

Dec. 1908

PRESIDENT'S REPORT.

To The

Hon. J. G. GRABBE, STATE SUPERINTENDENT, AND MESSRS. H. K. COLE,  
E. H. MARK, H. C. MILLER, AND J. WHIT POTTER, BOARD OF REGENTS  
OF THE WESTERN KENTUCKY STATE NORMAL SCHOOL.

Gentlemen:

I have the honor to submit the first report of the development, work, and progress of the Western Kentucky State Normal School. The faculty and other employees join me in thanking you for the great service you have rendered the State and for the interest, sympathy, and kind consideration you have extended to us personally in our labor of developing the institution over which you preside.

HISTORY

The State Normal School was established by an act of the last session of the General Assembly. The act authorizing the establishment of a Normal School in Western Kentucky and one in Eastern Kentucky passed both Houses of the Legislature without an opposing vote. Like all other worthy achievements, the establishment of Normal Schools in Kentucky came through the evolution of public opinion. It was the result of the constructive and administrative power of the public mind. The act first passed the congresses of Kentucky minds and then the legislative bodies of the Kentucky General Assembly. The schools were brought into existence in obedience to the opinions, thoughts, and desires of the people of our Commonwealth. The Kentucky Educational Association took the initiative step by petitioning the General Assembly to establish the schools, and by creating the Kentucky Educational Improvement Commission and authorizing it to make an active campaign

and to memorialize the General Assembly. It is doubtful whether legislative history will show where two State institutions were anywhere else established by the same act without an opposing vote in either branch of the Legislature. The people of Kentucky are deeply grateful to our law-makers for this inspiring stand for the education of the masses.

#### SYNOPSIS OF THE NORMAL SCHOOL LAW

It establishes two State Normal Schools in Kentucky.

It provides that the Governor shall appoint a commission composed of seven persons, one from each appellate district, to locate the two State Normal Schools and to divide the State into two Normal School Districts.

It puts the management of the institution and the employment of the faculty and other employees in the hands of a non-partisan Board and makes the State Superintendent of Public Instruction Chairman ex-officio. The Board is appointed by the Governor.

It requires the Board to elect a Secretary of the Board and a Treasurer of the institution. The Treasurer is required to enter into a bond to the Commonwealth of Kentucky before he enters upon the duties of his office.

It invests the power of certification in the Board of Regents on the recommendation of the faculty.

It requires reports of the Board of Regents, Secretary of the Board of Regents, and the President and the Treasurer of the institution.

It creates the Normal Executive Council composed of the Presidents of the two institutions and the State Superintendent of Public Instruction, whose duty it shall be to provide a course of study to be taught in each State Normal School and the educational qualification for admission to and graduation from the same.

It provides that each Legislative District of the State shall be entitled annually to the appointment of ten pupils to gratuitous instruction in the Normal School.

It gives the Board of Regents power to maintain a Model and Practice School in connection with the Normal School.

It appropriates twenty thousand dollars annually to each State Normal School for defraying the expense of running the institution.

It provides that no member of the Board of Regents or member of the Normal Executive Council shall draw any salary for services as such but shall receive six cents per mile for every mile necessarily traveled in going to and from each meeting for the Board and other legitimate expenses.

#### THE WORK OF ORGANIZING THE INSTITUTION.

The work of interpreting and applying the Normal School Law and organizing and developing the institution has been an endless task and of a most complex and exacting nature. The General Assembly in establishing the school very wisely made no attempt to perfect organization or work out the practical details of a progressive and well-ordered institution of learning. This has made the constructive and administrative work of the Board, the Normal Executive Council, the President of the institution, the faculty, and other employees unusually burdensome and exacting. Of course, all of us realize that the Normal School Law and organization are in a state of evol-

