Shorthand—Study of constant, vowels, and simple phrasing; cumulative principles, prefixes, and affixes. Cumulative phrasing, special contractions and special phrasing. Practice dictation of simple business letters. Typewriting—Study of the keyboard and mastery of the touch system. The use of three standard machines, single shift, double shift, and double key board.

ELEVENTH YEAR

Shorthand—Review of shorthand text book, business letters and forms. Making of shorthand word sign dictionary by papils; advanced work in dictation, legal work and business forms. Typewriting—Perfection of the coordination of muscles and their control in the touch system. Construction and care of machines. Practice on business forms; transcribing from shorthand notes; taking dication to the machine.

TWELFTH YEAR

Advanced Bookkeeping. Business forms; Practice in office work.

HOUSEHOLD ART

DEPARTMENT OF HOME ECONOMICS

Two lesson a week. One hour periods.

SEVENTH YEAR—FIRST QUARTER

Elementary work in hand sewing. Simple stiches practiced, and later applied to articles such as dust clothes, curtains, towels, holders, etc. Discussion in class and research regarding textiles, raw materials and manufacturing processes. Visiting of manufacturies.

SECOND QUARTER

Continued practice in stitches and lessons in cutting, to be

applied to scissors bag, Dutch cap, jabot, napkin and handkerchief. Discussion of the place of Household Arts in school, and its relative importance. Community work.

THIRD QUARTER

Ornamental stitches and decorations, hemstitching and stencilling applied to table runner, sewing apron trimmed in scolloping and briar stitching; lessons in buttonholing. Discussion of ornamentation in dress and surroundings. How much time and attention should be devoted to it. Public instruction along economic lines.

FOURTH QUARTER

Crochetting, applied to wash clothes and hand bags and plain lace bands; simple embroidery stiches, applied to Dutch collar. Discussion of constructive work. Preparation for exhibition.

EIGHT YEAR-FIRST QUARTER

Two lessons a week. One hour periods.

executives:

Review of elementary work. Shirt waist case. Patching and carning, applied to worn garments. Lunch cloth and napkins for cooking department. Discussion of community interests. Economy in dress.

SECOND QUARTER

Preparation of Christmas gifts, useful and ornamental.

Discussion of altruism, indiscriminate charity, etc.

THIRD QUARTER

Two piece set of underwear, hand sewed. Discussion of industrial history. Personal ornamentation.

FOURTH QUARTER

Drafting of pattern, and making of lingerie dress. Study of individual styles.

NINTH YEAR

Two lessons a week. One and one-half hour periods. Food study and elementary cooking. Frozen deserts, beverages, quick breads, potatoes, candies, deserts, eggs, oysters, cheese dishes, soups, vegetables. Preparation of a cook book, with food elements studied and classified, and all recipes considered from the standpoint of nutritive value and cost.

TENTH YEAR

Two lessons a week. One and one-half hour periods.
Advanced cooking and food study, meat, fish, yeast breads, cake, pastry, salads, school lunches and invalid diet. Lessons in preparing and serving meals. Cook book continued along lines of first year work.

ELEVENTH YEAR

Two lessons a week. One and one-half hour periods.

FIRST QUARTER

Use of sewing machines, study of different stitches and mechanical attachments and making of three piece set of lingerie. Discussion and study of machinery as applied to arts.

SECOND QUARTER

Designing, drafting pattern and making a woolen or silk dress. Study of styles and suitable clothing.

THIRD QUARTER

Millinery—Designing of two hats, a street hat for spring and a lingerie hat for summer. Study of art and design in dress.

FOURTH QUARTER

General review of work and preparation for exhibition. Thesis on economic subject.

TWELFTH YEAR-FIRST QUARTER

Lecture course on home management. Thesis on subject to be prepared by pupils.

SECOND QUARTER

Lecture course on home decorations. Thesis on subject to be prepared by pupils.

THIRD AND FOURTH QUARTERS

Lecture course on home nursing with practice work where possible. Thesis on subject to be prepared by pupils.

MANUAL TRAINING

The work in this department, now in its evolutionary and experimental stage, must be carried on with studied adaptation to local apperceptive interest and the present limited facilities. Educationally it supplies the indispensible third step in the complete educational process—expression and motor training. Practically, it supplies the knowledge of material things and processes, the training of the perceptive faculties and constructive thinking needed in ordinary industrial activity.

