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TEACHERS COLLEGE HEIGHTS

VOL. 16

DECEMBER, 1937

No. 6

FOUNDER'S DAY ISSUE

Proceedings

Memorial Service

HENRY HARDIN CHERRY

Van Meter Auditorium

Tuesday, November 16, 1937

"MORE STATELY MANSIONS"

WESTERN KENTUCKY STATE TEACHERS COLLEGE

BOWLING GREEN,

Entered as second-class matter, December 18, 1916, at the Post Office
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KENTUCKY.



HENRY HARDIN CHERRY

1864

1937

AN ESTIMATE IN STRONG COLORS

A. L. CRABB

This attempts a picture in which there are few neutral colors. No common grayness touches it with silver. There is no tranquility in the picture and there is a flavor of the epic in its action. Its colors are, or should be, strong and vibrant; red, and purple, with a hint of autumn russet and gold. The autumnal hues soften the action a bit, but they give no tranquility. There is no repose in the life we present. No quality of *dolce far niente*. The life in this picture moves relentlessly on.

On a summer Sabbath day almost three score years ago in what was then a remote section of Warren County, Kentucky, a youth lay dying of typhoid. The word had



gone out on no less authority than the local Knights of the Saddle Pockets that he would not last throughout the day. So the countryside, with that fine though somewhat gruesome sense of neighborliness, common at the time, gathered for the end. Out in the yard they stood and sat and whittled and talked of crops, the weather, taxes, politics—all the while keeping an eye and an ear turned toward the sick room. At intervals, two or three would detach themselves from the group, file into the room where the sufferer

lay, and then return, bearing fresh bulletins. All the day this kept up. Towards evening the steady tramp, tramp began to offend sorely the frayed nerves of the stricken lad. Finally, with a spasmodic outlay of strength he brought himself up on one elbow, and with the other hand he described a fierce gesture of retreat. "Get out of here," he cried. "Everyone of you get out. I'm not going to die. Now get out." And the neighbors went away from there as if commanded by one risen from the dead, whereupon the youth lay back down, fell into a dreamless slumber, and straightway got well. Now, I ask you, what could the morticians do with a fellow like that? It was for them most baffling.

Frequently, however, when we seem on the verge of achieving a generalization, Destiny cancels the onward flow of our logic. We had come to believe that he would live on and on and on, immune to the slings and arrows which disease and catastrophe use to insure man's mortality. In 1939 he would have been a college president longer than any other man, which distinction we proudly and confidently anticipated. It was then that Destiny interposed, and on a hot August afternoon in 1937 a melancholy procession followed to Fairview Cemetery the earthly remains of a man who for many, many reasons should have lived longer.

He was born November 16, 1864. It was a time of violence. Death stalked abroad in the land. On that day Sherman with 60,000 men started from Atlanta on his terrible march to the sea. On the day the child was two weeks old was fought the bloody battle of Franklin at whose end six major-generals, clad in Confederate gray, lay dead on the McGavock porch, and 10,000 men whose lives had been gloriously wasted lay slain on that shell-torn field. On the day that he was a month old those in whose arms the child slept could hear dimly the muffled thunder at Nashville. Presently the voices of the deep-mouthed cannon were hushed, and slowly peace came back into men's hearts. But for Henry Hardin Cherry there was never any peace. He was ever a fighter. Always one fight more. He wore repose gracefully, but his intimate friends did not often see him relax. But while he did not fight with a sword, his office reverberated with the spiritual approximations of the martial thunder which attended his advent into the world. Ever a fighter!

He was the seventh of nine sons. The Cherrys were Irish and the Stahls were Dutch, and in him in notable degree were the nervous vitality of the one and the stubborn persistence of the other. It is not given to man to succeed in everything he attempts. It would destroy the fine balance with which Nature has endowed humankind. It would not be good for a man so to succeed. He could not stand the strain of complete success. The records will state that Henry Hardin Cherry succeeded in most major attempts, but not all. He learned the sting of defeat, but those he suffered never made him bitter. He would wave the defeat aside and move ahead. He didn't weaken his power of attack by grieving about defeat. He tasted the bitterness of defeat time after time; but he never recognized it as permanent.

Life in the Hall's Chapel Section of Warren County in the seventies and eighties had no use for a weakling. The nine Cherry sons were strong men, and hard labor was their daily routine. Food and clothing and shelter yielded themselves only to that select fraternity, Sons and Daughters of Toil. The nine Cherry sons were by nature as free and unyielding as the eagle that nested among the Barren River crags, but that freedom was tempered by the stern discipline of the home, and by the necessity of the practice of mutual cooperativeness. That freedom and that discipline left their permanent influences in the life of Henry Hardin Cherry.

He went to school on an average of two months yearly. Perhaps his teachers were uninspired. Perhaps they planted seed from which harvests are still being reaped. One doesn't know. At any rate, Chapter II of his life began on January 22, 1885. On that day he walked from the log home in the Barren River Hills through eight inches of snow to Bowling Green and entered the Southern Normal School. He had in his pocket \$72.00, which he had derived from the sale of axe-handle timber and potatoes in Bowling Green. These commodities had been transported to market by means of a wagon whose motive force was oxen. The pioneer had not faded out. He carried with him those of his belongings for which he had immediate need. By the next wagon from home came a supply of meat, potatoes, and the like. He was playing perforce one of the pioneer roles in that compound of farce and tragedy known as "light housekeeping."

Mark the date. January 22, 1885. For, except for brief intervals of economic replenishment, he was connected with the institution until that August day on which he died. Fifty-two years! Fifty-two years of academic affiliation, and all with one institution. Student and tutor and teacher and president! Up from the ranks, but not out from the ranks! Forty-five of those years as president. At commencement time for forty-five years he handed diplomas to the members of graduating classes, and yet no one ever handed him a diploma. For thirty-one years he employed Ph. D.'s, and every one of those grave and reverend scholars rendered his ungrudging devotion and loyalty to this man who wasn't at all a "scholar." What greater tribute could they bestow?

There exist some pictures made of him at the time. His hair was long and straight and thick and dark. His eyes burned with the fierce fire that lights those of the martyr. His jaw set at an angle that was a challenge. Generally, he was strong, and there was potent thunder in his throat.

J. R. Alexander of the Cumberland Alexanders entered the Southern Normal School while yet it was at Glasgow. When it came to Bowling Green, he came with it, and by 1891 he had risen to the presidency. One of the most strategic moves of his administration was to "promote" Henry Hardin Cherry to an instructorship in civics. A little later J. R. Alexander resigned to become principal at Calhoun Institute, Mississippi. In 1892, H. H. Cherry was inducted into the presidency of the institution administered jointly by him and his brother Thomas Crittenden Cherry. He served for forty-five years, and his mind was clear, his body strong, and his jaw, until that summer day when it softened in death, hinted of the grim joy of conflict.

He called his first student body to order September, 1892. At his command twenty-eight students jerked into

attention. That was all the students there were. The teachers taught and starved and waited, but that slender student body merely signaled the president to go into action. He did. He drove his buggy into every hamlet in west central Kentucky. He represented to young men and women whom he met by the way or called upon in their homes the overwhelming and utter desirability of attending the Southern Normal School. His eyes glowed, and his voice burned with the zeal of the crusader. It was a contagious zeal, and those twenty-eight grew and grew. The word came that Louisiana was almost an untapped resource in potential students. So to Louisiana went H. H. Cherry, and back therefrom he came with an amazing harvest of students.

Every time the tuition bulged ahead a bit, he put in another table or hired another teacher, or tapped another precinct in Louisiana. Anything to push the Normal's radius out a bit. All this time his brother, T. C., was teaching with might and main and voice and gesture those whom H. H. brought in. J. R. Alexander had had his fling in Mississippi. For him Destiny pointed an authoritative finger, and J. R. came back to his classroom at the Normal. There he remains to this day, keen-eyed, white-haired, a mind that grasps the pith and moment of things as firmly as ever. Lewie Harman, the institution's understudy in penmanship, was performing feats of lyric sweetness with his pen. Seven o'clock in the morning found students reciting in the classrooms. Classes were still in action until ten that night.

In November, 1899, the building burned. In a manner of speaking, the ensuing crisis was the first major test of the stuff of which H. H. Cherry was made. Early the next morning he gathered his students and staff just in front of the smoking ruins and had a picture made. Note that, a picture! Then they marched behind a snappy brass band to some rooms which had been leased the hour before, and classes clicked off as usual. A poverty-stricken school burned out of house and home is no small matter; but H. H. Cherry organized a stock company, composed of some of the city's foremost citizens, and had the present home of the Business University erected within a year. These citizens perhaps sensed the strategy of the enterprise; but more likely they yielded their cooperation under the spell of the magic of the young president's desperate enthusiasm. Then the gods, having destroyed, relented and gave back not only a home but a season of prosperity. The Broussards, the Knolls, the Caldwells, the St. Cyr came from Louisiana. Mississippi, Tennessee, and Arkansas delegations; and from the Kentucky hustings came the Powells, the Sammons, the Thompsons, the Penns, the Summers, the Prices, the Roemers, they and others of their kind and quality.

The State Normal was working its way southward. Florence, Alabama, had opened in 1873; Huntsville, Texas, in 1878. In 1875 the University of Nashville had been reborn and christened Peabody College. In its new form the college accepted as its sole obligation the training of teachers. In the main the South was virgin territory for the professional training of teachers. Kentucky had at various times expressed an interest in offering specialized training for its teachers. B. O. Peers made an eloquent plea for such training in 1830; Robert J. Breckinridge in 1850. Six years later Transylvania, by legislative action, became a teacher-training institution; but after two years it reverted to its liberal arts status. In the seventies and eighties an impressive number of private normals were chartered, explicit evidence of a growing demand for pedagogical opportunity. In that period the potent influence of the National Normal University of Lebanon, Ohio, was at work upon Kentucky, and many came from a season at the feet of the Holbrooks to lead in the state's educational development. Such men as R. N. Roark and J. S. Dickey.

Gradually the conception of the state's obligation to train its teachers gained focus. H. H. Cherry, an individualist, always sensed the potency of organized action. He more than any other man helped to achieve that focus. He was for forty-five years an active member of the K. E. A. Twice he was its president, and for two decades he was a director. The Association, meeting in Maysville in

1904, took formal notice of the state's educational situation in its resolutions. The next meeting of the association was held at Mammoth Cave, June, 1905. From its deliberations emerged the Kentucky Educational Improvement Commission. H. H. Cherry was one of the five members of the Commission's Executive Committee. The whirlwind campaign which followed was irresistible. Its full force broke upon the legislature which convened January, 1906. It acted promptly, and in January, 1907, the Southern Normal School made way for progress, stepped back into the archives, and from then on has been known only to those who find its memory sweet and inspiring and to those who search the records for traces of man's lost institutions. And the torch it surrendered was taken and lifted high by the Western Kentucky State Normal School, Henry Hardin Cherry, president.

This does not essay any portraiture of the Normal School. That deserves effort elsewhere. But H. H. Cherry may not be presented except against the background of the institution which he has made in his own image. In degree the portraits would be identical.

In March, 1909, "The Hill" was purchased, and on February 4, 1911, it was occupied as Western's permanent home. President Cherry made a great pageant of the move, a great symbol of achievement and of future glory. If he had been Wolfe at Quebec, H. H. Cherry would never have climbed that hill surreptitiously, by cover of night with trumpets muted and with no photographers present. "We'll go up right, or stay down," he would have said. So he drew his technique of advance from the martial pattern of Pickett at Gettysburg, sword lifted on high, plumes flying in the wind. In this case, however, the objective was reached victoriously. And then he set to work feverishly, almost furiously, building "The Hill," physically, professionally, spiritually. Perhaps the worst that can be said of "The Hill" during the Cherry Era was that life on it moved at the pace he set, its tempo at times exhausting. There was, perhaps, too little time for repose, too little time for cloistered deliberation, too little time to touch with one's own hands life's fundamentals, too little uninterrupted probing of the sources of knowledge, too little intellectual tranquillity. There were, of course, frustrations, dark moments which turned back the light of the torch which he carried and dimmed the outline of the future he envisioned. Perhaps more such moments than we have dreamed of. Only an indomitable optimist can build an enduring institution. And he was building one.

In 1913 he conceived the idea of the Farmers Chautauqua. The time was propitious for such an activity. Dr. Liberty Hyde Bailey and Dr. Seaman A. Knapp were lifting their vibrant voices, wielding their dynamic pens, to make the world safe for the farmer. Congress was passing laws of far-reaching agricultural importance. So under Mr. Cherry's leadership the Chautauqua caught the public fancy and gained national fame.

Then came the war with its terrific impact upon society, its terrifying obligations. Colleges have never lacked in patriotism. Up to now slackers have never been campus-bred. When the bugles have sounded, the classrooms have emptied. It was so on "The Hill" during the electric spring of 1917. But a great bulk of Kentuckians were not immediately so responsive to their country's call. Men and money had to be mobilized. Morale had to be built up. Diversity had to be brought into unity. H. H. Cherry was made chairman of the Speakers' Committee, and thereafter for a year stentorian voices cried aloud in all the state's quarters, calling for all men everywhere to make their sacrifices on the country's altar. And Kentuckians heard and came, bringing their offerings.

The war wound to its close. Back to the campuses came the bronzed youths, a bit tired, a bit detached, restless. Gradually they found old routines, and life on "The Hill" resumed its conventional course.

The School was growing. The two buildings were entirely inadequate. The legislature of 1920 authorized the first dormitory. But it wasn't enough. Somebody drilled a hole out in the county, and oil came out of it. And then the drillers, speculators, leasers, wildcatters, arrived en masse and took all the rooms, and the students

got wet when it rained. In this emergency H. H. Cherry conceived the Village, rechristened in its maturity as Cherryton. Surely there was never anything like the Village on another college campus. It was a noble experiment in the housing of college students, particularly the married students with small children. When the Village had performed its mission, the state suddenly became generous and gave a considerable sum for the improvement of "The Hill." And then H. H. Cherry engaged in a riot of building. He was a born builder. No presentation by a great orchestra could reach his soul as the deep diapason of dynamite preparatory to building. To him the riveter sounded the call to arms, and the puff and creak of the hoisting engine soothed his soul. The power drill sang a lullaby, and the click of trowels was for him a love song. One can see him now as the great building which bears his name neared completion, restless, impatient, but always under perfect restraint, standing at vantage points and looking at the building with eyes that smoldered. One wonders if he did not sense somehow that it was a race between the builders and his name being called. One wonders that.

Well, roughly this is Henry Hardin Cherry, though the picture requires a trifle of sharper delineation, some vital details to be sketched in. There are the two books which he left for posterity, *Our Civic Image*, a text, in civil government, published in 1906. In the main, its contents are the conventional material of the day; but the first two chapters and the illustrations glow with the fire that flamed throughout his life. The second book is *Education, the Basis of Democracy*, into which he has gathered the abstract formulation of a lifetime. Some of them, to be sure, offer little to those who need must breathe robust air. For instance, "the cure for the abuse of freedom is more freedom" carries little imagery to one whose mind is anchored to a practical world. There are many others of its kind. On the other hand, his "fishing for minnows" and "ringing the rising bell in the human soul" are parables of crystalline clearness and take hold upon the fundamentals. And, if vagueness and clarity clashed in him, so did aristocracy and democracy, though he certainly would have denied the former. His eyes always rested eagerly upon his fellow men struggling toward the light, and his hand was ever ready to help.

But for all that, there was about the man a sort of aloofness, an insulation against certain phases of human contacts. If he sometimes thrilled the galleries with a touch of showmanship, an hour later would find him in his offices living the lonely life of one who dwells apart. His life was filled with such contradictions. In further instance, there were times when he tended to grow impatient almost without cause, desire or irritation breaking down understanding. Mostly he was the most patient and just of men. On the one hand he was an ascetic, preferring solitude. Then suddenly he would sound a blast calling a multitude to his presence. Then, too, if he was a doer, he was equally a dreamer. If he engaged in action of cyclonic intensity, he also at times went into states of pre-occupation greatly disconcerting except to those who knew the signs. Visitors to his office in the midst of an impassioned plea for favor, orgy of criticism, or paeon of praise have suddenly become aware that he wasn't hearing them at all. The salutations of dear friends on the street have been ignored. When his eyes, fixed at a remote focus,

began to sweep far horizons, the wise visitor deferred his business then and there.

There was the marriage, which on April 11, 1896, gave him Bessie Fayne as his life companion. After that the colors of the picture are steadier. And indeed, "art was given for that. God uses us to help each other. . . ." Three children stand in the picture: Josephine, Elizabeth, and Henry Hardin, Jr. And they touch it with that simple beauty which is God's best invention in art's entire range.

Standing there on College Heights he could hear the breezes that drifted in from the Barren River hills sing for him a threnody of a faraway day, a day of the patriarchs when a strong father and mother guided nine strong sons along the ways to strong manhood. Beneath and about "The Hill" was a city, his home since that winter day a half century ago. Gone the snow through which he came, but happily human institutions are more enduring than snow. His city! The marks of his hands were upon it, and his hopes had given it form. And on "The Hill" the commingling of many voices; the shoutings of the contest, the rustle of leaves of books being turned as students commune with the great of all ages; music, now earth-bound, now soaring to God. "This I created," he could say; but he didn't. For the understanding of the institution he formed did not bring him arrogance but humility. Forty-five years! Two more years and he would have directed a college longer than any other American. An honorable goal, barely missed! He always went to his office early. He could see the sun swing up above the Ogden campus. He was alone, and the sounds of the city and "The Hill" were hushed. Even those who labored on the great building which was to bear his name were sleeping. It is a world in which there is much irony. He watched every step of that building's growth, and yet he was never to enter it. There was the instance of the ancient leader who saw from Mount Nebo the land for which he yearned, a mere glimpse as the curtain fell. Perhaps the ancient story occurred to him. One doesn't know. But his inner ear could hear the march of 42,000 students as they passed in review before him, voices clearer, steps firmer, and eyes brighter. Man's better deeds die, revive, go to work in the world, and their harvests accumulate with the years. The footsteps of those marching thousands which he in fancy heard will echo upon "The Hill" as long as time lasts.

And this is the picture, red and purple with a touch of autumnal russet and gold. The picture gives no hint of tranquillity, for even with the sun swinging up above the Ogden campus and the forty-two thousand passing in review one gets the feeling that as he stood there he was seething with plans for another building, another expansion, another forty-two thousand. Forgotten the story of Nebo, now. A dozen campaigns stretch out ahead.