tion. Some of the things which we have done are only tentative. We are working out every detail, however, as fast as the financial and other conditions of the institution will permit. The purpose, policy, and character of the Normal is being defined. The Board of Regents has systematically organized itself on business and educational principles; the State has been divided into two Normal Districts, scholarships apportioned to the different counties, a uniform plan of awarding free tuition established, the course of study prepared, and a faculty and other employees secured. A permanent and complete filing system for the registration of students and for the taking of their educational records at the time of entering school and for the recording of their daily work, conduct, term grades, etc., has been installed. A modern cabinet system for the registration of prospective students and correspondents together with other office and advertising appliances has been installed in the Business Office. A system of keeping accounts and paying vouchers that is properly safeguarded and one that requires a voucher for every penny expended is now in operation, and the school is ready on a moment notice to give an account of money received and paid out. The faculty has organized itself into a working unit and is using every opportunity to accomplish Kentucky's desire to make the Normal an eminent success and the source of an educational awakening in every community in our Commonwealth. The students who attended the Southern Normal School before it was turned into the State Normal School have united with the State Normal students in the organization of a State Normal School Association in every county in the Western Normal School District. A complete boarding system has been inaugurated with a view of keeping the rates within the reach of the masses. Many other things have been accomplished and many more are receiving our attention. Considering the fact that you did not take control of the institution until May, 1906, the President and the Secretary to the President did not begin working for the Normal until

July, 1906, the Dean until December 1, 1906, all other teachers January 1, 1907, and that the first term of the State Normal did not open until January 22, 1907, less than one year ago, I believe we have been reasonably successful and that the generous public will look with sympathy upon our efforts.

#### THE LOCATING COMMISSION

After the act establishing the Normals had become a law, Governor Beckham, by the authority of the act, appointed a Commission composed of one member from each Appellate Court District to locate the two State Normal Schools and to divide the State into two Normal School Districts. The following gentlemen were appointed by Governor Beckham as the Commission:--Mr. Ben Arnett of Nicholasville, Supt. E. H. Mark of Louisville, Mr. E. Geo. Payne of Paducah, Dr. M. G. Watson of Louisa, Mr. Basil Richardson of Glasgow, Supt. John Morris of Covington, and Mr. Geo. Edwards of Russellville. The Commission held its first session at Frankfort and organized by electing Mr. Ben Arnett President and Supt. John Morris Secretary. After due consideration and a thorough investigation, by a unanimous vote of the Commission the Eastern School was located at Richmond and the Western School at Bowling Green. The success of the institutions is ample evidence that the Commission made no mistake in locating the two schools.

#### COUNTIES OF THE WESTERN DISTRICT

The following counties were placed by the Commission in the Western District:--Adair, Allen, Ballard, Barren, Breckinridge, Bullitt, Butler, Caldwell, Calloway, Carlisle, Casey, Christian, Crittenden, Cumberland, Daviess, Edmonson, Fulton, Graves, Grayson, Green, Hancock, Hardin, Hart, Henderson, Hickman, Hopkins, Jefferson, Larue, Livingston, Logan, Lyon, Marion, Marshal, McCracken, McLean, Meade, Metcalfe, Monroe, Muhlenberg, Nelson, Ohio, Russell, Simpson, Spencer, Taylor, Todd, Trigg, Union, Warren, Washington, and Webster.

## FREE TUITION

Under the law establishing State Normal Schools in Kentucky, each legislative district is entitled annually to ten appointments. Apportionment of scholarships to the counties was made on the bases of school population. Scholarships have been apportioned by the State Superintendent of Public Instruction to the counties of the Western District as follows:

Adair, 6; Allen, 10; Ballard, 6; Barren, 10; Breckinridge, 10; Bullitt, 5; Butler, 6; Caldwell, 10; Calloway, 10; Carlisle, 4; Casey, 6; Christian, 10; Crittenden, 6; Cumberland, 4; Dade, 10; Edmonson, 4; Fulton, 5; Graves, 10; Grayson, 10; Green, 5; Henderson, 10; Hardin, 10; Hancock, 10; Hart, 10; Hickman, 5; Hopkins, 10; Jefferson, 10; Larue, 10; Livingston, 4; Logan, 10; Lyon, 4; Marion, 10; Marshall, 6; McCracken, 10; McLean, 10; Meade, 10; Metcalfe, 5; Monroe, 5; Muhlenberg, 10; Nelson, 10; Ohio, 10; Russell, 4; Simpson, 10; Spencer, 5; Taylor, 5; Todd, 10; Trigg, 10; Union, 10; Warren, 10; Washington, 10; Webster, 10;.