The present course is outlined with the view of future enlargement and readjustments to growing demands and facilities.

SEVENTH AND FIGHTH YEARS

Growth and care of trees, varieties of wood, lumbering, use of tools, simple constructions, as match holders, packet shelf, book rack, magazine rack, flour box, etc; simple cabinet work, wood finishing; repairing chairs, desks, setting windows, mending locks, painting and varnishing, etc. Drawing. Mechanical drawing.

SCHOOL GARDENING

Study of soil and its preparation for culture; study of kinds of garden plants, their cultivation, food and economic values; selection and use of tools.

NINTH AND TENTH YEARS

This work is practically an extension of the work outlined for the seventh and eight years. Study of varieties of wood, selection and use of tools, setting, chiselling, sawing, planing, etc. Joining, cabinet work, finishing. Repairing, building domestic furniture, school furniture. Brick laying and concrete work.

SCHOOL GARDENING

An extension of the work outlined for the seventh and eighth years. Study and practice in landscape gardening.

COURSE OF STUDY

DRAWING

Constructive drawing, freehand and mechanical, accompany woodwork and gardening.

MUSIC

Mastery of musical notation so as to readily interpret ordinary pieces at sight. Practice in sight singing with one, two and three part songs. Chorus and glee club work.

SPELLING

High School word study. Derivation of words, prefixes and suffixes. Spelling and learning the meaning of words used in studies. Study of synonyms and antonyms.

WRITING

All pupils required to take writing lessons until they acquire a facile and legible hand.

PHYSICAL TRAINING

The purpose of physical culture is to provide for the preservation and improvement of health, daily physical recreation essential to normal mental and moral activity, and for physical recreation essential to normal mental and moral activity, and for physical recreation is a second control of the preservation of the preservat

cal and social development.

Exercises, including calisthenics, gymnastics, and games, will be adapted as nearly as possible to the needs of each and every pupil, and all required to take some kind of exercise regularly. Students are encouraged to athletic teams. Proper training and correct standards of conduct are required in all athletic activities.

The High School Athletic Association has been organized for the encouragement of proper regular physical exercise. All members of the faculty and of the student body are eligible to membership in the Association. The General Athletic Council has the general direction and regulation of physical activities. It consists of the Superintendent as ex officio chairman, members of the High School faculty, and representatives from each class of the student body, all appointed by the Superinterdent. Special executive committees are appointed at the begining of the fall and spring terms for the detailed direction of athletics.

LITERARY SOCIETIES

The High School has two literary societies, Ciceronian and Demosthenean, organized for the improvement of oral English and the art of public speaking. The work of these societies is taken into account as part of the work of the English department and its character affects the standing in English of any one. The work is directed, directly or indirectly, by the faculty. The work is required of all pupils.

PUBLIC SCHOOL RECORD

Through the kindness of Mr. McCord, proprietor of the Giles County Record, it has been made possible for the student body to have each week a page in his paper, which is called the Puplic School Record. Every pupil is required to contribute two articles per month to the Record.

RULES GOVERNING THE WORK OF THE HIGH SCHOOL

The standard of graduation from the High School is sixteen Carnegie Units, ten of which shall be of the so called academic courses.

Pupils are allowed the greatest freedom in the selection of their courses consistent with their interests and the general welfare of the school.

Students are required to take three units of English, two of natural science, three of social science, two of mathematics and one of commercial, with the privilege of selection from other courses enough studies to make up the required sixteen, the choice bein subject to the approval of the Superintendent, or principal. Two and one half units are required of girls in domestic science and two of the boys in manual training.

No credit is given towards graduation for less than a year's work in subjects requiring a year or more for completion.

Classes will not be organized in any study unless the number of pupils applying for the work is large enough to justify the organization.

A Carnegie Unit is a year's study in the high school with recitations forty to sixty minutes long, five or six times a week.

Two hours work in manual training or other work not requiring preparation, is estimated as the equivalent of one hour of class room work requiring outside preparation.

Students are expected to carry studies each term equivalent to twenty periods each week of prepared work.