But death has come to the President. His voice is heard no more, and his tireless steps sound no longer in the halls and corridors, and on the campus, his vitality turning back the impact of disease and exhaustion. Not again does his voice ring out, summoning his friends to the defense of the Causes which were his life. "The Hill" isn't the same place without him. It will never again be the same place. Time marches inexorably on. In its progress it leaves good; it also leaves that pain and sorrow which was the price of good. It pulls down old landmarks, and it destroys old traditions. We look back across the years and see the President there. But we cannot, save in spirit, rejoin him.

Death has come to the President. But it has not come to his work. He will be seen no more, but the dreams he dreamed and the work he did will reach across the pages of records for a long time to come. Death has come to the President, but "The Hill" is vibrant with the voices which he made articulate and rich with the ideals caught from his contagion. And that is immortality.

MEMORIAL SERVICE

Program

DEAN F. C. GRISE, *Presiding*

- | | |
|---|---|
| Scripture Reading and Prayer . . . | DR. J. G. AKIN
Pastor, State Street Methodist
Church |
| Improperia | <i>Palestrina</i>
COLLEGE CHORUS |
| The Inspirer of Youth | DR. H. L. DONOVAN
President, Eastern State
Teachers College |
| The Man | DR. J. L. HARMAN
President, Bowling Green
Business University |
| Bless the Lord | <i>Ippolitov-Ivanov</i>
VOCAL ENSEMBLE |
| "That Other Thing" | MR. J. R. ALEXANDER
Professor of Mathematics,
Western State Teachers Col-
lege |
| The Practical Philosopher | DR. A. M. STICKLES
Head, Department of History,
Western State Teachers Col-
lege |
| A Stronghold Sure Our God is He | <i>Bach</i>
COLLEGE CHORUS |

UNVEILING OF STATUE

MR. J. R. WHITMER, *Presiding*

- | | |
|--|--|
| America | BRASS CHOIR |
| The Story of the Statue | MR. J. R. WHITMER
Professor of Biology, Western
State Teachers College |
| Unveiling of the Statue | JOSEPHINE CHERRY LOWMAN, ELIZABETH CHERRY SIMS,
HENRY HARDIN CHERRY, JR. |
| Chimes—My Faith Looks Up To Thee | <i>Palmer</i>
MR. FRANZ J. STRAHM, Professor of Music,
Western State Teachers
College |
| College Heights | <i>Bradley</i>
COLLEGE CHORUS |
| Benediction | DR. ROBT. H. CLARK
Pastor, Westminster Presby-
terian Church |

INTRODUCTIONS

PRESIDENT PAUL L. GARRETT

It is fitting that so many of you have gathered here from so many different places to pay tribute to the distinguished leader who through his labor and devotion so largely made this college what it is. His spirit and personality will, I am sure, live forever as a vital influence on this Hill. Yet, how fine for us and especially for those who shall come after us, that a great artist saw him and portrayed him in lasting bronze so that ages hence those who gather on this campus as they feel his spirit, may see him as he was.

It is fitting, too, that this service should be presided over by one who loved Dr. Cherry as a student, who was his faithful co-worker, and his devoted friend. As such, I present Dean F. C. Grise.

DEAN F. C. GRISE

We have assembled here to pay appropriate tribute to a man of justice and vision, a personality of many parts, an inspirer of youth, an educator, a practical philosopher, and a leader among men, Henry Hardin Cherry. The speakers and the topics which they will discuss have been selected with the purpose of this occasion definitely in mind.

The first student to enroll in this college after it became a state institution was Herman Lee Donovan. He was one of the first to graduate. Through the years he has been one of the warmest and most loyal friends of this college and one of the most ardent admirers of Dr. Cherry. For ten years he has been president of the Eastern Kentucky State Teachers College, an institution created by the same legislative act that brought this college into existence. He has chosen as his subject, "Henry Hardin Cherry, The Inspirer of Youth." Dr. Donovan.

The next speaker was a student and teacher in the old Southern Normal School, which was the immediate predecessor of Western Teachers College and of which Dr. Cherry was for fourteen years president. Dr. J. L. Harman has for thirty-one years been connected with the Bowling Green Business University—sixteen of these years as president. This institution was also formerly a part of the Southern Normal. For nearly forty-five years he was a good neighbor and friend of him whose memory we today seek to honor. It is fitting that he should present "Dr. Cherry, The Man." Dr. Harman.

There are a few people who have had the rare privilege of living and working with Dr. Cherry throughout his whole educational career. Among these is Professor J. R. Alexander, one of the few surviving members of the original faculty of Western Teachers College. Probably no man has known better than Mr. Alexander the spiritual and mental attitudes or understood more fully those inner urges, those visions and dreams which carried Dr. Cherry along the way to successful achievement. He will interpret for us "That Other Thing." Mr. Alexander.

Dr. A. M. Stickles, Head of our Department of History, is one of the four members of the original Normal School faculty who are still on College Heights. His active participation in the affairs of the college and his close association with Dr. Cherry for more than thirty years have given him an unusually fine opportunity to know at first hand the basic principles underlying the methods and procedures which Dr. Cherry employed in his efforts to bring to the youth of Kentucky "Life, More Life." It is particularly appropriate that Dr. Stickles should have as his subject, "Henry Hardin Cherry, The Practical Philosopher." Dr. Stickles.

A committee of twenty or more persons has been responsible for planning and carrying on the campaign for the erection of the bronze statue of Dr. Cherry. As chairman of this committee Mr. J. R. Whitmer has been most untiring and effective in his efforts. We are probably indebted to him more than to anyone else for this achievement. Mr. Whitmer will preside during the ceremonies of the unveiling of the statue. I am glad to present Mr. Whitmer.

THE INSPIRER OF YOUTH

H. L. DONOVAN

I cannot say and I will not say
That he is dead. He is just away.
With a cheery smile and a wave of the hand
He has wandered into an unknown land,
And left us wondering how very fair
It needs must be since he lingers there.

We speak today of the love of tens of thousands of former students for President Cherry. If these students of his for a period of nearly half a century could assemble

here from all over the world, they would deem it a privilege to speak of their love and affection for their great teacher. Tender emotions would swell their hearts. Tears would flood their eyes. Sweet memories would fill their minds.

Our love for our hero is not just a passing phase. Our affections are deep and abiding. He was our friend, but more than a friend; he was our teacher, but more than a teacher. He was like a father in his interest, his faith, and his confidence in us. And we, his students, responded to this personal interest as dutiful sons and daughters. So today we bring not flowers

to place upon his grave but an invisible wreath into which are woven administration, adoration, appreciation, affection, esteem, devotion, gratitude, and a love that will not die.

Like Lincoln, President Cherry was born in a log cabin. He was acquainted with both poverty and hardship in his youth. He struggled desperately to obtain an education. Obstacles he surmounted until he became the first citizen of our state. But the comparison between the Great Emancipator and President Cherry does not end here. Both had a passion to serve the weak and the helpless. Both were interested in the underprivileged. Neither ever forgot those who were at the bottom of the ladder by which he did ascend. Each was always reaching down helping others to climb round by round to higher levels of usefulness.

The problems of the poor boy and girl struggling to obtain an education were never out of the mind of President Cherry. He was always laboring to reduce the cost of living at Western to the end that those in humble circumstances might enjoy the privileges of higher education. He would often say that out yonder is a boy or girl with ambition and talent but without money and that they must be given an opportunity. I heard him stand up in a meeting of the Kentucky Educational Commission and oppose with all the force of his great personality the suggestion that larger fees should be charged students in public institutions of higher education. He was vigorously opposed to any measure that would limit the opportunities of a struggling youth. His great heart went out to those who were ambitious but were in the grip of poverty.

President Cherry's interest in a struggling youth was more than compassion or sympathy. He was not satisfied with merely expressing the fond hope that the poor student would work his way out of poverty. He frequently did something about it personally; too often for his own financial welfare.



Thirty-one years ago this fall I entered Western as a student. I arrived in Bowling Green with \$156.10. By the following March my money had been spent. I planned to get a job and go to work to earn more money that I might return to Western as soon as possible. Just before my departure I was summoned to President Cherry's office. With much trepidation I entered, not knowing with what offense I was to be charged. I did not know the President was aware of my presence in college until that time. He greeted me with a cordiality that immediately put me at my ease. He asked me why I was leaving school. He talked about the importance of an education. In a few minutes he opened up a vista of the future for me that I have never forgotten. He kindled in my heart an ambition which has never burned out. He closed our conversation by saying that if I were interested in an education, he would personally lend me the money. I understood for the first time in my life what Jesus meant when he talked to Nicodemus about a man being born again. In the few minutes I was in the presence of this great man I experienced a new birth. From that minute on there was never a question about the future of my education. Immediately I wrote to my father that I would not be home, that President Cherry was lending me the money to stay in college. By return mail I received a check from home for one hundred dollars.

My apology for telling this personal story is that it may be a memorial to him. He literally broke the bread of life for me. He made it possible for me to achieve a college education. I stand here today gratefully acknowledging my debt to this man. My testimony could be repeated by hundreds who likewise have been the beneficiaries of his benevolence. I pledge you here and now for all those who have known his generosity that we shall not forget.

What manner of man was President Cherry? What has been his contribution to Kentucky? What shall be his place among the native sons of the Commonwealth?

Again I presume to answer for the former students and alumni. We care not what others may think, but for us he ranks as one of the greatest Kentuckians of all time. He was a great personality engaged in a great work. The nature of the task to which he devoted his life will become increasingly important with the passing of time.

Most of the causes for which Clay and Crittenden and Carlyle and the Breckinridges and many other distinguished Kentuckians labored have been lost. Time, the great arbiter of conflicting issues, has removed the causes for which they struggled in vain. We of a later generation have witnessed the negation of much of their work. But this will not be the fate of the work of President Cherry. So long as civilization shall last, so long as men pass their thoughts and ideals on to other men—so long shall he live. I am glad the great sculptor, Lorado Taft, has made his statue ten feet high. This enlarged likeness of President Cherry is but symbolic of the larger influence of his great work as time passes. His echoes down through the generations to come will roll from soul to soul and grow forever and forever. Now that he is dead, he belongs to all Kentucky—to all future Kentuckians.

"To live in hearts we leave behind is not to die."

Great teachers through the ages have been the inspiration of students. For sheer ability to inspire youth, I never have known President Cherry's equal. For over forty years daily he assembled at the chapel the young people of his college and shared with them the bread of life. From the hills and lowlands of Kentucky came young men and women rich in racial heritage, but poor in culture and material things, to be awakened for the first time to the possibilities of a more abundant life by this great teacher. In my student days there were Whitehead, of blessed memory, Crabb, Cooper, Napier, Roemer, Bohannon, the Thompson brothers, Grise, Ford, Wilson, Matthews, Yarbrough, Barnes, Taylor, Lane, Farris, Cannon, Hudson, the McNeal sisters, Betsy Madison, Myrtle Duncan, Ruth Alexander, Mattie Lou Caldwell, Lora Goodwin, Nell Angel Smith, Verbel McMullin, and scores of others

that would make this an endless roll if all those worthy to be mentioned should be named. That was three decades ago. Many thousands have followed us to be electrified as we were by his great personality. We can hear him now as he urged us not to fish with a pin hook for minnows in a shallow stream, but to launch out into deeper waters for a larger catch. We can never forget how he bade us to be seekers of life, more life. We sat on the edges of our seats as he interpreted to us the meaning of democracy and education. Daily he lifted the skyline of our horizon, and the world became larger and larger to those who lingered in his presence. He elevated us from a material existence to an intellectual and spiritual level which we had not known. He stirred our ambition; he aroused in us a passion to be somebody and to do something in the world. It is no mere accident that he located his college on a hill where there are long vistas, where there are no obstructions to the view as far as the human eye can see. This view is symbolic of the meaning of life to him. This is the meaning of the life he wanted his students to catch—the larger, more abundant life.

Plato had as his teacher Socrates; Saint Paul was proud to have sat at the feet of Gamaliel; Garfield was privileged to have shared the opposite end of the log with Mark Hopkins; many thousands of American students have been taught by great teachers such as Horace Mann, William James, G. Stanley Hall, President Eliot, Bruce R. Payne, the McMurrays, and many others who have devoted their lives to the improvability of mankind. But we of Western have our Henry Hardin Cherry, a builder of men, an architect of personality, a human engineer, an inspirer of youth. He was our teacher.

BUILDING A TEMPLE

A builder builded a temple,
He wrought it with grace and skill;
Pillars and groins and arches
All fashioned to work his will.
Men said as they saw its beauty
"It shall never know decay."
Great is thy skill, O Builder:
Thy fame shall endure for aye."

A teacher builded a temple
With loving and infinite care;
Planning each arch with patience;
Laying each stone with prayer.
None praised his unceasing efforts;
None knew of his wondrous plan,
For the temple the teacher builded
Was unseen by the eyes of man.

Gone is the builder's temple,
Crumbled into the dust;
Low lies each stately pillar,
Food for consuming rust.
But the temple the teacher builded
Will last while the ages roll,
For that beautiful unseen temple
Is a child's immortal soul.

THE MAN

J. L. HARMAN

Seventy-three years ago today in a log cabin nine miles from here, a boy was born to George Washington and Martha Frances Stahl Cherry, the seventh son of their nine, and he was christened Henry Hardin. The surroundings of his early life were lowly in luxury but rich in comfort; bereft of wealth but high in thrift; far removed from opportunity but in the midst of ideals of religion and honor; without artistic embellishment but cozily and comfortably old-fashioned. His home sat in the midst of a beautiful forest, among hills and hollows, and was definitely pioneer and as picturesque and retired as a hunter's lodge. There nine brothers worked and dreamed and planned as other boys have done, and their work and

dreams and plans produced nine men of honor—three farmers, one minister, two lawyers, one manufacturer, and two educators. Henry Hardin was the physically unpromising of the group—underweight, frequently ill, unusually shy.

No one knows when his public career began. It was too remote. Was it the day he first entered Bowling Green with a load of produce? Or the day he walked to this



city to enter school? Or the day he became the proprietor of an institution? He never knew and his friends do not know, because one of the events was no more conspicuous than the other. He brought only produce to market, only an untrained mind to school, and only courage and honor and a fine intellect to the head of an institution. Whatever the beginning, it was without money, without formal education, without robust health, and with no particular guide except his own almost unerring judgment. That slender, frail, timid, youthful man, not taken seriously except by a limited group who knew his worth, was destined to become Kentucky's foremost educational promoter and college builder, and to reach the distinction of serving at the head of an educational institution longer than any other American ever served, with possibly one exception.

Today, forty-five years from the time he became a college head, the public is erecting on this matchless spot an everlasting statue of that unmatched educational enthusiast. To the rear of that statue college buildings which he erected cover the hill.

What brought this inexplicable, unusual man from his humble beginning to his exalted position? What projected his career in its almost lone flight? Men who can be easily understood and analyzed are not they who impress themselves upon the world, but in my forty-five years of intimate contact with Dr. Cherry I think I know some of the things that lifted him to eminence in the realm of education and high in the hearts of men.

His mental and physical energy electrified those among whom he worked. The shy, frail man became the forceful man of impelling appearance. He exemplified the statement by Carlyle: "Men do less than they ought unless they do all they can." He dreamed as constantly as the sun gives heat, but built no air castles. To him "The flighty purpose never is o'ertook unless the deed go with it". Most of his dreams became realities; and when they failed, it was because the element of time or forces insurmountable defeated his purpose.

At his age of twenty-eight, when I as his student knew him first, he was setting a pace that his friends

thought could not long endure. At seventy-three the pace had been quickened, and even the younger men of his organization had difficulty in matching it. One of his friends said of him: "His goals were never stationary. As he approached them, his breadth of vision pushed them beyond his reach."

His determination was as matchless as his energy, and he overcame most obstacles, whether he surmounted, passed through, or went around them.

Being a worshiper of his own creation, he inspired others to worship what he did. He discussed his plans and purposes as if they were the plans and purposes of all humanity, and those who heard caught his spirit.

He was a devotee of democracy; yet his will seldom swayed to the demands of the masses. His highest expression of democracy was in believing that a janitor is as important as a dean and in loving him quite as much.

Those with whom he worked came under his orders cheerfully, and once under, they were as loyal to him as were the soldiers to the "Little Corporal."

Whether he was changing a schedule, establishing a college, or promoting an ideal, his purpose never bent. Those who worked with him the hardest and suffered with him the most are the ones who feel that "All is holy where devotion kneels."

He was indifferent to personal greed and often to personal interest, but no one ever knew him to droop when the interest of his institution was at stake.

Too many of the useful men of earth hear too little of their virtues while they are able to hear, but he was so popular that there were few days when he was not praised publicly and privately.

From the day he became an educator to the end of his useful life, he passed through countless hardships and discouragements.

In the autumn of 1899 the College Street Building, which housed his school, was burned. Several hundred students were without classrooms; limited and inadequate furniture even at its best was now scorched and wet. Several nights Dr. Cherry and I slept among the ruins to protect the little there was left of value. One night after we retired, he enumerated his troubles to me in a dark, damp, smoke-odored room, and sobbing aloud, he said, "I can't! I can't go on! The burden is too great!" Before the echoes of his agonizing voice ceased in the big empty space, he said, "I can! I can! I did not commence in order to quit!" "Hope is born in the long night of watching and tears." A thousand times he met Discouragement dressed in gloom, and a thousand times he said, "I did not begin in order to quit!" Then Discouragement became discouraged, and his plans would "move like winds of light on dark and stormy air." In his ripened years he and those who knew him best believed what he attempted would become a reality.

Even his irregularities evidenced his genius. He reached his conclusions, promoted his enterprises, developed his ideals, even discovered through his own thinking some of the oldest philosophies of mankind, and did all in his own unorthodox way.

Trifles never absorbed him, and only a few of the hours of his long professional life were devoted to non-essentials. Now and then he had outbursts of simple and almost child-like humor produced by things that most men would have passed unnoticed.

His practical sense of justice stood guard over his energy, enthusiasm, and ambition; and in his rush and eagerness and desire he came as nearly being as just as a dynamic man could be in thought and act, and upon that I base my claim that he is due all the honors we can bestow upon his memory.