Louisville is entitled to 80; Owensboro, 10; and Bowling Green, 10.

## BOWLING GREEN

Bowling Green, the seat of the State Normal, is located on the main line of the Louisville and Nashville railroad 114 miles southeast of Louisville and 73 miles north of Nashville. Boats navigate Green and Barren River between Evansville and Bowling Green and many points on upper Green River. Boats arrive and leave daily. Perhaps no city was ever more favorably and beautifully located than Bowling Green. Her enterprising and cultured people, not content with what nature has done for her, have added to her attractiveness by creating parks, macadamized streets and lovely drives and by beautifying the city in every other possible way. The streets are clean and well-lighted; sickness is reduced to a minimum as a result of the healthfulness of the town. Bowling Green is what may be termed an ideal agricultural, home,

church, and school town. The community life is of a high moral tone. The citizens take a deep interest in all institutions that aid in developing character and disseminating intelligence. A deep co-operative and sympathetic relation exists between the students and the citizens. /The people have given every aid in their power in the work of developing the Normal and taking care of the great student-body that has already enrolled. They are assisting in the work of making the school one of the educational light-houses of the South and the pride of Kentucky. Indeed, the moral support they are giving the Board, the Faculty, and the students is encouraging and inspiring.

#### THE ORGANIZATION OF THE BOARD

After the appointment by the Governor of the Board of Regents for the two Normal Schools, the two Boards met in joint session at Frankfort and discussed at length the general policies that should govern the management of the institutions. Each Board organized by the election of the officers required by the Normal School Law. The Board of the Western School elected Mr. H. C. Miller Secretary of the Board, Mr. H. K. Cole Vice-President of the Board, H. H. Cherry President of the institution, Miss Mattie McLean Secretary to the President, and Mr. Garland Sledge Treasurer of the institution.

#### BOWLING GREEN'S PROPOSITION.

All of the school property that was formerly occupied by the Southern Normal School was deeded to the State of Kentucky on condition that the Western Kentucky State Normal School was located in Bowling Green. In addition to this, the good-will and splendid organization of the Southern Normal School, a private institution that was enjoying a very large attendance and great success, was turned over to the State without cost. The property deeded to the State consisted of all of College Square including the main college

building , Frisbie Hall, and the frame boarding home. The main college building is a massive brick structure, a part of which is two and a part three stories high. There are twenty rooms in the main college building including the five rooms used for business and private offices. Frisbie Hall is an attractive brick structure, heated by steam, and lighted by electricity. It is used for rooming purposes only. It accommodates one hundred students. About twenty students room in the frame boarding home. The balance of this building is used in furnishing table board to students at a nominal cost. All of the property is located in the heart of the city and is a very valuable piece of real estate.

#### POLICY OF THE NORMAL.

It stands for a nominal expense by keeping board and tuition and other items within the reach of the masses.

It stands for a self-governing school whose disciplinarian is a moral opinion and desire expressed by an earnest student-body.

It stands for such courses of study as will secure character, thoroughness in scholarship, and the power to teach.

It stands for a more efficient system of public schools upon the conviction that the State Normals were created primarily for the children of Kentucky.

It stands for the harmonious development of a school system reaching from the primary grade to the university; but it gives the rural teacher special consideration.

It stands for a relentless campaign in the interest of the education of the masses and for a system of local taxation that will secure better and more secondary schools, qualified and better paid teachers, efficient supervision of schools, proper consolidation of rural schools, longer terms, and better school houses and equipments.



It stands for a professional awakening among the teachers by calling on them to make a conquest of the territory of their own minds and hearts, and to plant and nourish in their lives character, professional pride, ambition, intensity, and scholarship.

It stands for such courses of study, literary programs and general school policies as will make of every student who attends the Normal, a loyal, able, and aggressive champion of the public school.

It stands for a live school, whose policy not only offers its students an opportunity to acquire scholarship and the power to teach, but inspires them with a burning zeal to do and to be something--a school that teaches that self-government is an imperative duty and the first great obligation that every person must fulfill if he would succeed.