After forty-five years as his pupil, his employee, his next-door neighbor, as personal and professional friend, I am convinced that the most charming and glorifying feature of his personality was his ability to inspire. The mature public caught his spirit and followed; his students were lifted by it to the higher levels of desire, and his teachers worked for him with an "eastern devotion," knowing that "if he were lavish of them, he was prodigal of himself." Proudly they proclaim him the inspirational force of their lives.

If the statue which we today unveil portrays his lifted chin, his forceful mien, his strength even in response, his unquestioned honor, then you and I in times of discouragement may journey far to look upon the image of the most impressive, friendly friend we ever knew, and countless thousands yet too young to know or yet unborn will catch from that image some of the radiant life which the priceless piece of art will impart.

"THAT OTHER THING"

J. R. ALEXANDER

"For to what end, think you, are ears of corn produced? Is it not that they may become dry and parched? And the reason they are parched, is it not that they may be reaped? For it is not to exist for themselves alone that they came into the world. If, then, they had perception



would it be proper for them to pray that they should never be reaped? Since never to be reaped is for ears of corn a curse. So understand that for men it is a curse not to die, just as not to be ripened and not to be reaped."

It occurred to me that it would not be inappropriate to use this classic parable from the teachings of Epictetus; since in him, above all other philosophers, either ancient or modern, Dr. Cherry seemed to have had the deepest interest. This partiality was shown by the frequency of his references to Epictetus, both in his conversations and his public speeches. This parable when applied to his life is a peculiarly fitting similitude, if we can forget that the stalk of corn, as we know it, is not a particularly strong or enduring plant.

Dr. Cherry was privileged to live and serve his day and generation for a much longer period than is allotted to the average individual. With a stoic indifference to his own physical comfort, and self aggrandisement, he worked with all but superhuman power and effectiveness to realize his ideals. These ideals were possibilities, sensed with the confidence of a seer. College Heights is sometimes referred to as "Cherry's Dream Come True." But what one sees and feels on this hill is not such things as ordinary dreams are made of. These ideals realized are "made of sterner stuff."

In his philosophy Henry Hardin Cherry was not a Pyrrhonist, an Epicurean, or a Stoic. He was, above all, a Christian without prejudices. His broad sympathies, his comprehensive understanding, his discriminating sense

of justice enabled him to appreciate and endorse the wise, the good, and the true in any faith or philosophy.

Educating himself by wrestling with the problems of his life as they presented themselves to him, many of which were self-imposed, he moved onward and upward with a continuity of effort rare in human experiences. With his feet on the ground, his hopes and aspirations in the skies, he strove, with confidence, toward the accomplishment of his lofty purposes, and on to his destiny.

The token of the parched, or matured fruit, of Dr. Cherry's strenuous life is in evidence all about us. These strikingly beautiful buildings crowning and skirting this hill are lasting monuments and constant reminders of the strength, industry, fidelity, and genius of the founder of the Western Kentucky State Teachers College.

But as important and interesting as all this may seem, there is yet something more potent and significant than monumental buildings, a beautiful campus, or enchanting views. The embodied "Spirit of the Institution" is by far the most valuable asset in our heritage from the past. To preserve and nourish this intangible guiding force in the life of the institution is a delicate and difficult responsibility.

There are in every human life subtle, unexplained, and probably unexplainable mysteries that lie outside, or near, the limits of all human ken.

The effort to explore one's own inner life, or an attempt to probe the inner life of another, resolves itself into the mere chasing of phantoms, vaguely silhouetted on the extreme margin of our consciousness; shadows indistinctly seen and felt.

When one in a seriously contemplative mood dares to cut himself loose from the sensible universe, freeing his mind, heart and soul, as nearly as possible, from the incubus of tangible realities, he has at least a chance to enter a world of new and challenging suggestions that may require more than ordinary courage to contemplate.

It may be, as many philosophers believe, that in this partially explored region of consciousness may yet be found the most significant realities of life. In this field, we are told, we may reasonably hope to gain some knowledge of the import of the puzzling facts of personality.

After more than forty years of intimate and friendly association with Henry Hardin Cherry I am not prepared to assert that I understand him. To do so would be to assert my own superiority, thus doing violence to my moral and intellectual integrity.

As most of you know, Dr. Cherry, fortunately for him and for us, prescribed no limits to his hours of work. Neither his genius nor his restless spirit would let him be content to confine himself to the ordinary routine of duties actually demanded by his official position. Had he so restricted himself, we would have been deprived of most that is significant or unique in the Western Kentucky State Teachers College.

The center of his world of light and life was College Heights. This exalted center of life and light, with its beautiful panoramic setting, was his joy, his hope, and his inspiration. He would allow no prescribed limits to the life or light radiating from this center, nor must there be any proscriptions to be denied these blessings.

In Dr. Cherry's detached hours of intensive study and meditation we may easily believe that there appeared in the fringes of his consciousness a medley of sensations and ideas of which he was, probably, only vaguely conscious; such ideas being mere ghosts of real conscious experiences.

These continuous kaleidoscopic mental disturbances were an ever present stimulant to his alert, eager, and active mind, involving him in speculative investigations, one practical result of his study being a conviction that there are too many unused and unrecognized latent potentialities in the minds and hearts of average men and women. Avoiding involved, meaningless terminologies, he called this state of mind with its inferences "That Other Thing."

"That Other Thing" may well be considered the "Summum Bonum" for which men have striven across

the centuries. It may connote, also, the fabled rainbow of promise with its pot of gold, the rainbow being reflected from the mist that beclouds our mental vision when we attempt to grasp the ultimate good or any of the golden nuggets of essential truths, many of which doubtless lie within the possible grasp of those who are willing to pay the price.

Dr. Cherry probably would include in the scope of "That Other Thing" his faith in the direct control of mind over matter. He asserted, "One may be sure he has hit the target when or even before he pulls the trigger." Again, "One can not die while struggling to land a five-pound bass."

Some in this audience can recall that oft repeated war cry expressed in the slogan "Ring the Rising Bell in the Human Soul." Into his plea for self-assertion and self-realization, as in every other serious attempt of his life, he threw the weight and energy of his splendid personality. Whatever may have been the source of his power, when he was at or near his best, and when in action, he gave convincing evidence that he possessed in a large measure the essential qualities of a great man with a great mind. He had high resolves, strength, persistence, conviction, and courage. It was his privilege, as it was his pleasure, to expend forty-five of his seventy-three years in nurturing, fertilizing, and cultivating this humanized and humanizing educational plant.

Something of his spirit must have gone into every brick and stone and hod of mortar in these buildings, as well as into every tree, shrub, and flower on the campus.

The virile, sane, exacting, and aggressive quality of the Cherry spirit that permeates the atmosphere of College Heights is free from maudlin sentimentality. He built few, if any, mere fancied "Castles in the Air." His dreams were the results of controlled, concentrated mental efforts to grasp stern realities.

I think he would have you approach his shrine with head erect, with a firm step and a stout heart, and listen to his voice in admonition, possibly in the language of an old Greek Philosopher's farewell salutation to his friend: "Be Strong."

THE PRACTICAL PHILOSOPHER

A. M. STICKLES

Deep in the mind and soul of Henry Hardin Cherry was born the instinct of purpose. If that purpose could be expressed as manifest throughout a long career, it could perhaps be best stated in the words "do something for others." Denied college training and the opportunity of drinking deeply at the fountain of knowledge and exploring its recesses, for compensation he exerted himself in studying man in his own locale. Never a student of what great philosophers have said or done, he found his own conclusions at the deeper source of all accepted truth in observing the actions of men.

He did become, perhaps inadvertently, a lover and student of Epictetus. That philosopher, though held in bondage, refused to let the clanking of his chains be the knell of a dwarfed soul. He constantly preached to the lowly a love of good and a hatred of evil. Above all, the Greek philosopher taught that man's greatest possession is his purpose and that the individual cannot make that concrete or secure his own interests unless he contribute to the general welfare of others. He would see things as they are in their sheer ugliness and teach their transformation through service of the individual. His scheme of a good world encompassed moral righteousness through the elevation of the lowliest. Who, then, that knew and valued the life of him for whom this memorial is erected should be surprised that he loved the great yet humble Greek and quoted him freely?

Henry Hardin Cherry ever believed in the importance of the individual. He refused in his thinking to let extraneous influences divert him from the goal of giving the humblest human being with an ambition and a will a chance to break his fetters. To him living was more than existing; God was not only in the burning bush but

everywhere that a soul needed light. He had a sublime, simple faith, deduced from his study of the successes and failures of men, that behind it all ruled reason. Somewhere there was and must needs be a personality producing



activity in the universe, and he who would commune with that elemental force must in a measure bask in its radiance constantly in order to conform.

His study of man as man made his philosophy extremely practical. Well did he say in his preface to his book, *Education, the Basis of Democracy*, that if we would attain a full-grown Democracy, we must have an educational program that will reach every home and inspire efficient life therein. He desired an education that would transform a citizen into the full realization that he himself is the unit of democracy. As an executive he deplored in himself wrong opinions based upon little knowledge. He knew good citizenship was founded upon jealous truth freed from the barnacles of self-seeking and sinister self-interest. His philosophy ever envisioned for his college scholarship, character, ethics, and a will to work, a combination that should hourly be in evidence to its students. In courage, force, and vigor he was cast in an heroic mold rarely found. To Kentucky and elsewhere he was an ambassador of culture and good-will.

To his students and members of the faculty his tentative philosophy had underneath it the Golden Rule. He kept a balanced poise above well-meant but doubtful movements in the guise of educational or other reforms, and his code of action compelled him to take exceptions to more of what others said or did than what he accepted; yet always he stood for the maximum of good with the minimum of strife. So discerning a judgment had he that he made surprisingly few mistakes. He had the prescience of seeing possible obstructions in the trail he blazed and almost invariably his ingenuity found a way to remove or circumvent them. His strength lay in self-sacrifice, devotion to a cause, absolute honesty, and a keen sense of justice. He believed in the golden mean between extremes and was ready to compromise anything but principle. It may be said he had weak links in his armor of righteousness, a fact which he, himself, would have been first to admit. If so, they were but as mere specks on a brilliantly glowing escutcheon of noble character and performance, emblematic of a great soul that never claimed perfection.

Had the philosophy of Henry Hardin Cherry been different, had his sentiments and emotions, which were constantly under the strain of the stern and often ruthless demands of his position, caused him to lose the human touch he so earnestly urged upon his students, he could never have been the modest, fair-minded, lovable human being always considerate of others until the end.

Such was his philosophic bent and so well balanced was he in judgment that his outlook upon life seldom had a trait of pessimism in it. He would leave his office when sick and tired of body, go to a chapel exercise where the inspiration of youth before him caused a forgetfulness of pain and illness, and make a stirring, eloquent appeal for leadership and the more abundant life. He came away from the chapel strengthened, since gloom and despondency had no part in his enduring scheme of life. He was tolerant of almost anything that would not injure the cause of the institution he reared, nursed through tortuous and devious days, and presided over. There was in his nature faith and love for all if convinced of their honesty and sincerity of purpose. His friends honored and trusted him absolutely and made him a confidante when they would confide in no one else. When betrayed, he suffered as only those can whose confidence is violated. Those who knew him best wanted to be near him, felt a loneliness when long absent from his presence. Perhaps if encomiums were heaped upon him today by thousands of his former students, high among them would be this sincere tribute: You found us with an ambitious spirit but discouraged and so enveloped in gloom that there was no light shining through our forest of cypress trees; you not only provided us a lamp but became our guide as well.

This memorial in enduring bronze unveiled and dedicated today offers him who cares an opportunity to commune with the dynamic, unconquerable spirit of Henry Hardin Cherry, founder of what he may see by looking about. In communion with the Past lies strength born of knowledge and experience. In mute appeal the statue of the founder of this institution speaks to the innermost depths of the soul its message of a great life ended. In the living Present and for tomorrow comes from the same source an appeal to the sons and daughters of Western in clear, trumpet tones: If ye loved me and believed in me, move onward and upward, be loyal to her best traditions and *semper fideles*.

STORY OF THE STATUE

J. R. WHITMER

In 1928 a group of President Cherry's friends conceived the idea of having a bronze statue carved of him while he was living and at the proper time having it erected on the campus to honor his many years of unselfish service to Kentucky childhood and education. This statue would then be a means for the future generations to see the image of the founder of this institution and a blazer of many educational trails in Kentucky.

This group of friends worked for three years without Dr. Cherry's knowledge. During that time advice was obtained from the late Lorado Taft, internationally known sculptor, and the late Henry Wright, of New York City, landscape architect of the Western campus for more than a quarter of a century. Mr. Taft was interested in the project from the first, as he could carve the statue with a living subject as a model, which he said was superior to working from pictures and descriptions.

One morning in the fall of 1931 when Mr. Wright was present, the group thought it would be a good time to ask President Cherry to give his consent to this undertaking. After the proposition had been presented, President Cherry, who was never known to retreat, stepped back into the corner of his office and sat down. The group waited in silence for his final answer. He replied, "I am in the hands of my friends."

At this time no organization had been perfected, and the group was without means. These men could not ask an internationally known artist to work on a \$20,000 piece of sculpture without some financial encouragement. Eight

faculty members contributed \$12.50 each, and a check for \$100.00 was sent to Mr. Taft in advance of President Cherry's arrival at Chicago. President Cherry spent several days, at different times, in the studio of Lorado Taft. Mr. Taft's first major interest was manifested when he reduced the price of the original cost of this statue from \$20,000 to \$10,000. This amount was for the statue itself. This does not show all of Mr. Taft's interest and contributions. After he had worked for some time on an



eight-foot statue, he tore this one down and began another, ten feet in height, at an additional cost to himself of \$1,000. The statue was finished in clay in 1934. It was the last major piece of work produced by this great sculptor.

Mr. Wright's first location of the statue was down on the west side of the hill looking toward the Kentucky Building and Dr. Cherry's old home. After this building, which bears the name of Henry Hardin Cherry, was assured, Mr. Wright changed the location to where the statue now stands. He did this on his last visit to the Hill.

This trio of great men passed off the stage of action within a short time of each other. Henry Wright, the landscape architect of College Heights, who reduced President Cherry's dreams to blue prints, died July 16, 1936. Mr. Taft, who had more pieces of sculpture in the United States at the time of his death than any other living artist, died October 30, 1936; and President Cherry left us on August 1, 1937.

The faculty contributed approximately \$4,000; the alumni, students, and friends, \$5,000; and the citizens of Bowling Green, \$3,000. The names of the donors with other records were buried in a copper box beneath the pedestal of the statue, November 11, 1937. If this statue is ever taken down and some generation in the far-distant future digs into that strong box, they will be able to know something of the spirit of Western as we know it today.

The citizens of his native community and state will not remember very much that is said here today, but they cannot forget what he did down in the valley and on this acropolis during his forty-five years of faithful service. Someone has said that President Cherry's monument is the nineteenth beautiful building which crowns this Hill, but this statue is an exact reproduction in bronze carved from life of the man who saw the vision, and in whose mind these buildings were created. The words of Horace when he spoke of the endurance of his poems would be equally descriptive of the work of him whom we honor today: "I have reared a monument more enduring than bronze, and loftier than the royal pyramids, one that no

wasting rain, no unavailing north wind can destroy, no, not even the unending years nor the flight of time itself. I shall not wholly die."

Those of us who are numbered among his thousands of students and have seen and loved him did not want to be selfish; we wanted future generations to see him in bronze as we saw him in flesh. He was spoken of most often as a human dynamo—the spirit of the Hill. That dynamo, who electrified every human soul with whom he came in contact to do his best in life, has been stilled; but the spirit of Western lives on.

The unveiling of this statue today will commemorate the closing of an epoch in the history of this college whose destinies were so long directed by this great educator, inspirer of youth, and philosopher. Then while not forgetting the past, we shall turn our eyes toward the future—a future in which his influence will continue to live in the careers of men and women long after this bronze monument, erected to his memory, has crumbled into dust. President Cherry is not with us today, encouraging, cheering, inspiring everyone near and forgetting himself, but his words, carved on the granite pedestal upon which his

image stands, will echo down through the ages: "No citizen can turn his back upon the school without turning his back upon the flag."

RADIO BROADCAST OF MEMORIAL PROGRAM

Following the memorial service and unveiling ceremonies on November 16, excerpts from these two programs were broadcast through WHAS from four to four-thirty o'clock. This program included the first broadcast of the beautiful chimes recently installed in Henry Hardin Cherry Hall.

OTHER TRIBUTES TO DR. CHERRY

The tributes received at the time of President Cherry's death and since that time are so numerous that space is not available for their publication. They are noble in their sentiments and are deeply appreciated by the family and the college.

COMMITTEES

Founder's Day Committee.....F. C. GRISE, *Chairman*

Statue Committee.....J. R. WHITMER, *Chairman*

J. R. ALEXANDER
E. H. CANON
W. J. CRAIG
STERRETT CUTHBERTSON
M. C. FORD
J. L. HARMAN
MARGIE HELM
WILL B. HILL
MATTIE McLEAN
W. L. MATTHEWS

EARL A. MOORE
GEORGE MOSELEY
W. M. PEARCE
D. WEST RICHARDS
FLORENCE SCHNEIDER
ROY H. SEWARD
L. T. SMITH
A. M. STICKLES
KELLY THOMPSON

CLASS SPONSORS

1908—H. L. Donovan
1909—T. H. Napier
1910—A. L. Crabb
1911—Mrs. J. D. Farris
1912—E. E. Bratcher
1913—Garnett Barnes
1914—Clardy Moore
1915—Harvey Sweeney
1916—George Meuth
1917—Charles Henry
1918—Dawn Gilbert
1919—Mrs. George C. Bradford
1920—D. P. Curry
1921—Gus Basham
1922—Rufus C. McCoy

1923—T. O. Hall
1924—J. S. Brown
1925—Miles Meredith
1926—Bronston Curry
1927—Strother Grise
1928—T. T. Knight
1929—Everett Witt
1930—Frank P. Hays
1931—G. Robert Boyd
1932—Joseph C. Howard
1933—Chester Travelstead
1934—I. A. Butler
1935—James Walker
1936—Billy Haynes
1937—Millard Quillian

Ceremony of Sealing Records in Base of Statue

W. J. CRAIG, PRESIDING

The regular chapel exercises held in Van Meter Hall on November 10 were devoted to the ceremony of placing certain memorials in a copper box which was sealed in the granite base of the bronze statue erected in honor of



J. R. Alexander and R. C. Woodward holding copper box.

Dr. H. H. Cherry in front of the new Henry Hardin Cherry Hall. Ten members of the faculty who have been continuously in the employment of the college for twenty-five years or more were in charge of the program. They were Miss Mattie McLean, Miss Florence Schneider, Miss Elizabeth Woods, Miss Ella Jeffries, Professor W. J. Craig, Mr. R. H. Seward, Professor Franz J. Strahm, Mr. R. C. Woodward, and Professor J. R. Alexander.

The materials placed in the box were selected for the purpose of preserving a partial record of the educational achievements of Dr. Cherry and a more or less complete history of the college from its founding to the present. Following is a list of some of the materials included:

- List of contributors to the statue fund.
- Photostatic copies of letters from Lorado Taft concerning cost of statue.
- Photographs of Dr. Taft, sculptor, and Henry W. Wright, landscape architect.
- Letter from Mrs. Lorado Taft.
- Copies of letters sent out by committee and class sponsors in soliciting funds for bronze statue.
- Mimeographed excerpts taken from letters received from former students and friends.
- Contracts.
- Report of expenses of committee.
- Photograph and colored picture of Dr. Cherry's bronze statue.
- Photograph of floral offerings and guard of honor at Dr. Cherry's funeral.

Newspaper clippings.

Resolutions on death of Dr. Cherry (City, Council on Higher Education, Boards of Education, and other organizations).

Cards with Christmas wishes from each member of the faculty to Dr. Cherry, 1933.

Copy of inscription on bronze tablet presented to Dr. Cherry by student body in 1922.

Autographed photograph of Dr. Cherry.

The following articles and monographs written by Dr. Cherry: Statement, *College Heights*, April, 1937; Last message to students, *College Heights*, July, 1937; "A Greater Kentucky," 1913; "Declaration of Principles and Aims," 1913; "An Educational Creed"; "Catechism"; Platform as candidate for governor of Kentucky; "The Farmers Chautauqua and the Greater County Convention"; Statements made at the opening of Physical Education Building; "Of Interest to the Citizenship of Bowling Green and Warren County".

Books by Dr. Cherry: *Education, the Basis of Democracy*; *Our Civic Image and Our Governments*.

Biographical sketch of Dr. Cherry taken from *Who's Who in America*.

Copy of Dr. A. L. Crabb's biographical sketch of Dr. Cherry.

Addresses delivered at memorial service.

Large pictures of faculty and student body, 1913 and 1931.

On Normal Heights (pictures), 1913.

Questions and answers concerning the history and achievements of the college.

Souvenir folder of Western Teachers College.

Air view of the College.

Seal of the College.

Pennant.

Photostatic copy of the record of the first degree graduate and first student to register in the institution.

Photostatic copy of list of students receiving Master of Arts degree, 1932-36.

Photostatic copy of report of total student attendance exclusive of extension and training school.

Statement of total number of students registered for extension work.

Copies of *Teachers College Heights* containing information concerning the College Heights Foundation.

Copy of the 1924 *Talisman*.

Copies of *Teachers College Heights* containing historical material and proceedings of Twenty-Fifth Anniversary Celebration.

Copies of *College Heights Herald* containing statements concerning the passing of Dr. Cherry and the election of Mr. Garrett.

Copies of catalog.

State Normal Bulletin, 1907-1937

Copies of *The Southern Educator*, 1899 and 1906.

City newspapers.

Copy of *The Elevator*, the first student publication of the college.

A letter from Mrs. H. H. Cherry.



View of veiled statue with R. O. T. C. guard.



The statue unveiled—Rear view

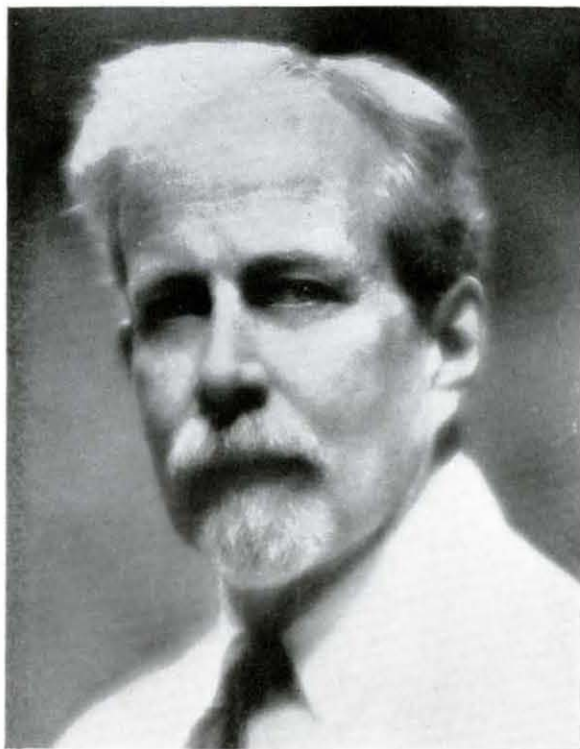


The statue unveiled—Front view



Henry Hardin Cherry Statue.

Lorado Taft, Sculptor, Henry Hardin Cherry Bronze Statue



LORADO TAFT

Lorado Taft's death on October 30, 1936, followed soon after the completion of his model for the Cherry bronze statue. This proved to be the last major work of the world-famous American sculptor, whose heroic statuary stands from coast to coast throughout the nation. His going removed not only one of the best-known sculptors of his generation, but one of the ablest lecturers and most beloved men of the country. Though 76 years of age, he was still active as an artist and in civil life.

Mr. Taft devoted most of his art to the output of civic works. Although he produced a quota of busts and medallions, his fame rests on the heroic figures, memorials, fountains and monuments that dot the country from East to West, especially in the Middle West where he made his home. It is said that the sculptor never drove through a town without noting its physical assets and the possibilities of placing a monument in its important square. When he explained his reasons for making sculpture his life's work, he said: "It is the one art that cannot be cursed with American 'casualness.' Everything we do is journalistic. It is all casual. Our writers write casually, our painters paint casually, and our musicians compose casually. Sculpture is a refuge for an American with a love for creating something lasting."

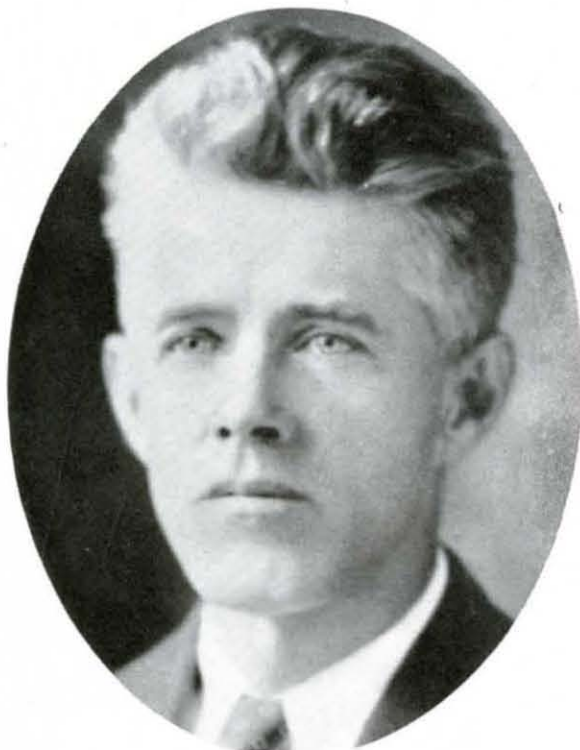
The sculptor was born in Elmwood, Illinois, in 1860, the son of a professor in the University of Illinois. As a boy he came under the instruction of an old Flemish artist who taught him the elements of drawing and modeling. After graduating from the University of Illinois, young Taft studied in Paris under Dumont, Bonnaissieux, and Thomas. In 1886 he became an instructor at the Chicago Art Institute, a position which he held for 20 years. His first recognition dates back to the 1893 World's Fair when he was commissioned to decorate the horticultural building with two groups, *The Sleep of the Flowers* and *The Awakening of the Flowers*. After that many prizes and medals came his way, and his fame reached far and wide. One of his three greatest creations is *The Fountain of Time*, in Chicago, a group more than 100 feet long, portraying a human procession passing before the great immovable figure of Time, and one of the most colossal undertakings in the history of American sculpture. The other two are *Fountain of the Great Lakes* in the Chicago Art Institute and *Blackhawk Memorial*, commemorating the American Indian, which stands 50 feet high on a hill overlooking Rock River near Oregon, Illinois.

Among other famous works by Mr. Taft are the impressive *Lincoln* at Urbana, Illinois, the *Thatcher Memorial Fountain* in Denver, *Alma Mater* at the University of Illinois, Urbana, two colossal pylons for the new State Capitol in Baton Rouge, *The Crusader* at Graceland Cemetery, Chicago, the *Hackley*

Memorial in Muskegon, Mich., and the *Washington Monument* in Seattle, metropolis of the state which bears the great general's name.

At the time of his election to the American Academy of Arts and Letters, Hamlin Garland said to him: "There is no man in America who has more profoundly affected young people concerning art or whose election to the Academy will give more satisfaction to this country. He has done more to inspire a knowledge of art and a love for the beautiful than any other man of his age in America."

Henry Wright, landscape architect of Western Teachers College from 1909 until his death, July 9, 1936



HENRY WRIGHT

At his premature death Henry Wright had made a many-sided and profound contribution to the creative forces in architecture, community housing, and town-planning. In these fields his achievement and his thinking exercised a greater and more fruitful influence than that of any other American of this generation.

He had an almost sensuous feeling for land and contour. He was an artist in land; his mind often seemed to be like a three-dimensional film on which the gentlest slope made its imprint, to be integrated later into the completed design. He made topography a vital element in architecture and planning. More than any other single man he changed design from a paper study later to be placed on land, to a concept in which land and soil and trees and vegetation were integral with the structures. The whole concept flowered as one. . . . His personality and philosophy made it peculiarly possible for him to do this. He was independent and courageous, and fought the battles that probably hurt him, but prepared the way for others to accomplish what he fought for. He was entirely free of ambition and egoism. He didn't care a scrap who accomplished things or who got the credit, so long as the result was worth accomplishing. . . . Physically and mentally he was mobile. Time and again he would pull up stakes regardless of a locally established reputation, to participate in new and more interesting work. Mentally he was equally mobile, ready always to cast aside his yesterday's adequate solution for a better one evolved today.

During much of his life, and especially in the last ten years, he fired the imagination of younger men. In the universities where he lectured, in meetings of technicians, in the Housing Study Guild, finally in his town-planning atelier at Columbia, he inspired men who are now taking an active place in housing, town-planning, criticism, research. . . .

—Albert Mayer, *Survey Graphic*, September, 1936.

THE MIDWAY STUDIOS
8018 ELLIS AVENUE
CHICAGO

January 16, 1929.

Mr. J.R. Whitmer,
Ames, Iowa.

Dear Mr. Whitmer:-

I have your interesting letter of the 6th instant.

My price for such a figure as you suggest is twenty thousand dollars. However I realize that subscriptions of this amount are not easily obtained by educational institutions and I have been known to cut the price in two — where the subject was a strikingly interesting one. I would not care to do it for less than ten thousand dollars.

Doubtless the local stone could be used for the base if desired. I could do better work in my own studio, directly from the subject than through sketches and photographs, although the latter method is not impracticable. It would be at least a year before I could give the statue my attention since I have at this time more orders than at any time in my life.

Sincerely yours,

Lorado Tapscott

THE MIDWAY STUDIOS
8018 ELLIS AVENUE
CHICAGO

February 2, 1929.

Mr. J.R. Whitmer,
Ames, Iowa.

Dear Mr. Whitmer:-

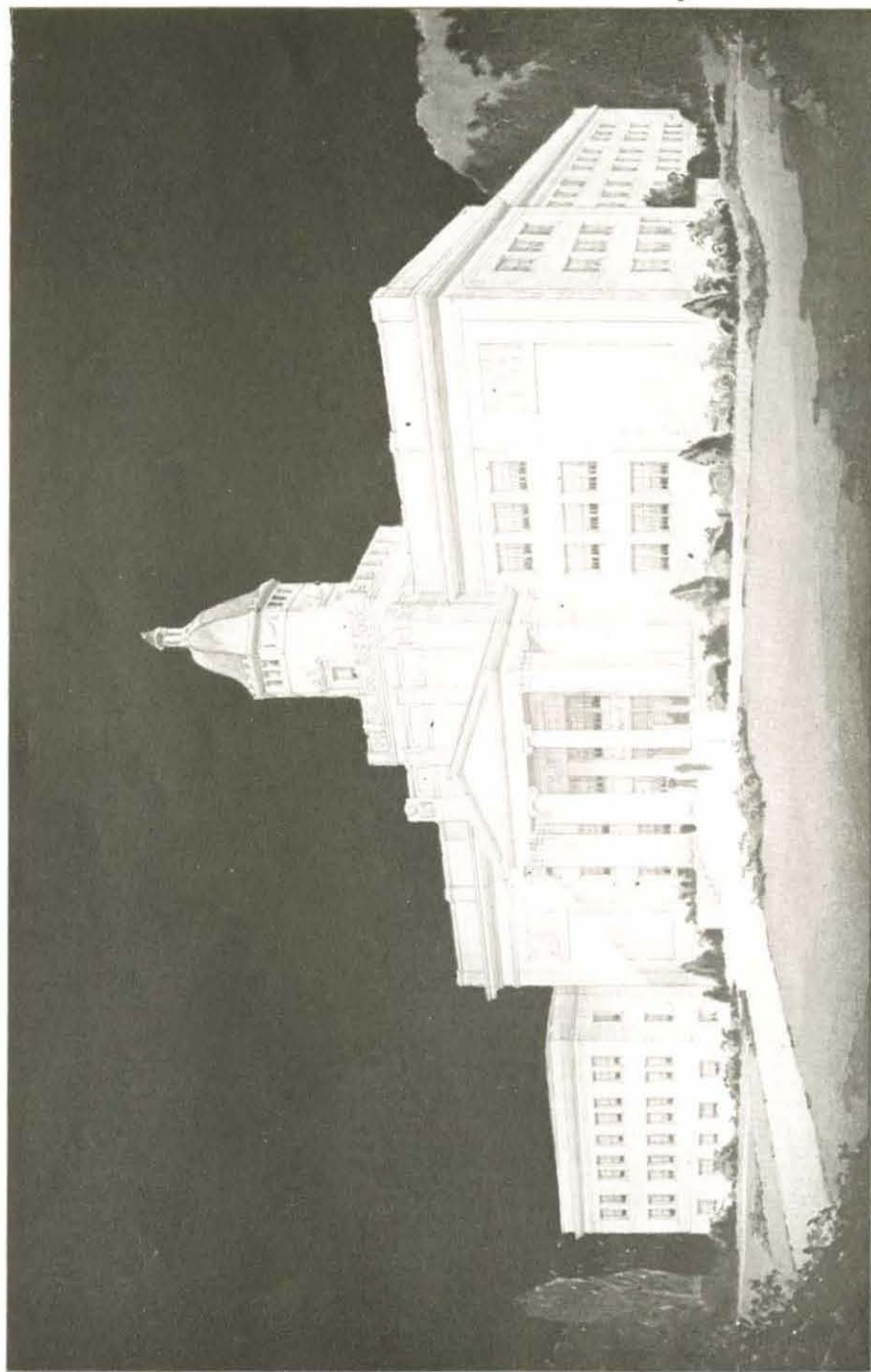
Yes, that is what I call a fine head. I like that earnest, steady look; it is so different from our smirking faces in the Chautauqua advertisements! I am sure that I would like to have President Cherry in my studio.

I have known of several statues erected to living men. If there is any delicacy felt upon the subject, the monument can wait, but the work on the statue should be done now. The result would be far more satisfactory if done from life.

I have more work in my studio than I have ever had before, but we can always stop to make preliminary studies, at President Cherry's convenience. Sometime this summer would be an admirable time. A week would be enough for the present. Then a short visit later.

Sincerely yours,

Lorado Taylor



Henry Hardin Cherry Hall



Western State Teachers College

MEMBER OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, THE KENTUCKY ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS,
AND OF THE SOUTHERN ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS

THE SECOND SEMESTER WILL BEGIN
JANUARY 31, 1938

THE MID-TERM OF NINE WEEKS WILL OPEN APRIL 4, 1938

SUMMER SCHOOL OPENS JUNE 13, 1938

CALENDAR 1938

SECOND SEMESTER AND SPRING TERM

January 31, Monday—
Registration for second semester.

February 1, Tuesday—
Classes begin.

February 7, Monday—
Last day to register for full load.

February 14, Tuesday—
Last day to register for credit.

April 4, Monday—
Registration for mid-term of nine weeks.

April 6, Tuesday—
Classes begin.

April 6, Wednesday—
Last day to register for full load.

April 9, Saturday—
Last day to register for credit.

May 29, Sunday—
Commencement week begins.

June 3, Friday—
Last day of second semester.

June 13, Monday—
Summer School begins.

THE ADMINISTRATION BUILDING



The Administration Building on the crest of College Heights is visible for miles around, and to those in the surrounding country who pause in the day's occupation to glance up toward its stately columns, it has become a symbol of the spirit of service—the Spirit of the Hill.

SPECIAL INFORMATION FOR PROSPECTIVE STUDENTS

LOCATION

Bowling Green, a city of 18,000 population, in which Western Teachers College is located, may justly be called one of the most beautiful of the smaller cities of America. It is located in the hills at the head of navigation on Barren River. The city commands a panoramic view of rugged, wooded hills and fertile valleys seldom surpassed. It has thirty-two miles of asphalt streets, shaded by maple trees. Beautiful homes, splendid business houses, and fine public buildings adorn these streets. It has excellent public schools and fifteen churches of different denominations to which students and visitors are welcome. A system of parks and playgrounds is adequately maintained. A cultured and hospitable citizenship, the product of long-established institutions of higher learning, is its finest attainment. All of these attractions help to make Bowling Green one of the most desirable cities in the country in which to attend school.