#### THE FACULTY.

Believing that the most potent influence in a great institution is personality, we have adopted the policy of using great care in selecting every teacher before recommending employment. The Faculty of the Normal is composed of men and women of culture, character, scholarship, and ability to teach. They have the spirit of co-operation and the ability to work harmoniously with their associates. A faculty of ten instructors, including the President and Dean, have done and are doing all the regular teaching of the institution. This limited teaching force and the tremendous attendance together with the endless amount of constructive and detail work there has been to do, has made it necessary to put double work on the faculty and too many students in each recitation. The faculty has taught from seven to nine solid hours per day and has done much other work besides. We regret that this has been necessary, but it is a privilege and a pleasure to say that every member of the faculty has fully appreciated the fact that this condition was made

necesssry on account of a lack of funds and has earnestly poured his life into his work and has put conscience and qualification into the performance of his daily duty. I desire to say in this connection that Dean A. J. Kennaman has been a tower of strength to the institution and an educational companion to the President in the work of organizing and conducting the school. He has shown a remarkable aptitude for grasping intricate and difficult school problems. He is not only a strong Normal School curriculum man but an organizer and a teacher who has great power in the school room. He has had charge of the curriculum and has shown great wisdom in his work of allowing credits, grading students, and working out a high standard of graduation. The faculty joins me in thanking you for the re-enforcement of new teachers that will begin work with us on January 21, 1908. The indications are that the present attendance will be increased by hundreds of new students at that time and that the enrollment will be very large. It would be impossible for the present faculty to do the work. The new teachers will not reach us too soon. I am sure that generous Kentucky will fully recognize the situation and ratify your purpose to take care of this interesting educational proposition which is without doubt one of Kentucky's richest assets.

STATE SUPT. JAS. H. FUQUA.

Our honored State Superintendent, Jas. H. Fuqua, has made large contributions to the educational life of Kentucky as a result of the service he has rendered the State and the faithful and valuable work he has done in organizing and launching the Normal. As Chairman of the Board of Regents he always displayed judgment and much executive power. He leaves the Board, carrying with him the love and esteem of every member of the Board and of the faculty of the institution. While we regret losing the sound counsel and advice of Superintendent Fuqua, we feel that we are to be heartily

congratulated upon having so eminent an educator and executive as Supt. J. G. Crabbe to take his place and to lead in the educational development of our State.

#### THE COUNTY SUPERINTENDENTS OF WEST KENTUCKY.

I am glad to report to your Honorable Board and the people of Kentucky that the fifty-one County Superintendents of the Western Normal School District have taken a deep interest in the development of the Normal and have rendered a most efficient and valuable service. All of them have given the institution their loyal support and most of them have succeeded in sending large delegations of students to the institution. Much of the success of the State Normal is due to the work that has been done by the County Superintendents.

#### THE PRESS.

The school is not unmindful of the unselfish and effective service rendered by the Press of the State in the work of not only establishing and organizing the Normal but of creating an educational awakening in every community in our Commonwealth. The Press has had much to do in defining the thought of the public school and in carrying its message into every home. The Western Kentucky State Normal School desires to thank the Press of Kentucky for the loyal support it has received.

#### THE CITIZENSHIP OF KENTUCKY.

The Normal has had the sympathy of the public. Not only educators but people of all vocations of life have given liberal contributions of moral support to the institution. The work of developing the institution has been made easier as a result of the support it has received from the public.

## THE SOUTHERN NORMAL SCHOOL.

On January 22, 1907, the Southern Normal School, a private institution which had been in successful operation for fifteen years and which enjoyed a large attendance and one of the strongest Alumni Associations that ever championed the work of an institution, as well as the co-operation of hundreds of interested friends and loyal former students, was shifted from a private track to a State track, from private control to State control, from the Southern Normal School to the Western Kentucky State Normal School, and this was accomplished without the loss of a single student and without criticism. This could have been accomplished in no other way than through the love and loyalty of the students who were in attendance and of those who had attended the institution in the past. I am glad to report to you that the State Normal School and Southern Normal School are now united in the great work of educating the masses and that every student, member of the Alumni Association, member of the faculty, officer and friend of the Southern Normal School is giving support to the State Normal. Indeed, the loyalty and unselfish interest of the Southern Normal student is proving to be one of the State's assets. It would cost the State of Kentucky thousands of dollars to do what the Southern Normal student contributes without cost. The influence of the Southern Normal student is one of the prime causes of the large attendance enjoyed by the State Normal.

## THE PURPOSE OF THE NORMAL.

The Normal School was established and is maintained primarily to prepare young people for the teaching service of Kentucky. The Purpose of the school is to train teachers with special emphasis along the following lines:

1. Subject matter, information.
2. Culture, the ability to execute.
3. Personality.
4. Moral character.

"The Normal School is not the exclusive agent for the training of teachers, but it is the State's chief agent, and as such it must build up the professional spirit, establish the standards, create the ideals, send out the men and women whose call is to educational leadership." The school demands of those who are to become its graduates strength of character, moral stamina, the ability to stand and count for much in life.

#### THE DEAN'S REPORT.

We give below a brief statement from Dean A. J. Kinnaman, touching the scholastic work of the institution:

"Mr. President:

The course of study in the Western Kentucky State Normal as it now stands requires of every student a rather high standard of excellency in the common branches. On entering he is given credit in any of these branches, without examination, if he can fulfill all three of the following requirements.

First, he must have done excellent work throughout the subject in some reputable school above the Common School.

Second, he must hold a grade of over ninety per cent on a first-class certificate.

Third, he must have taught throughout the subject.

On all work taken in the Normal the student must make an average of over eighty-five per cent and he must not fall below seventy per cent in any subject.

When the student has credit in the common branches he is offered a year's work in the higher branches along with one professional subject. On completing this course he is given a certificate entitling him to teach anywhere in the State for a period of two years. Certificates of this kind are granted to no student, no matter how high his scholarship, for an attendance

of less than twenty-eight weeks.

Last August we graduated six young ladies from this course, three of whom were graduates from four-year High School courses; two from colleges; and one was a County Examiner, holding several first-class certificates. Three of the ladies held first-class certificates prior to graduation here. The fact that these six ladies ranked so high, and that out of several hundred students here holding first-class certificates, only these six graduated, is sufficient evidence that the course and the faculty's interpretation of it, establish a high standing for passing.

There were no graduates from the Life Certificate course last year. This course as it stands represents an excellent training in the professional subjects and a high standard of proficiency in the academic subjects--as high as is practical with the present status of education in the Commonwealth. I believe that in the near future the course should be extended a year, thus making it a course of one hundred forty-four weeks' duration or about four years as college courses usually go, since our year is forty-eight weeks in length. While there have been but few graduates, a very large number of bona fide teachers are taking advantage of the professional work offered.

Our Model and Practice School is rapidly attaining to a high degree of excellency. We have in Miss Frazee a superintendent of unusual strength, insight, and experience. She is ably supported by a corps of well trained teachers. The City Board has given every encouragement that could be asked. The greatest need of the Model School at present is better rooms and a considerable increase in such supplies as are used in the best city schools. This Model School should be supplemented also by a Model Rural School where the conditions will represent quite completely the problems of the rural school teacher.

Graduating students get one hour a day for five months in Critical Observation, preceded and followed by careful class discussions and one hour

a day similarly, for five months in Practice Teaching. This work is duly supplemented by classes in Methods, Pedagogy, Psychology, Sociology, and the History of Education. No one is to be regarded as equipped in any sense either to teach or to superintend without some such sound courses in professional subjects or without training under critical direction. No student will be graduated from this course, and given the Life License, no matter how high his standard of scholarship, with less than one year's resident work.

Our Summer School is arranged to meet two distinct demands:--First, for students in the prescribed course, it continues the regular work of the Normal, Professional, and Academic, being an integral part of the regular Normal School course. Second, it provides opportunity for the city school teachers whose terms do not close in time for them to enter Normal during the Spring Term. Such teachers are offered classes in any of the Professional and Academic subjects desired.

Upon the whole, our work from the standpoint of this department is progressing nicely. The entering students accept graciously the limited entrance credits granted them, and express great satisfaction with the high standard of excellency required by those that are passed out of the courses."

Respectfully submitted,

A. J. Kinnaman, Dean."