EXPENSES

Reckoned solely in dollars and cents, a term at college here will cost but little more than one's living expenses would be for the same period at home. The State of Kentucky has generously offered FREE TUITION under instructors who are specialists in their fields. Earnest students are able to attend Western Teachers College for a semester on as small an outlay as one hundred thirty-one dollars, including room rent at one dollar and fifty cents a week, meals, registration fee, and books. See items listed below:

Tuition for Kentucky students	\$.00
Incidental fee, 18 weeks	25.00
Books cost from \$10 to	15.00
Physical Education fee for Freshman or Sophomore (subject to 7c refund).....	1.00
Meals, J. Whit Potter dining room at \$3.50 a week (boys or girls)	63.00
Room rent, Potter Hall (girls only), \$1.00 a week; West Hall (girls only), \$1.50 a week; private homes, boys or girls, about \$1.50 a week	27.00
Total Cost	\$131.00

Out-of-state students pay \$15 tuition fee for 18 weeks in addition to the incidental fee of \$25, making a total of \$40.

Students who desire to do so frequently purchase their books at secondhand rate and, after completing the course of study, sell them to incoming students, thus reducing this item of expense.

Off-Campus Living Quarters

Many of the most cultured families in the city are offering rooms to students who prefer private board. These rooms are in homes having all of the modern conveniences. The rates are reasonable, ranging from \$1.50 to \$2.00 a week. Lists of desirable places are kept in the office and assistance is furnished those who wish it in finding suitable locations. Students should ask to see these lists. Those who prefer to room in private homes have the privilege of securing meals in the J. Whit Potter Hall at \$3.50 a week.

Light Housekeeping

It is becoming more and more popular for students, especially young married couples who attend Western, to do light housekeeping. Simple arrangements are offered in many homes of the city, and many students have found it to be not only economical but satisfactory in other respects as well. A limited number of small, modern apartments are also available. The college will gladly assist students in making desirable arrangements.

Meals in Private Homes

The price of meals at private boarding houses is a little more than what is charged in the J. Whit Potter Hall—\$4.00 or \$4.50 a week.

Fees

A complete list of fees is printed on page 38.

Student Health

The Teachers College experiences a dual responsibility concerning student health. While its first responsibility is to the personal health of its students, the added responsibility of training its students properly to observe the health of children is inherent in its nature.

A general student clinic, free to all students, is conducted at the beginning of each semester or term. Examination of weight, posture, eyes, ears, nose, throat, and heart is made by specialists in the employ of the institution. As a consequence, many corrections are made that assure the progress and improve the health of students.

Dormitories for Girls

J. Whit Potter Hall and West Hall are modern, fire-proof, steam-heated buildings with beautiful but practical appointments throughout. On week-ends and on Wednesday nights the spacious parlors are open to visitors. Students also have the privilege of receiving guests on other special occasions. The two dormitories are under the direction of cultured and sympathetic hostesses who look after the interest of the girls at all times. In case of sickness they, with the registered nurse of the college, give direct supervision and assistance. In necessary cases students may occupy the infirmary, which is located in West Hall. The infirmary has been planned with great care and is as nearly perfect as a small college hospital can be made. No charge is made for the use of the infirmary.

J. Whit Potter Hall is located on the crest of College Heights, just west of the Administration Building. The college dining rooms are in J. Whit Potter Hall. West Hall is located half way down the western slope of the campus and is about one hundred yards from J. Whit Potter Hall.

Laundry.—Special arrangements have been made in both dormitories whereby those who desire to may do their own laundry. The arrangement has proved to be not only a convenience but a source of economy to students as well. Stationary washtubs with hot and cold water supplied have been installed in J. Whit Potter Hall, and electric irons and ironing boards have been provided in the pressing room of each Hall. It will not be necessary for students to bring irons with them. No extra charge is made for the use of this equipment.

Reservation of Rooms

Young women who desire to secure rooms in either West Hall or J. Whit Potter Hall should make their reservations early. Any requests for reservations should be accompanied by the usual fee of \$5.00 with information as to preferred location. This amount is refunded at the close of the term upon recommendation of the dormitory hostess.

The Rotunda of the Administration Building



The Administration Building was the first built by the State on College Heights. It has been used constantly since its construction, and today serves as the hub around which the wheel of Western's activities revolves. The rotunda pictured above leads into Van Meter Auditorium where Western's major programs are given.

Program of Courses for the Second Semester, 1937-38

The second semester of the school year 1937-38 will open January 31, 1938. A varied and extensive program of academic and professional courses has been planned. The list of departmental offerings, which appears on the following pages, is as complete and accurate as it is possible for it to be made at the time this bulletin goes to press. On account of unexpected needs and demands it may be necessary to make a few minor changes before the opening of the semester. The institution reserves at all times the right to discontinue any course in which the enrollment is too small to justify its being offered.

Course offerings for the second semester:

AGRICULTURE:

	Sem.	Hrs.
101 General Agriculture	2	2
103 Horticulture I	2	2
111 Animal Husbandry II	2	2
115 Poultry I	2	2
201 Horticulture II	2	2
208 Soil Physics and Fertility	2	2
210 Animal Husbandry III	2	2
212 Animal Husbandry IV	2	2
214 Animal Husbandry V	2	2
215 Poultry II	2	2
216 Vocational Education	2	2
221 Farm Management	2	2
226 Bee Keeping	2	2

ART:

100 General Art (Public School)	2	2
101 General Art (Appreciation)	2	2
102 Art Education in Elementary Schools	2	2
201 Drawing and Design	2	2
204 Drawing and Composition	2	2
205 Art Appreciation	2	2
300 Light and Shade	2	2
302 Problems in Art Education	2	2

BIOLOGY:

100 Hygiene and Sanitation	2	2
105 General Biology	2	2
110 Botany I	2	2
120 General Zoology	2	2
210 Agricultural Bacteriology	2	2
211 Household Bacteriology	2	2
215 Plant Pathology	2	2
222 Comparative Anatomy	2	2
227 Genetics and Eugenics	2	2
230 Physiology	2	2
231 Physiology	2	2
305 Economic Botany	2	2
324 Vertebrate Zoology	2	2
350 Research	1 to 4	3
402 Morphology of the Fungi	2	2

CHEMISTRY:

100a General Chemistry	5	5
100b General Chemistry	5	5
101a General Chemistry	5	5
101b General Chemistry	5	5
201 Quantitative Analysis	4	4
201a Quantitative Analysis	4	4
302 Organic Chemistry	5	5
350 Bio-Chemistry	5	5
351 Bio-Chemistry	5	5

ECONOMICS AND SOCIOLOGY:

101 Principles of Sociology	3	3
102 Principles of Sociology	3	3
105 Modern Industry	2	2
108 Rural Sociology	2	2
190 Elements of Economics	2	2
203 Economic History of the U. S.	2	2
205 Economic Principles and Problems	5	5
250 Money, Banking, Etc.	2	2
300 Taxation and Public Finance	2	2
302 Methods in Social Science	2	2
306 Transportation	2	2

EDUCATION:

101 Directed Observation	2	2
102 Introduction to Psychology	2	2
103 Directed Teaching	2	2
111 Fundamentals of Elementary Education	5	5
212 Kindergarten—Primary Methods and Materials	2	2
213b Reading, Middle and Upper Grades	2	2
235 Essentials of High School Teaching	2	2
240 Measurement of Elementary Schools	2	2
250 Administration of Small School System	2	2
270 Elementary School Curriculum	2	2
303 Directed Teaching	2	2
304 Directed Teaching	2	2
305 Psychology of Childhood	2	2
330 Senior High School	2	2

334 Secondary School Curriculum	2
336 Guidance in Secondary Schools	2
356 Fundamentals of School Administration	2
362 Supervision of Elementary School Subjects	2
382 Philosophy of Education	2

ENGLISH:

101a Freshman English	2
101b Freshman English	2
102a Types of English Literature	2
102b Types of English Literature	2
103 Children's Literature	2
104 Types of American Literature	2
105 Fundamentals of Speech	2
200 Tennyson and Browning	2
201 Shakespeare	2
203b Advanced Play Production	2
204b Journalism	2
209 Teaching Language in the Grades	2
212 Interpretation	2
300 History of English Literature	2
301 Advanced Composition	2
302 English Language	2
303 Teaching English in High School	2
305 Romantic Movement	2
308a Modern American Literature	2
320 World Literature	2

GEOGRAPHY:

101 Principles of Geography	2
102 World Regional Geography	2
111 Earth Features and Their Meaning	2
191 Geography in the Elementary School	2
211 Survey of Economic Geography	2
212 Historical Geology	2
363 Economic Geography of Europe	2

HISTORY:

100 American History	2
101 American History	2
102 European History	2
103 European History	2
210 English History	2
213 State and Local Government	2
301 Lower South, Civil War, and Reconstruction	2
302 Special Methods in History	2
305 The Reformation	2
306 Ancient Rome	2
314 American Foreign Relations	2

HOME ECONOMICS:

100 Foods I	2
101 Clothing I	2
102 Equipment	2
103 Applied Design I	2
107 History of Design	2
109 Costume Design	2
200 Food Economics	2
203 House Design	2
206 Foods II	2
207 Textiles II	2
217 Child's Clothing	2
300 Child Development	2
302 Dietetics	2
303 Clothing III	2
304 Home Management	2
306 Home Management House	2
308 Advanced Nutrition	2
312 Family Relations	2
317 Home Economics Education	2
318 Home Economics Education	2

INDUSTRIAL ARTS:

104 General Shop	2
108 Cabinet Construction	2
112 Elements of Industrial Arts	2
200 House Planning Construction	2
201b Farm Equipment	2
202 Furniture Design	2
204 Advanced Mechanical Drawing	2
205 Printing	2
302 Advanced Machine Woodwork	2
304 History of Industrial Arts	2

LATIN:

101 Cicero's Orations	2
107 Livy	2
110 Latin Element in English	2
300 Roman Satire	2

LIBRARY SCIENCE:

100 Use of the Library	1
202 School Library Administration	2
304 Practice Work	2
305 Adolescent Literature	2
307 Children's Libraries and Literature	2
301 Classification and Cataloging	2
306 Methods in Teaching Use of Library	2

MATHEMATICS:

101	Teachers Arithmetic	3
102	College Algebra	4
103	Trigonometry	3
104	Plane Surveying	3
105	Solid Geometry	2
106	Plane Analytic Geometry	3
204	Calculus I	5
205	Solid Analytic Geometry	2
303	Differential Equations	3

MILITARY SCIENCE:

102	First Year Military Science	1 1/2
106	Second Year Military Science	1 1/2
202	Advanced Military Science	3
302	Advanced Military Science	3

MODERN LANGUAGES:

100	Elementary French	3
101	Elementary French	3
102	Intermediate French	3
103	Intermediate French	3
104	Intermediate French	3
105	Intermediate French	3
200	Phonetics	3
203	19th Century French Realism	3

MUSIC:

100	Theory of Music	2
102	Music Methods and Materials for Intermediate Grades	2
104	Harmony	3
112	Junior Chorus	1
113	Girls' Glee Club	1
114	Men's Glee Club	1
115	Applied Music	1
116	Applied Music	1
117	Applied Music	1
118	Applied Music	1
120	Intermediate Band	1
121	Junior Orchestra	1
204	Music Appreciation	3
212a	College Chorus	1
220	Advanced Band	1
221	Advanced Orchestra	1
222	Applied Music	1
223	Applied Music	1
224	Applied Music	1
225	Applied Music	1
300	Supervision of Music in the Grades	3
301	Methods of Teaching Music in Junior and Senior High School	3
302	Conducting	2
308	Counterpoint	2
311b	Methods of Organizing Bands and Orchestras	3
312b	Orchestration	2
316	Advanced Harmony	3
320b	Canon and Fugue	2

PENMANSHIP:

101	Methods of Penmanship	2
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PHYSICAL EDUCATION:

Women		
120a, b, c, d	Individual Physical Education	1 1/2
121	Softball, Track and Field	1 1/2
122	Volleyball	1 1/2
123	Tennis and Paddle Tennis	1 1/2
124	Rhythmical Activities	1 1/2
125	Group Games	1 1/2
126	Tumbling and Apparatus	1 1/2
127	Recreational Sports	1 1/2
131	Soccer	1 1/2
132	Indoor Athletic Activities	1 1/2
140	Plays and Games	1 1/2
Men		
120a, b, c, d	Individual Physical Education	1 1/2
121	Softball and Tumbling	1 1/2
122	Basketball and Volleyball	1 1/2
123	Tennis and Paddle Tennis	1 1/2
125	Apparatus, Track and Field	1 1/2
126	Advanced Tumbling and Apparatus	1 1/2
127	Recreational Sports	1 1/2
129	Boxing and Handball	1 1/2
130	Archery and Badminton	1 1/2
131	Wrestling and Speedball	1 1/2
140	Plays and Games (Second Semester sophomore physical education for teachers)	1 1/2
Men and Women		
105	Elementary Folk Dancing	1
112	Tennis	1
114	Beginning Character Dancing	1
115	First Aid	1
116	Advanced Character Dancing	1
117	Advanced Folk and National Dancing	1
160	Methods of Teaching Health	3
215	Coaching Track and Field Sports	1
230	Physical Education Activities for the School Curriculum	2
282	Methods and Materials for Teaching Athletic Games and Individual Sports	2
308	Advanced Natural and Interpretative Dancing	1
320	Restricted and Corrective Physical Education	2
355	Administration of Health and Physical Education	3

PHYSICS:

100	Introduction to Physics	5
100a	General Physics	5
100b	General Physics	5
101a	General Physics	5
101b	General Physics	5
103a, b	Elementary Radio	3
201	Magnetism and Electricity	5
301	Electricity	3

PSYCHOLOGY:

102	Introduction to Psychology	3
107	Educational Psychology	3
305	Psychology of Childhood	2
307	Social Psychology	2
319	Abnormal Psychology and Mental Hygiene	2

The Spring Term

The spring term of the second semester will begin April 4, 1938. During this term opportunity will be provided for students to earn credits in practically all departments of the institution. During the term of nine weeks good students may earn eight or nine hours of college credit. The offerings of the various departments are listed below. A few additional courses will probably be added later.

ART:		Sem. Hrs.
100	General Art (Public School)	2

BIOLOGY:

100	Hygiene and Sanitation	2
101	Nature Study	2
*105	General Biology	5
*110	Botany I	5
*120	General Zoology	5

* Students may enter regular classes.

ECONOMICS AND SOCIOLOGY:

101	Principles of Sociology	3
108	Rural Sociology	3
190	Elements of Economics	3

EDUCATION:

101	Directed Observation	2
102	Introduction to Psychology	3
103	Directed Teaching	3
210b	Methods and Materials for Middle and Upper Grades	2
211	Problems of Primary Teacher	2
213a	Teaching Primary Reading	3
241	Measurement in Secondary Schools	2
303	Directed Teaching	3
304	Directed Teaching	3
324	Problems of County Superintendent	3
330	Senior High School	2
334	High School Curriculum	2

ENGLISH:

102b	Types of English Literature	3
103	Children's Literature	3
209	Teaching Language in the Grades	3
302	English Language	2
309	Kentucky Literature	2
312	Eighteenth Century Literature	3

GEOGRAPHY:

101	Principles of Geography	3
191	Geography in the Elementary School	3
281	Geography of North America	3
314	Geography in the High School	3

HISTORY:

100	American History	3
101	American History	3
102	European History	3
103	European History	3
219	The Articles of Confederation and the Constitution	3
320	The Old West	2
304	National and International Problems	2

LATIN:

204	Teaching of Latin	3
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LIBRARY SCIENCE:

100	Use of the Library	1
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MATHEMATICS:

101	Teachers Arithmetic	3
103	Plane Trigonometry	3

MODERN LANGUAGES:

200	Phonetics	3
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MUSIC:

101 Music Methods and Materials	2
102 Music Methods and Materials	2
306 History of Music	2
317 Class Piano Methods	2

PENMANSHIP:

101 Methods of Penmanship	2
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PHYSICAL EDUCATION:

Women	
112 Tennis	1
117 Advanced Folk and National Dancing	1
125 Athletic Games	1 1/2
131 Soccer	1 1/2
Men	
140 Plays and Games	1 1/2
215 Coaching Track and Field Sports	1

PSYCHOLOGY:

102 Introduction to Psychology	3
309 Psychology of Secondary Subjects	2

SPECIAL INFORMATION FOR PROSPECTIVE STUDENTS

1. CURRICULA.

The curricula of Western Kentucky Teachers College have been planned for the training of teachers, administrators, and supervisors for various types of public school service in the state and also to give students an opportunity for acquiring a general higher education. Outlines of all curricula offered by the institution may be found on pages 31-38 of this bulletin. Students should have clearly in mind the opportunities and requirements of the various curricula leading to the different certificates and degrees before planning their courses of study. After students have determined their educational objectives and selected the curricula best suited to their needs, it is imperative that they follow the curriculum as outlined in order that they may have the proper sequence of courses and avoid conflicts and loss of credit. In making their schedules, students should always advise with some official of the institution or the head of the department in which they plan to do their major work.

2. STUDENT LOAD.

The normal load is sixteen semester hours per semester, and may not be exceeded by the average student. Freshmen entering for the first time will not be permitted to enroll for more than sixteen semester hours, exclusive of one-half hour in required physical education. Students whose previous records in the institution show an average of "B" will be permitted to carry a maximum of eighteen semester hours. The permission of the Committee on Entrance, Credits, and Graduation is required for all credit in excess of eighteen hours. Under no circumstances may a student earn more than twenty hours of credit in a single semester. The minimum that may be carried to satisfy residence requirements is twelve hours.

3. DIRECTED TEACHING.

Three courses in directed teaching are offered. They are listed and described in the department of education as Education 103, 303, and 304. Education 103 is required of all applicants for the Provisional Elementary Certificate, and, with the exception of the Arts and Science Curriculum, Education 103 and 303 are required in all four-year curricula offered by the institution. Students completing the four-year curriculum leading to the Standard Elementary Certificate will do all of their directed teaching in the elementary grades. Students completing a curriculum leading to the degree and provisional high school certificate may do all directed teaching on the high school level. All students preparing for high school teaching must do Education 303 in the subject or field of their major interest.

In order to be eligible for enrollment in directed teaching, students must have met the following minimum requirements:

I. Directed Teaching 103.

- In the grades.
 - The completion of at least thirty-two semester hours of college credit.
 - The completion of the following courses in education and psychology: Education 111, Fundamentals of Elementary Education; Education 101, Directed Observation; Psychology 102, Introduction to Psychology.
 - The satisfactory completion of English 101a and 101b.
 - The attainment in all courses taken of at least an average grade of "C".
 - The satisfactory completion of a minimum of sixteen semester hours of residence work at Western Kentucky Teachers College.

b. In High School.

- Students preparing to teach in high school and not planning to complete requirements for the Provisional Elementary Certificate may defer all work in Directed Teaching until the senior year. For such persons the prerequisites in education will be as follows: Psychology 102, Introduction to Psychology; Education 235, Essentials of High School Teaching; and six additional hours in restricted electives in secondary education.
- All other requirements for teaching on the high school level are identical with the requirements indicated for Directed Teaching 303 as outlined in II below.

II. For Directed Teaching 303.

- The completion of a minimum total of ninety semester hours of college work.
- The completion of at least two-thirds of the minimum requirements in the core curriculum and in the subject fields in which student teaching is done.
- The completion of at least two-thirds of the required hours in education other than student teaching.
- The satisfactory completion of the special methods course, or courses, required in the subject or grade to be taught.
- The attainment of a scholastic standing of at least "1", or "C", in all courses for which the student has enrolled in the institution.

III. For Directed Teaching 304.

- In addition to meeting prerequisites for Directed Teaching 303 students electing this course must be preparing for rural school work and must take the course in the Rural Demonstration School, concurrently with Education 303.

Students enrolling for either one of the courses in directed teaching must arrange to hold conferences with their critic teachers every Tuesday afternoon from 4:15 to 5:45.

4. QUALITY CREDITS.

Applicants for any certificate or bachelor's degree must have an average standing of at least "1" or "C". All students not making an average of "C" during a given semester or term will be placed on "probation" for the following term or semester. Those who do not make the required average during their term of probation will not be permitted to re-enter the institution the following semester, unless they are able to present to the management of the college a satisfactory reason why they should be permitted to continue.

5. PHYSICAL EDUCATION.

All freshmen and sophomores are required to enroll for one physical activity course each semester or term.

A credit of one-half hour is allowed for each semester of this work, and may be taken in addition to the regular load to which the student is entitled. Students who are members of the Reserve Officers Training Corps, the College Band, the College Orchestra, or the freshman or varsity athletic teams may be excused from the required work in physical education during the period that they are actually engaged in the activities of any of the organizations named. Under no circumstances, however, will students be permitted to carry a load of more than one-half hour in excess of the regular load to which they are entitled.

6. FRESHMAN COURSES.

Freshmen will not be permitted to enroll for any professional courses during their first semester. They should register for English 101a and Physical Education 100a and complete their programs from the list of subjects required for the certificate or degree being sought. Students not planning to meet requirements for a certificate prior to graduation should, before arranging their schedules, consult the Dean of the College, the Registrar, or the Head of the Department in which they expect to major. Courses for which freshmen are eligible will be offered in all departments during the second semester.

7. JUNIOR AND SENIOR COLLEGE COURSES.

Courses numbered from 100 to 199 are open to freshmen and sophomores; courses numbered from 200 to 299 are open to juniors and seniors. Courses numbered 200 and above are not open to freshmen or sophomores, except that advanced sophomores may be admitted to courses numbered 200 to 299 inclusive, on the basis of a written statement from the head of a department indicating that the student has been accepted as a major in the department concerned, and has the other prerequisites for the course in question. Courses numbered 300 to 399 are open to juniors and seniors. Seniors with 96 hours of credit may not take for credit required courses with numbers below 200.

8. CERTIFICATE REQUIREMENTS.

General requirements for the various certificates are definitely stated in the curriculum outlines on pages 31-38 of this bulletin. All students expecting to meet requirements for any of these certificates, either this year or at a later date, should have their schedules checked by the Registrar, in order to make certain they have enrolled for the necessary courses.

9. CALENDAR FOR REGISTRATION, ETC.

January 31, Monday—Registration for second semester.
February 1, Tuesday—8:00—Class work begins.
February 7, Monday—Last day to register for full credit.
February 7, Monday—Last day on which students may change schedule.
February 12, Saturday—Last day on which a subject may be dropped without a grade by permission of the Registrar.

10. LABORATORY FEES.

In connection with certain courses in the departments listed below, a laboratory fee is charged. A list of the courses and the amount of the fees may be secured by consulting a representative of the department concerned. The names of the departments in which fees are required follow: Art, Agriculture, Biology, Chemistry, Education, Geography, Home Economics, Physics, Physical Education, and Psychology.

11. SCHEDULE CHANGES.

Before completing their registrations, students should not fail to consult the Bulletin Board for any necessary changes that may have been in the schedule, such as additions, eliminations, closed classes, etc. The institution reserves the privilege at all times of disbanding any course in which the enrollment is not sufficient to justify its continuation, and to make any other adjustments that seem necessary.

REQUIREMENTS FOR ADMISSION TO WESTERN TEACHERS COLLEGE

All applicants for admission should have official transcripts of records of school work sent direct to the Registrar of the college before entrance. Transcripts of credits submitted are not returned unless the candidate cannot be classified. Applicants for admission must also possess health, moral character, and intellectual capacity necessary to profit by the courses undertaken.

All applicants are admitted on one of the following bases:

I. TO FRESHMAN CLASS

Applicants for admission to the college department must present at least sixteen units of high school credits, three of which units shall be in English, one in Algebra, and one in Plane Geometry. In addition to the five basic units of English and mathematics, a sufficient number of units to make a total of sixteen must be offered from groups "A" and "B", except that not more than a total of four units may be offered from group "B".

GROUP A	
ENGLISH	3 to 4
FOREIGN LANGUAGES:*	
French	1 to 3
German	1 to 3
Latin	1 to 4
Spanish	1 to 3
SOCIAL SCIENCES:	
History	1 to 3
Civics	1/2
Political Economy	1/2
Sociology	1
Education	1
MATHEMATICS:	
Advanced Algebra	1
Solid Geometry	1/2
Trigonometry	1/2
Adv. Arithmetic	1/2
SCIENCE:	
Biology	1/2
Botany	1/2
Chemistry	1/2 to 1
General Science	1/2 to 1
Geology	1/2 to 1
Physics	1/2 to 1
Physical Geography	1/2 to 1
Physiology and Hygiene	1/2 to 1
Zoology	1/2 to 1

* Not less than 1 unit of foreign language accepted.

GROUP B	
**Agriculture	1/2 to 3
Bookkeeping	1/2 to 1
Commercial Law	1/2
Commercial Arithmetic	1/2
Commercial Geography	1/2
Drawing (Freehand)	1/2 to 1
Drawing (Mechanical)	1/2 to 1
**Home Economics	1/2 to 3
Shop Work	1/2 to 2
Music	1/2 to 1
Shorthand	1/2 to 1

** Not more than 1 unit will be accepted in any one subject.

Only students who hold certificates of graduation from accredited high schools will be admitted unconditionally and without examination. Students presenting certificates of graduation from non-accredited high schools will be required to validate, by examination, credit in the following subjects: Plane Geometry, Algebra, English, and two subjects representing one unit of credit each to be selected by the students.

Note.—Some changes in requirements for admission to the colleges of the state are now under consideration. The admission requirements at Western Kentucky Teachers College will be in harmony with whatever plan may be agreed upon by the institutions concerned.

II. TO ADVANCED STANDING

Students entering this institution with credits earned in other institutions of collegiate rank will be given

advanced standing according to the amount and character of credit presented. A transcript of credits must be mailed by the Registrar of the institution in which the credits were earned to the Registrar of this institution.

Credits presented from non-accredited schools may be accepted when validated through advanced work in the subject or subjects for which credit is sought, or through examination, or through both advanced work and examination.

III. TO STANDING AS SPECIAL STUDENTS

Students who are not candidates for any certificate or degree conferred by this institution may enter to pursue special courses, on payment of regular fees and with the consent of the heads of the department in charge of the courses desired. All such students shall show themselves capable of profiting by the courses they desire to pursue.

Students who desire to earn credit in special courses pursued shall meet all conditions required of other students. This institution will not confer any degree on any special student, except when all degree requirements are met.

Persons twenty-one years of age or over who are not graduates of standard high schools may, at the discretion of the Committee on Entrance, Credits, and Graduation, be admitted as special adult students, without examination, to any of the classes below the sophomore year. In such cases, however, all requirements must be satisfied before any certificate or degree is granted.

REGISTRATION

Registration will be held at the beginning of each semester, the spring term, and the summer session. All registration is in person. All students desiring to enter the institution should report to the Registrar on entering to receive registration blanks and instructions.

Early registration is desirable. No reservations in classes can be held for late entrants.

Late registration is permitted of persons who have been unavoidably delayed in entering. Permission of the Registrar and the head of the department concerned is required. The student load will be governed according to the date of entrance. No one may enter for credit after one-fifth of a semester or term has expired.

High school principals should send in advance an official transcript of high school credits for all freshmen expecting to enter the institution.

DEGREES

The Western Kentucky State Teachers College confers two degrees, the Bachelor of Arts and the Bachelor of Science, according to the curriculum selected.

The Baccalaureate degree is conferred upon candidates who complete one of the four-year curricula with a minimum residence of 36 weeks, during which at least 32 semester hours of credit must be earned. A minimum total credit of 128 semester hours of prescribed and elective work with an average grade of "C" or above is required.

Candidates for the baccalaureate degree must present credit in courses numbered 200 and above equal to at least one-half of the semester hours required for the major, not less than one-third of the semester hours required for the minors, and at least one-third of the total credits required for the degree.

All candidates for the degree must spend the final semester in residence regardless of the number of years of residence work done in this or some other institution. For outlines of the curricula offered by the institution see pages 31-38 of this bulletin.

Listed below are the fields of study in which majors may be completed:

Agriculture	English
Art	French
Biology	Geography
Chemistry	History and Government
Education	Home Economics
Early Elementary	Industrial Arts
Later Elementary	Latin
Rural	Mathematics
Administration and Supervision	Music
Economics and Sociology	Physical Education
	Physics

Minors are available in all the departments listed above and also in Library Science.

CURRICULA

The curricula of Western Kentucky Teachers College have been planned for the training of teachers, administrators, and supervisors for various types of public school service in the state, and also to give students an opportunity for acquiring a general higher education.

All professional curricula have been made to conform with requirements set up by the Council on Public Higher Education and approved by the State Board of Education for the training of teachers and administrators for the schools of Kentucky.

On the following pages are outlined the requirements for the various curricula offered by the institution with the degree and certificate to which each leads indicated.

CHANGES IN COURSE REQUIREMENTS

The institution reserves the right to make such changes or revisions in the course requirements of the various curricula as may seem desirable or necessary; provided, of course that such changes do not violate the standards and requirements prescribed by the state.

I. Two-Year Curriculum for Elementary Teachers

Leading to the Provisional Elementary Certificate

This certificate is issued on sixty-four semester hours of prescribed and elective work, is valid for three years in any elementary school of the state, and subject to renewal. Following are the minimum course requirements for this certificate:

EDUCATION:	Sem. Hrs.
102 Introduction to Psychology	3
111 Fundamentals of Elementary Education	5
101 Directed Observation	2
103 Directing Teaching	3
Minimum in Education	13
ENGLISH:	
101a Freshman English	3
101b Freshman English	3
102 Types of English Literature, or	3
104 American Literature	3
103 Children's Literature	3
Minimum in English	12
SOCIAL SCIENCE:	
100 American History and Government	3
101 American History and Government	3
Minimum in Social Science	6
GEOGRAPHY:	
101 Principles of Geography—Minimum	3
MUSIC	
100 Rote Songs and Theory (P. S.)—Minimum	2

ART:		
100 General Art (P. S.)—Minimum	2	
MATHEMATICS:		
101 Teachers Arithmetic—Minimum	3	
HEALTH AND PHYSICAL EDUCATION:		
100 Hygiene and Sanitation	2	
Physical Education	2	
	4	
SCIENCE:		
105 General Biology	5	
RESTRICTED ELECTIVES:		
One of the following:		
101 General Agriculture, or	2	
108 Home Making Problems, or	2	
112 Elements of Industrial Arts, or	2	
108 Rural Sociology, or	2	
101 Principles of Sociology	2	
Minimum Restricted Electives	2-3	
Required Courses	52	
General Electives	12	
Total	64	

Note.—Penmanship is strongly recommended.

II. Four-Year Curriculum for the Training of Elementary Teachers

Leading to the Bachelor of Science Degree and the Standard Elementary Certificate

The Standard Elementary Certificate is valid for four years in the elementary schools of the state and may be renewed. The minimum course requirements for this certificate and the Bachelor of Science degree are as follows:

EDUCATION:		
102 Introduction to Psychology	2	
111 Fundamentals of Elementary Education	2	
101 Directed Observation	2	
103 Directed Teaching	2	
203 Directed Teaching	2	
240 Educational Tests and Measurements	2	
213a The Teaching of Primary Reading, or	2	
213b The Teaching of Reading in the Middle and Upper Grades	2	
205 Psychology of Childhood	2	
107 Educational Psychology	2	
270 Elementary School Curriculum	2	
RESTRICTED ELECTIVES IN ELEMENTARY EDUCATION:		
a. Select four hours from the following:		
211 Problems of the Primary Teacher	2	
212 Kindergarten Primary Methods and Materials	2	
210a Methods and Materials in Middle and Upper Grades	2	
210b Methods and Materials in Middle and Upper Grades	2	
b. Select three hours from the following:		
280 General History of Education	2	
380 History and Philosophy of Education in America	2	
382 Philosophy of Education	2	
384 Modern European Educational Systems	2	
Minimum in Education	36	

Note.—On the approval of the Dean of the College and the head of the Department of Education, six semester hours in administration and supervision may be substituted for certain courses in elementary education by those who desire to qualify for administrative positions.

ENGLISH:		
101a Freshman English	2	
101b Freshman English	2	
102b Types of English Literature	2	
104 American Literature, or 102a, Types of English Literature, or 105, Fundamentals of Speech, or	2	
209, Teaching Language in the Grades, or 203a, Beginning Play Production	2	
103 Children's Literature	2	
Minimum in English	15	
SOCIAL SCIENCE:		
100 American History and Government	2	
101 American History and Government	2	
108 Rural Sociology, or	2	
101 Principles of Sociology	2	
Elective—History, Government, Sociology, or Economics	6	
Minimum Social Science	15	
MATHEMATICS:		
101 Teachers Arithmetic—Minimum	3	

GEOGRAPHY:		
101 Principles of Geography	3	
121 Geography in the Elementary School	3	
Minimum in Geography	6	

ART:		
100 General Art (Public School)	2	
102 Art Education in the Elementary School	2	
Minimum in Art	5	

MUSIC:		
100 Rote Songs and Theory (Public School)	2	
101 Music Methods and Materials for Primary Grades, or	2	
102 Music Methods and Materials for Intermediate Grades	2	
Minimum in Music	4	

HEALTH AND PHYSICAL EDUCATION:		
100 Hygiene and Sanitation	2	
Physical Education	2	
Minimum in Health and Physical Education	4	

SCIENCE:		
A minimum of twelve hours selected from Biology, Chemistry, Geology, and Physics.		
Ten of the twelve hours must be earned in courses carrying a credit of five hours each. All students completing this curriculum are required to have at least five hours in Biology	12	

PENMANSHIP:		
101 Penmanship	2	
General Electives	26	
Total hours required	123	

Note 1.—Students electing this curriculum and desiring to receive the Bachelor of Arts instead of the Bachelor of Science degree will complete the minimum institutional requirements in foreign language or mathematics in addition to the requirements outlined above.

Note 2.—On the approval of the Dean of the College and the Head of the Department of Education, six hours in administration and supervision may be substituted for certain courses in elementary education by those who desire to qualify for administrative positions.

III. General Four-Year Curriculum for the Training of High School Teachers

Leading to the Bachelor of Arts or Bachelor of Science Degree and the Provisional High School Certificate

The Provisional High School Certificate is valid in any public high school of the state for four years and may be reissued or renewed. The general requirements for the bachelor's degree and this certificate are as follows:

ENGLISH:	Sem. Hrs.	
101a Freshman English	3	
101b Freshman English	3	
102a Types of English Literature	3	
104 American Literature, or	3	
105 Fundamentals of Speech, or	3	
209 Teaching Language in the Grades, or	3	
203a Beginning Play Production	3	
Minimum in English	12	

SCIENCE:		
A minimum of twelve hours selected from Biology, Chemistry, Geology, Physics; ten of the twelve hours must be earned in courses carrying a credit of five hours each	12	

SOCIAL SCIENCE:		
Selected from the following: History, Government, Economics, Sociology.		
Minimum in Social Science	12	
Note.—At least six of the twelve hours in Social Science must be earned in one field.		
Mathematics, or Foreign Language	7-12	
If Mathematics is selected, the following are required:		
102 College Algebra	4	
103 Plane Trigonometry	3	
Minimum in Mathematics	7	
If Foreign Language is elected, the minimum is	6-12	

Note.—The required credits in Foreign Language may be earned in Latin, French, German. The number of hours in Foreign Language required is determined by the number of high school units submitted for admission. If three units or more of a foreign language are offered for admission, six semester hours in the same language will be required; if two units of a foreign language are offered for admission, nine semester hours in the same language will be required; if one

unit or less of a foreign language is offered for admission, twelve semester hours in one language will be required. All college credits earned in foreign language must be in courses above the level of those completed in high school and submitted in partial fulfillment of requirements for admission to the institution.

HEALTH AND PHYSICAL EDUCATION:

100 Hygiene and Sanitation	2
Physical Education	1
Minimum in Health and Physical Education	3

EDUCATION:

102 Introduction to Psychology	3
103 Directed Teaching	3
235 Essentials of High School Teaching	3
303 Directed Teaching	3

Note.—At least three hours of Directed Teaching must be done in secondary school subjects.

RESTRICTED ELECTIVES IN EDUCATION:

a. Six hours in secondary education must be selected from the following:

200 Survey of Secondary Education	3
231 Junior High School	2
241 Measurements in Secondary School	2
306 Psychology of Adolescence	2
309 Psychology of Secondary School Subjects	2
330 Senior High School	2
332 Extra Curricular Activities	2
336 Guidance in Secondary Schools	2
338 Problems in Secondary Education	2

Minimum in Education	20
Total Departmental Requirements	60-65
Major and Minor Subjects—Electives	63-68
Total for the Degree and the Certificate	128

Note.—See page 31 of this bulletin for a list of departments in which majors and minors are available.

IV. Special Four-Year Curriculum for the Training of High School Teachers of Agriculture and Home Economics

Leading to the Provisional High School Certificate and Bachelor of Science Degree

A student completing either of the following special curricula including the requirements in Secondary Education listed below will be entitled to the Bachelor of Science degree and the Provisional High School Certificate.

- Curriculum for the Training of Teachers of Home Economics in Smith-Hughes High Schools and leading to the Bachelor of Science Degree. See catalog, pages 83-84, for complete outline of requirements.
- Curriculum for the Training of Teachers of Agriculture in Smith-Hughes High Schools and leading to the Bachelor of Science Degree. See catalog, pages 82-83, for complete outline of this curriculum.
- Requirements in Secondary Education: Sem. Hrs.

102 Principles of Psychology	3
235 Essentials of High School Teaching	3
103 Directed Teaching	3
303 Directed Teaching	3

Restricted Electives, six hours from the following:

200 Survey of Secondary Education	3
241 Measurements in Secondary Schools	2
332 Extra Curricular Activities	2
336 Guidance in Secondary Schools	2
330 Senior High School	2
331 Junior High School	2

Minimum Secondary Education

V. Curriculum for Administrators and Supervisors

Leading to the Provisional Certificate in Administration and Supervision

PLAN I

This curriculum includes the requirements in a four-year curriculum for the training of either elementary or high school teachers, and the following courses in education:

- Directed Teaching: Sem. Hrs.

103 Directed Teaching	3
303 Directed Teaching	3

b. Elementary Education:

- | | |
|----------------------------------|---|
| 102 Principles of Psychology, or | |
| 107 Educational Psychology | 3 |
- Three hours to be selected from courses in Elementary Education on the approval of the head of the department.

c. Secondary Education:

- Six hours representing at least two phases of Secondary Education selected from the following:
- | | |
|--|---|
| 200 Survey of Secondary Education | 3 |
| 231 Junior High Schools | 2 |
| 235 Essentials of High School Teaching | 3 |
| 241 Measurements in Secondary Schools | 2 |
| 306 Psychology of Adolescence | 2 |
| 309 Psychology of Secondary Subjects | 2 |
| 330 Senior High Schools | 2 |
| 332 Extra-Curricular Activities | 2 |
| 336 Guidance in Secondary Schools | 2 |
| 338 Problems in Secondary Education | 2 |

d. Administration and Supervision:

- Six hours selected from the following courses:
- | | |
|---|---|
| 250 Administration and Supervision in Small Systems | 3 |
| 264 Supervision of Rural Schools | 3 |
| 324 Problems of the County Superintendent | 3 |
| 354 State School Administration | 3 |
| 356 Fundamentals of School Administration | 3 |
| 358 Accounting for Personnel | 3 |
| 362 Supervision of Elementary School Subjects | 3 |
| 366 Principles and Problems of Supervision | 3 |
| 338 Problems in Secondary Education | 2 |

PLAN II

Students may complete a major in administration and supervision in conjunction with either the curriculum leading to the Standard Elementary certificate, or the curriculum leading to the Provisional High School certificate.

To complete a major in administration and supervision based upon the curriculum leading to the Standard Elementary certificate the following courses are required: Education 102, 111, 101, 103, 107, 213a, or 213b, 280 or 380 or 382 or 384, 303, 305, six hours from courses in secondary education, and nine hours from courses in administration and supervision. In addition, students must offer Economics 200 and 300. The selections mentioned above must be made upon the advice and with the consent of the head of the Department of Education, and should be made not later than the beginning of the junior year.

A major in administration and supervision leading to the Provisional certificate in Administration and Supervision may be completed by those already holding a 64-hour certificate or its equivalent. In taking this route the student satisfies the requirements for an academic major of 24 hours, with two teaching fields of 18 hours each, or, the student completes the requirements for a field of concentration of at least 48 hours. Information concerning the specific requirements in either case should be obtained from the dean of the college or head of the Department of Education.

To complete a joint major in administration and supervision and in some academic field, the student must, in addition to the requirements in Education, satisfy the requirements for an academic major of 24 hours and for two teaching fields of 18 hours each. Upon completion of this course the student will be issued the provisional certificate in Administration and Supervision. Requirements should be checked with the head of the Department of Education.

Students may satisfy the requirements by any one of the three routes mentioned above without offering in excess of 128 hours, providing he acquaints himself with these requirements and follows his schedule closely. In all cases it is imperative that the prospective major in administration make his selection upon the advice and with the guidance of the head of the Department of Education who will be prepared to offer suggestions either by letter or through personal conference.

VI. Curriculum Leading to Attendance Officers' Certificates

Any curriculum leading to teachers' certificates will qualify the applicant to receive an attendance officer's certificate provided such curriculum includes Education 358, Pupil Accounting—three hours.

VII. Four-Year Arts and Science Curriculum

Leading to the Baccalaureate Degree Without Privilege of Certification

PURPOSE

The Arts and Science Curriculum has been organized for the purpose of providing college training for those persons who do not desire to enter the teaching profession. It is designed to provide opportunity for contacts with a variety of fields of knowledge considered necessary for general culture, and also to give an opportunity for special study in the field of the student's major interest.

Students desiring a general college training, and also those wanting to complete pre-professional requirements for entrance into technical and professional schools will find this curriculum adapted to their individual needs.

The completion of this curriculum does not carry with it the privilege of certification to teach in the public schools of the state.

DEGREES

On the successful completion of the Arts and Science Curriculum a student may receive the Bachelor of Arts or the Bachelor of Science degree according to his field of specialization. With the exception of Education, majors and minors may be completed in any department listed on page 31 of this bulletin.

COURSE REQUIREMENTS FOR THE ARTS AND SCIENCE CURRICULUM

	Sem.	Hrs.
ENGLISH		12
English 101a, Freshman English		3
English 101b, Freshman English		3
English 102, Types of English Literature		3
Elective		3
FOREIGN LANGUAGE (Latin, French, German)		12
MATHEMATICS		7
Math. 102, College Algebra		4
Math. 103, Trigonometry		3
HEALTH AND PHYSICAL EDUCATION		2
SOCIAL SCIENCE		12
History 102, Europe, 1700-1800		3
History 100, American History, 1789-1876		3
Elective (History, Government, Economics, Sociology, and Human Geography)		6
Note.—The six hours of elective work must be taken in one department.		
SCIENCE		12
Elective (Chemistry, Physics, Biology, or Science Geography.)		
Note.—Ten of the twelve hours must be composed of two five-hour courses in one or more departments.		
MAJOR		24 to 34
A major of not less than twenty-four nor more than thirty-four semester hours in one department of study, at least one-half of which are of senior college rank, is required. The major must be chosen by the end of the sophomore year and recorded with the Registrar.		
MINOR		18
A minor of at least eighteen semester hours in a department of study different from the major must be chosen with the consent of the heads of the departments concerned. At least six hours must be of senior college rank.		

Unless otherwise specified in the course descriptions, required courses will count toward satisfying major, minor, and general institutional requirements.

Not more than a total of eight semester hours of credit will be allowed for physical education, military science, music, and art in fulfillment of requirements for the Bachelor's degree, except in case of students majoring or minoring in the departments named.

The requirements as regard residence, scholarship and senior college credit are identical with those of all other four-year curricula offered by the institution. Students taking the Arts and Science curriculum will be expected to follow in detail the outline given in the College Catalog.

Note.—See page 31 of this bulletin for a list of departments in which majors and minors are available.

Music Curricula

Western Teachers College offers four curricula in the field of music. A list and brief interpretation of these follow:

1. Public School Music Curriculum.—This curriculum is designed for those desiring to prepare for teaching music in the public schools. Emphasis is placed on the school music phase of the subject. This curriculum also provides training in at least one academic minor.
2. Applied Music Curriculum.—This curriculum provides an opportunity for specialization in instrumental music, a minor in public school music, and a minor in some academic field.
3. Curriculum leading to the Bachelor of Science in Music.—This curriculum offers opportunities for those who desire to teach music only in the public schools.

Detailed outlines by semester and years may be found on the following pages of this bulletin.

VIII. Public School Music Curriculum

Leading to the Bachelor of Arts and the Provisional High School Certificate

This curriculum includes all of the requirements in the General Curriculum for the Training of High School Teachers and, in addition thereto, a few special requirements necessary for the training of teachers and supervisors of music. This curriculum provides for a major in Public School Music, and a minor in Applied Music.

Students completing this curriculum will follow in detail the sequence of courses indicated. Any departure from this outline will result in conflict of courses and possible loss of time and credit.

FRESHMAN YEAR

FIRST SEMESTER:	
English 101a, Freshman English	3 hrs.
¹ Foreign Language, or Mathematics	3 hrs.
Music 103, Harmony	3 hrs.
Applied Music	1 hr.
Biology 100, Hygiene and Sanitation, or	2 hrs.
Elective	3 hrs.
Physical Education 100a, Freshman Physical Educa.	1½ hr.
² Social Science (History, Government, Sociology, or Economics)	3 hrs.
	16½ hrs.
SECOND SEMESTER:	
English 101b, Freshman English	3 hrs.
¹ Foreign Language, or Mathematics	3 hrs.
Music 101, Music Methods and Materials for Primary Grades	2 hrs.
Music 104, Harmony	2 hrs.
Music 106, Sight Singing and Dictation	2 hrs.
Physical Education 100b, Freshman Physical Educa.	1½ hr.
² Social Science (History, Government, Sociology, or Economics)	3 hrs.
	17½ hrs.

SOPHOMORE YEAR

FIRST SEMESTER:	
English 102b, Types of English Literature	3 hrs.
¹ Foreign Language, or Elective	3 hrs.
Music 107, Sight Singing and Dictation	2 hrs.
Music 213, Harmony	3 hrs.
Physical Education 150a, Sophomore Physical Education	1½ hr.
² Social Science (History, Government, Sociology, or Economics)	3 hrs.
Science	2 hrs.
	16½ hrs.
SECOND SEMESTER	
English 104, American Literature, or	
102a, Types of English Literature, or	
105, Fundamentals of Speech, or	
209, Teaching Language in the Grades, or	
203a, Beginning Play Production	3 hrs.
¹ Foreign Language, or Elective	3 hrs.
Music 102, Intermediate Methods	2 hrs.
Music (Elective)	2 hrs.
Physical Education 150b, Sophomore Physical Education	1½ hr.
Psychology 102, Introduction to Psychology	3 hrs.
Social Science (History, Government, Sociology, or Economics)	3 hrs.
	16½ hrs.



WHEN KING WINTER VISITS WESTERN

JUNIOR YEAR

FIRST SEMESTER:

Education 235, Essentials of High School Teaching	3	hrs.
Music 302, Conducting	3	hrs.
Music 300, Supervision of Music in the Grades	3	hrs.
Music 311a, Function and Technology of Orchestral Instruments	3	hrs.
Science (Biology, Physics, Chemistry, or Geology)	3	hrs.
Secondary Education	17	hrs.

SECOND SEMESTER:

Secondary Education (Elective)	3	hrs.
Music 204, Music Appreciation	3	hrs.
Music 301, Methods of Teaching Music in High School	3	hrs.
Music 311b, Methods of Organizing and Conducting Glee Clubs, Bands, and Orchestras	3	hrs.
Science (Biology, Physics, Chemistry, or Geology)	3	hrs.
	16	hrs.

SENIOR YEAR

FIRST SEMESTER:

Education 103, Directed Teaching	3	hrs.
Secondary Education (Elective)	3	hrs.
Music 307, Counterpoint	3	hrs.
Music 312a, Orchestration, or		
Music 312b, Orchestration	2	hrs.
Music 317, Class Piano Methods, or		
History of Music	2	hrs.
Music (Elective)	4	hrs.
	15	hrs.

SECOND SEMESTER:

Education 303, Directed Teaching in Public School	3	hrs.
Music	3	hrs.
Music 315, Song Literature and Appreciation	3	hrs.
Music 305, History of Music	3	hrs.
Applied Music	1	hr.
Elective	5	hrs.
	14	hrs.

¹The required credits in Foreign Language may be earned in Latin, French, or German. The number of hours in Foreign Language required is determined by the number of high school units submitted for admission. If three units or more of a Foreign Language are offered for admission, six semester hours in the same language will be required; if two units of a Foreign Language are offered for admission, nine semester hours in the same language will be required; if one unit or less of a Foreign Language is offered for admission, twelve semester hours in one language will be required. All college credits earned in Foreign Language must be in courses above the level of those completed in high school and submitted in partial fulfillment of requirements for admission to the institution.

²At least six of the twelve hours in Social Science must be earned in one field.

³At least six hours in Secondary Education must be selected from the following:

200 Survey of Secondary Education	3	hrs.
231 Junior High School	3	hrs.
241 Measurements in Secondary Education	3	hrs.
306 Psychology of Adolescence	3	hrs.
309 Psychology of Secondary Subject	3	hrs.
320 Senior High School	3	hrs.
322 Extra-Curricular Activities	3	hrs.
326 Guidance in Secondary School	3	hrs.

⁴Students completing this curriculum must use electives in partial fulfillment of the requirements for an academic minor of not less than eighteen hours.

Note.—Majors in Public School Music who are interested in securing the Provisional Certificate in Administration and Supervision should consult the Registrar or the Dean of the College.

IX. Applied Music Curriculum

Leading to the Bachelor of Arts Degree and the Provisional High School Certificate

This curriculum includes all of the requirements in the General Curriculum for the Training of High School Teachers, and, in addition thereto, a few special requirements necessary for the training of teachers and supervisors of music. This curriculum provides for a major in Applied Music, and a minor in Public School Music.

Students completing this curriculum will follow in detail the sequence of courses indicated. Any departure from this outline will result in conflict of courses and possible loss of time and credit.

FRESHMAN YEAR

FIRST SEMESTER:

English 101a, Freshman English	3	hrs.
Foreign Language or Mathematics	3	hrs.
Band, Orchestra, or Chorus	1	hr.
Music 106, Sight Singing and Dictation	3	hrs.

Applied Music 115, 116, 117, or 118	1	hr.
Music 150, Applied Music (Major Instrument)	2	hrs.
Physical Education 100a, Freshman Physical Ed.	1/2	hr.
Social Science (History, Government, Sociology, or Economics)	3	hrs.
	16 1/2	hrs.

SECOND SEMESTER:

English 101b, Freshman English	3	hrs.
Foreign Language, or Mathematics	3	hrs.
Music 103, Harmony	3	hrs.
Music 151, Applied Music (Major Instrument)	1	hr.
Music 107, Sight Singing and Melodic Dictation	3	hrs.
Physical Education 100b, Freshman Physical Ed.	1/2	hr.
Social Science (History, Government, Sociology, or Economics)	3	hrs.
	16 1/2	hrs.

SOPHOMORE YEAR

FIRST SEMESTER:

English 102a, Types of English Literature	3	hrs.
Foreign Language, or Elective	3	hrs.
Music 104, Harmony	3	hrs.
Music 152, Applied Music (Major Instrument)	1	hr.
Music (Elective)	3	hrs.
Physical Education 150a, Sophomore Physical Ed.	1/2	hr.
Social Science (History, Government, Sociology, or Economics)	3	hrs.
	16 1/2	hrs.

SECOND SEMESTER:

English 104, American Literature, or		
102a, Types of English Literature, or		
105, Fundamentals of Speech, or		
209, Teaching Language in the Grades, or		
203a, Beginning Play Production	3	hrs.
Foreign Language, or Elective	1	hr.
Music 153, Applied Music (Major Instrument)	1	hr.
Music 213, Harmony	3	hrs.
Physical Education 150a, Sophomore Physical Ed.	1/2	hr.
Psychology 102, Introduction to Psychology	3	hrs.
Social Science (History, Government, Sociology, or Economics)	3	hrs.
	16 1/2	hrs.

JUNIOR YEAR

FIRST SEMESTER:

Education 235, Essentials of High School Teaching	3	hrs.
Music 250, Applied Music (Major Instrument)	1	hr.
Music 225, Applied Music (Woodwind)	1	hr.
Music 311a, Functions and Technology of Instruments	2	hrs.
Applied Music (Elective)	1	hr.
Science (Biology, Physics, Chemistry, or Geology)	5	hrs.
Elective	3	hrs.
	16	hrs.

SECOND SEMESTER:

Music 251, Applied Music (Major Instrument)	1	hr.
Music 225, Applied Music (Brass)	1	hr.
Music 307, Counterpoint	2	hrs.
Music (Elective)	3	hrs.
Science (Biology, Physics, Chemistry, or Geology)	5	hrs.
Secondary Education	4	hrs.
	16	hrs.

SENIOR YEAR

FIRST SEMESTER:

Education 103, Directed Teaching	3	hrs.
Music 204, Music Appreciation, or		
Music 305, History of Music	3	hrs.
Music 224, Applied Music (Percussion)	1	hr.
Music 312a, Orchestration and Composition	2	hrs.
Music 350, Applied Music (Major Instrument)	2	hrs.
Psychology 306, Psychology of Adolescence	2	hrs.
Science	2	hrs.
	15	hrs.

SECOND SEMESTER:

Education 303, Directed Teaching in applied Music	3	hrs.
Music 225, Applied Music (String)	1	hr.
Music 305 or 306, History of Music	3	hrs.
Music 311b, Methods of Organizing and Conducting Glee Clubs, Band, and Orchestra	3	hrs.
Music 351, Applied Music (Major Instrument)	2	hrs.
Music 313, Instrumental Form and Analysis	2	hrs.
Music (Elective)	2	hrs.
	16	hrs.

¹The required credits in Foreign Language may be earned in Latin, French, or German. The number of hours in Foreign Language required is determined by the number of high school units submitted for admission. If three units or more of a Foreign Language are offered for admission, six semester hours in the same language will be required; if two units of a Foreign Language are offered for admission, nine semester hours in the same language will be required; if one unit or less of a Foreign Language is offered for admission, twelve semester hours in one language will be required. All college credits

in Foreign Language must be in courses above the level of those completed in high school and submitted in partial fulfillment of requirements for admission to the institution.

² At least six of the twelve hours in Social Science must be earned in one field.

³ At least six hours in Secondary Education must be selected from the following:

200	Survey of Secondary Education	3	hrs.
231	Junior High School	2	hrs.
241	Measurements in Secondary Education	2	hrs.
306	Psychology of Adolescence	2	hrs.
309	Psychology of Secondary Subject	2	hrs.
330	Senior High School	2	hrs.
332	Extra-Curricular Activities	2	hrs.
336	Guidance in Secondary School	2	hrs.

⁴ Students completing this curriculum must use electives in partial fulfillment of the requirements for an academic minor of not less than eighteen hours.

Note.—Students completing the curriculum in Applied Music and interested in securing both the Provisional High School Certificate and the Provisional Certificate in Administration and Supervision should consult the Registrar or the Dean of the College concerning additional requirements.

X. Special Curriculum in Music

Leading to the Bachelor of Science in Music and to the Provisional High School Certificate

This curriculum requires the successful completion of 130 semester hours of credit including a minimum of 60 semester hours of music (maximum 69 hours). Of this number 42 hours may be designated as core requirements while the remaining hours may be called special requirements in one of three possible fields of concentration: Music Education, Applied Music, and Instrumental Music. The specific requirements in each of the fields will be found subjoined to the following summary of general requirements in music:

a. General Requirements:			
Music 106, Sight Singing	3	hrs.	
Music 107, Sight Singing	3	hrs.	
Music 103, Harmony	3	hrs.	
Music 104, Harmony	3	hrs.	
Music 213, Harmony	3	hrs.	
Music 214, Harmony	3	hrs.	
Music 204, Music Appreciation, or			
Music 305, History of Music, or			
Music 306, History of Music (Any two)	4	hrs.	
Music 302, Conducting	2	hrs.	
Music 307, Counterpoint	2	hrs.	
Music 308, Counterpoint	2	hrs.	
Music 311a, Function and Technology of Instruments	2	hrs.	
Music 312a, Orchestration, or			
Music 312b, Orchestration	2	hrs.	
Music 313, Form and Analysis	2	hrs.	
—, Applied Music	8	hrs.	
	42	hrs.	
b. Additional Requirements for B. S. with Emphasis on Music Education:			
Music 101, Music Methods	2	hrs.	
Music 102, Music Methods	2	hrs.	
Music 300, Supervision of Music	3	hrs.	
Music 301, Music Methods	3	hrs.	
Music 311b, Methods of Organizing	3	hrs.	
Electives (Minimum)	9	hrs.	
Electives (Maximum)	19	hrs.	
Grand Total	60 to 69	hrs.	
c. Additional Requirements for B. S. with Emphasis on Applied Music:			
Additional hours in Orchestration	2	hrs.	
Additional hours in Applied Music	8	hrs.	
Music 320a	Composition (Any one)	2	hrs.
Music 320b			
Music 321a			
Music 321b			
Electives (Minimum)	6	hrs.	
Electives (Maximum)	15	hrs.	
Grand Total	60 to 69	hrs.	
d. Additional Requirements for B. S. with Emphasis on Instrumental Music:			
Additional hours in Orchestration	2	hrs.	
Band and Orchestra (combined credit)	12	hrs.	
Electives (Minimum)	4	hrs.	
Electives (Maximum)	13	hrs.	
Grand Total	60 to 69	hrs.	

Subjects other than music required for the completion of the Bachelor of Science in Music are as follows:

Education	18	hrs.
English	12	hrs.
Social Science	6	hrs.
Science or Social Science	6	hrs.
Foreign Language (French, German, or Latin)	6-12	hrs.

Requirements in the Special Music Curriculum Outlined by Semesters and Years

All students completing this curriculum will follow in detail the sequence of courses indicated below. Any departure from this outline will result in conflicts in courses and probably loss of time and credit.

FRESHMAN YEAR

FIRST SEMESTER:

English 101a, Freshman English	3	hrs.
Foreign Language (French, German, or Latin)	3	hrs.
Music 103, Harmony	3	hrs.
Music 106, Sight Singing	3	hrs.
Applied Music	1	hr.
¹ Music Elective (Orchestra, Band, or Chorus) or Physical Education 100a	1	hr.
Biology 100, Hygiene and Sanitation	2	hrs.

SECOND SEMESTER:

English 101b, Freshman English	3	hrs.
Foreign Language (French, German, or Latin)	3	hrs.
Music 103, Harmony	3	hrs.
Music 107, Sight Singing	3	hrs.
Applied Music	1	hr.
² Social Science (History, Government, Sociology, or Economics)	3	hrs.
Band, Orchestra, or Chorus	1	hr.
	17	hrs.

SOPHOMORE YEAR

FIRST SEMESTER:

English 102b, Types of English Literature	3	hrs.
Foreign Language (French, German, or Latin)	3	hrs.
Music 213, Harmony	3	hrs.
³ Music 101, Music Methods and Materials for Primary Grades or Music Elective	2	hrs.
Social Science (History, Government, Sociology, or Economics)	3	hrs.
⁴ Music 115, 116, 117, or 118, Applied Music (Class) or Elective	1	hr.
Band, Orchestra, or Chorus	1	hr.
	16	hrs.

SECOND SEMESTER:

English 104, American Literature, or 102a, Types of English Literature, or 105, Fundamentals of Speech, or 209, Teaching Language in the Grades, or 203a, Beginning Play Production	3	hrs.
Foreign Language (French, German, or Latin)	3	hrs.
⁵ Music 102, Music Methods and Materials for Intermediate Grades or Elective	2	hrs.
Music 214, Harmony	3	hrs.
Applied Music	1	hr.
Band, Orchestra, or Chorus	1	hr.
Psychology 102, Introduction to Psychology	3	hrs.
	16	hrs.

JUNIOR YEAR

FIRST SEMESTER:

Education 235, Essentials of High School Teaching	3	hrs.
Music 311a, Function and Technology of Orchestral Instruments	2	hrs.
Music 307, Counterpoint	2	hrs.
⁶ Applied Music or Elective	1	hr.
Music 302, Conducting	2	hrs.
⁷ Music 301, Methods of Teaching Music in High School, or 204, Music Appreciation, or History of Music (305 or 306)	2-3	hrs.
Science or Social Science	2	hrs.
⁸ Secondary Education	2	hrs.
⁹ Band, Orchestra, or Elective	1	hr.
	17-18	hrs.

SECOND SEMESTER:

⁶ Secondary Education (Elective)	2	hrs.
Music 308, Counterpoint	2	hrs.
⁸ Music 311b, Methods of Organizing Glee Clubs, Choruses, Bands, and Orchestras or Elective	3	hrs.
Music 312a or 312b, Orchestration	2	hrs.
⁶ Applied Music, or Elective	1	hr.
Science or Social Science	5	hrs.
⁷ Band, Orchestra, Chorus, or Elective	1	hr.
	16	hrs.

SENIOR YEAR

FIRST SEMESTER:

Education 103, Directed Teaching	3	hrs.
*Secondary Education (Elective)	3	hrs.
Music 300, Supervision of Music	3	hrs.
Music 313, Form and Analysis	3	hrs.
*Music 311a, or 312b, Orchestration, or Music 204, Music Appreciation, or History of Music (305 or 306)	2	hrs.
*Applied Music or Elective	1	hr.
*Electives (In Music, Education, or Minor Field)	3	hrs.
*Band, Orchestra, Chorus, or Elective	1	hr.
	17	hrs.

SECOND SEMESTER:

Education 303, Directed Teaching	3	hrs.
*Applied Music	1	hr.
*Music 302a, or 320b, Canon and Fugue, or 321a or 321b, Composition	2	hrs.
*Band, Orchestra, Chorus, or Elective	1	hr.
*Electives (Music, Education, or Minor Field)	10	hrs.
	17	hrs.

¹ Membership in these performing groups is desirable for all Music majors. Twelve semester hours of combined credit in Band and Orchestra are required of students majoring in Instrumental Music.

² At least six semester hours in Social Science must be earned in one field.

³ Students majoring in Music Education should take this methods course at this time.

⁴ Applied Music (Class) may be taken by students majoring in Music Education in fulfillment of the requirement that they play a string and a wind instrument.

⁵ Sixteen semester hours of Applied Music are required for students majoring in Applied Music.

⁶ See page 33 for list of courses in Secondary Education from which electives must be taken.

⁷ A total of twelve semester hours of credit is required for students majoring in Instrumental Music.

⁸ A minimum of sixty semester hours of Music is required for the Bachelor of Science in Music; the maximum allowed is sixty-nine.

⁹ Instrumental and Applied Music majors are required to take a total of four semester hours in Orchestration, Music Education majors should take the required History of Music or Appreciation at this time.

¹⁰ Applied Music majors are required to take one semester of Canon and Fugue or Composition.

Tuition and Fees

No tuition is charged residents of the State of Kentucky. Residents of other states pay a tuition of \$15.00 a semester, \$7.50 for the spring term of nine weeks, and \$7.50 for each summer term. The incidental fee for all students pursuing undergraduate work in the college is \$25.00 per semester, \$12.50 for the spring term of nine weeks, and \$12.50 for each summer term.

Students who take classes in Physical Education and courses requiring laboratory work will pay special fees, the amount depending upon the cost of the materials used as indicated below.

Art 102, Art Education in the Elementary School	\$.50
Art 200, Drawing and Design	.50
Art 201, Drawing and Design	.50
Agri. 206, Agricultural Analysis	2.00
Agri. 208, Soil Physics	2.00
Biol. 105, General Biology	2.00
Biol. 110, Botany I	2.00
Biol. 210, Agri. Bact.	2.00
Biol. 211, Household Bacteriology	2.00
Biol. 215, Plant Path.	1.00
Biol. 120, Zoology I	2.00
Biol. 221, Vert. Anat.	2.00
Biol. 222, Vert. Anat.	2.00
Biol. 225, Econ. Ent.	1.00
Biol. 300, Plant Phys.	2.00
Biol. 320, Gen. Entom.	1.00
Biol. 325, An. Microtech.	1.00
*Chem. 100a, b (General) (each)	2.00
*Chem. 101a, b (General) (each)	2.00
*Chem. 102, Qualitative	2.00
*Chem. 201, Quantitative	2.00
*Chem. 201a, Quantitative	2.00
*Chem. 202, Food	2.00

*Chem. 250, Organic	2.00
*Chem. 251, Biochemistry	2.00
*Chem. 302, Organic	2.00
*Chem. 361, Physical	2.00
Geog. 101, Principles of Geography	.50
Geog. 111, Earth's Feat. and Mean.	2.00
Geog. 121, Ele. of Meteorol. and Clim.	2.00
Geog. 212a, Hist. Geology	2.00
Home Econ. 100, Foods I	4.00
Home Econ. 105, Text I	2.00
Home Econ. 213, Applied Design II	1.00
Home Econ. 200, Food Econ.	2.00
Home Econ. 206, Foods II	5.00
Home Econ. 207, Text. II	1.00
Home Econ. 302, Dietetics	1.00
Home Econ. 308, Adv. Nutrition	3.00
Phys. 100a, b, General Physics (each)	2.00
Phys. 101a, b, General Physics (each)	2.00
Phys. 102, Household Physics	1.00
Phys. 103a, Radio	1.00
Phys. 200, Mechanics, Etc.	2.00
Phys. 201, Magnetism, Etc.	2.00
Phys. 203, Light	2.00
Phys. 300, Heat	1.00
Phys. 301, Electricity	1.00
Ph. Ed. 100a, b (Subj. to 75c refund)	1.00
Ph. Ed. 150a, b (Subj. to 75c refund)	1.00
Ph. Ed. 161, 162, 163, and 263	1.75

* In addition to the laboratory fee all students enrolling in chemistry will be required to make a breakage deposit of \$2.00 for courses numbered 100 to 199 and a deposit of \$3.00 for courses numbered 200 and above. The unused portion of this deposit will be returned to the student at the end of the semester.

MUSIC RATES

Piano:		
Mr. Strahm	Each	Semester
One lesson a week	\$1.50	\$27.00
Two lessons a week	1.25	45.00
Miss Gibbs		
One lesson a week	.50	9.00
Two lessons a week	.50	18.00
Violin:		
Mr. Johnson		
One lesson a week	1.25	22.50
Two lessons a week	1.00	36.00
Voice:		
Mr. Vincent		
Two lessons a week	1.25	45.00
Wood Wind and Brass:		
Mr. Perry		
One lesson a week	1.00	18.00
Two lessons a week	.75	27.00
Piano Practice:		
One hour a day, six days a week	.35	6.30
Two hours a day, six days a week	.60	10.80

CLUBS

The student clubs at Western have become an integral part of the lives of their members and are as interesting and necessary as any part of college life.

The programs for club meetings are of a varied nature and are planned to develop the power of leadership on the part of their individual members. Students showing the greatest loyalty to these clubs and their programs have invariably met with the greatest success after graduation.

Club meetings are for both study and social purposes, and in addition to the purely extra-curricular activities, the college program includes a number of special organizations whose members receive a limited amount of college credit. In the department of music the band, orchestra, glee clubs, and other vocal and instrumental groups offer splendid opportunities for training in this most cultural field. The R. O. T. C. with its rifle team and other special group organizations reflects honor on the college and gives valuable training to Western's men.

The department of physical education and health and its athletic teams in varied fields of sports furnish a never failing source of wholesome entertainment.

These three departments individually and collectively furnish the basis for many of the splendid public entertainments given at Western.



MISS RAGLAND

KENTUCKY BUILDING GROUNDS



MISS WOOD



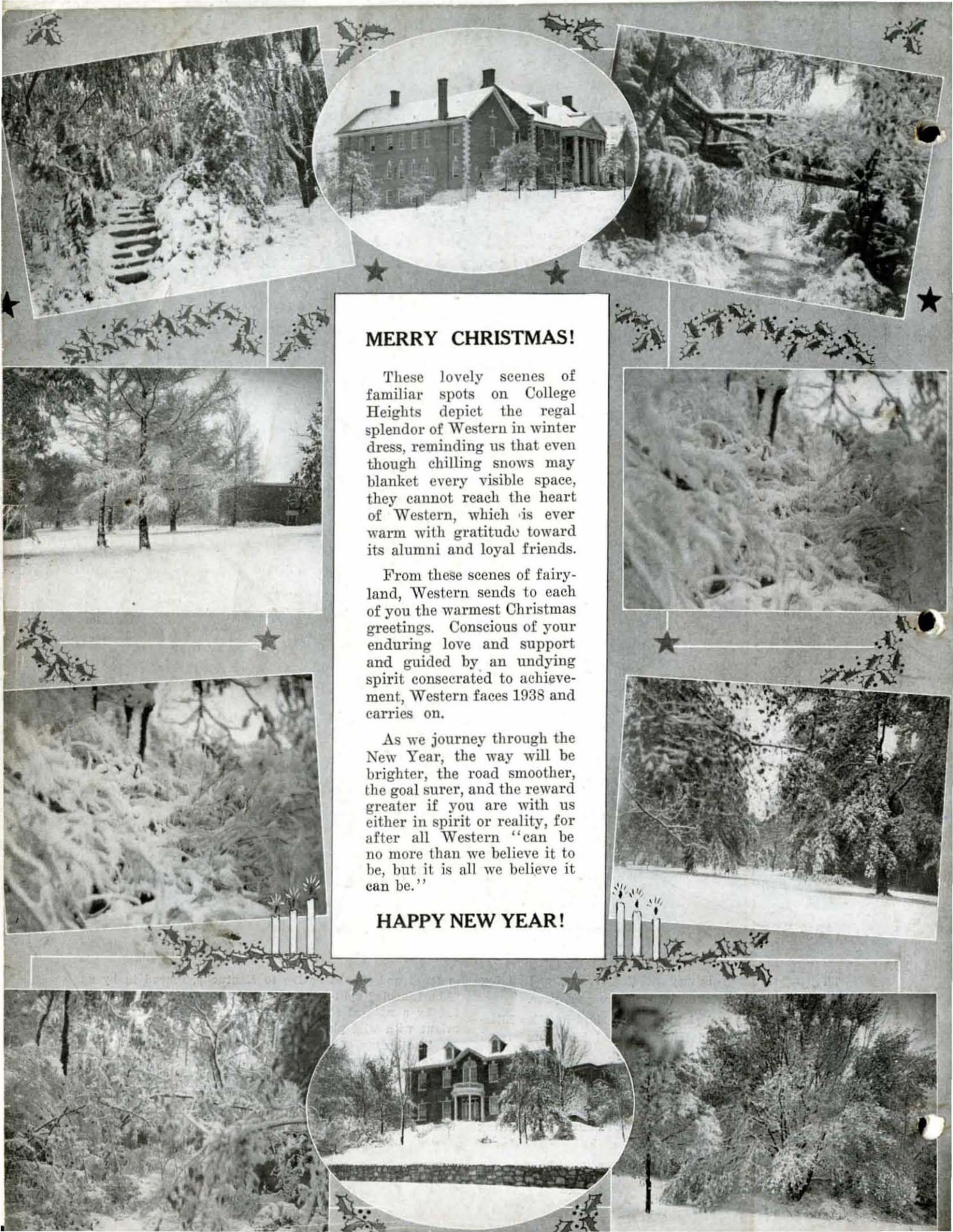
The transcending beauty of the Kentucky Building grounds drew many visitors during the past year.

The landscaping and planting supervised by Miss Elizabeth Wood and Miss Florence Ragland has transformed this area into a veritable beauty spot.

The lovely Fish Pool pictured above is near the northeast entrance, and near-by is the Rock Garden, a spot of rarest beauty. There is a spacious Open-Air Theatre, and a Pioneer Log Cabin with pioneer furnishings in a setting

of trees and shrubs native to Kentucky, fenced in by an "Abe Lincoln" split-rail fence. There is also a Lily Pond, fed by a natural streamlet, the banks of which are luxuriant with wild plant life.

The beauty of this section is climaxed in the Colonial Gardens with cinder paths and brick-edged borders where old-fashioned flowers flaunt a colorful parade from early spring until late autumn. The garden approach is flanked with small flowering trees and shrubs, and tall swaying willows make a charming background.



MERRY CHRISTMAS!

These lovely scenes of familiar spots on College Heights depict the regal splendor of Western in winter dress, reminding us that even though chilling snows may blanket every visible space, they cannot reach the heart of Western, which is ever warm with gratitude toward its alumni and loyal friends.

From these scenes of fairyland, Western sends to each of you the warmest Christmas greetings. Conscious of your enduring love and support and guided by an undying spirit consecrated to achievement, Western faces 1938 and carries on.

As we journey through the New Year, the way will be brighter, the road smoother, the goal surer, and the reward greater if you are with us either in spirit or reality, for after all Western "can be no more than we believe it to be, but it is all we believe it can be."

HAPPY NEW YEAR!