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Western Kentucky University

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The High School
In The Normal School

One of the most remarkable evolutions in education has taken place in the state of Kentucky within the last twelve years. In that period normal schools have been established and developed to a high degree of efficiency in the training of teachers for the state. These institutions are annually supplying a large number of trained teachers for the schools of the state. In the main, the old system of education has been changed and rural schools rendered more effective in producing better rural conditions. All these changes have been revolutionary and dynamic. However, simultaneous with these changes has gone another evolution which has made itself felt in all phases of school work throughout this state. In 1898, when the normal schools were founded, there were only eight standard public high schools within the Commonwealth, and very few graduates from the normal schools who pursued their education beyond the common schools were being educated in private preparatory schools or colleges, but in 1918, a law was passed enabling every county to furnish high school training for all of its public school graduates at public expense.

In the working of this law a significant change in public school methods and tendencies has been brought about that marks a new epoch in the educational history of the state. From eight public high schools the advance has been made such that there are now two hundred high schools giving two, three and four year high school courses, and from them are annually being graduated the increased high school students. These facts are significant. They reveal progress. They point to powerful forces at work to accomplish conditions in the Commonwealth. But this is not all, for the high school has not only brought educational opportunities to the open country and to the small towns, but its influences have been felt in the life of the prospective teacher who has become a student of the Normal School. A brief survey of some of the statistics relative to the student-body of the Western Normal School will graphically enforce these tendencies. The student-body of the State Normal School, when the Commonwealth took charge in 1907, consisted of some four hundred students. Of this number some eighty odd had been enrolled in any school work not above a common school. From this number has been taken one hundred—nine in number—were graduates of forty-four high schools. Of these two were from high schools outside the state. Very few had more than a year's work above the common schools, and the work that they had had was not secured in publicly maintained high schools but in private institutions of various kinds. In order to see what a change has taken place in this brief period, a census was taken recently in the chapel of the Western Normal, which revealed that there were over two hundred graduates of four-year high school courses. A picture made some two years ago of high school people shows that there were one hundred fifty-six out of the student-body who were high school graduates. Without exception all of these were from high schools of Kentucky. As far as the advanced student-body is concerned, it is, therefore, evident that a mighty stride has been made within this period in the high school influence among the students of the institution. When an examination is made of the advanced student-body from the increased high school influence it is felt more profoundly.

For many years the shortage of high school preparation was keenly felt. Very few of the student-teachers had any high school work when they entered the institution. For many years the number of graduates was small and it took a long time for the influence of high school to reach the upper classes of the institution. The year 1910 can be taken as typical of the early classes, and this year is taken in order to allow the necessary time to secure graduates who would enroll themselves in the work of the State Normal School after they had finished high school. It must be remembered, however, that the graduating class is only a small part of any school. Consequently, the figures given must be small, but relatively large if the per cent is applied to the whole school. Of the graduating class of 1918, fourteen were credited with the equivalent or to more than three years of high school work, yet only three were four year high school graduates. Four schools had done work in high school, but only half of the class, who were credited with some advanced work, had done this work in other schools than high schools. Ten years later a considerable change had taken place. In 1916, sixteen of the graduating class were high school graduates; in 1917, twenty-one were high school graduates, in 1918, twenty-three were credited with four years' high school work. From 1910 with three four-year high school graduates the number of high school graduates had increased in eight years to twenty-three, which is an enormous percentage of increase in the number of high school graduates. In regard to those who had done some high school work in 1918, thirteen had done some work in high school. In 1917, nine others besides the graduates were credited with such scholarships. In 1918, eleven were high school students who had not graduated from high school. Interpretation of these facts shows that a large number of high school students were enrolling themselves in the high school, but were not completing their course before entering the teaching profession. As to the total number in these more recent classes, who had attended developed a high school of its own or maintained one in cooperation with some higher institution. Twenty are now in these two hundred high schools giving two, three and four-year high school courses, and from them are annually being graduated the increased high school students. These facts are significant. They reveal progress. They point to powerful forces at work to accomplish conditions in the Commonwealth. But this is not all, for the high school has not only brought educational opportunities to the open country and to the small towns, but its influences have been felt in the life of the prospective teacher who has become a student of the Normal School. A brief survey of some of the statistics relative to the student-body of the Western Normal School will graphically enforce these tendencies. The student-body of the State Normal School, when the Commonwealth took charge in 1907, consisted of some four hundred students. Of this number some eighty odd had been enrolled in any school work not above a common school. From this number has been taken one hundred—nine in number—were graduates of forty-four high schools. Of these two were from high schools outside the state. Very few had more than a year's work above the common schools, and the work that they had had was not secured in publicly maintained high schools but in private institutions of various kinds. In order to see what a change has taken place in this brief period, a census was taken recently in the chapel of the Western Normal, which revealed that there were over two hundred graduates of four-year high school courses. A picture made some two years ago of high school people shows that there were one hundred fifty-six out of the student-body who were high school graduates. Without exception all of these were from high schools of Kentucky. As far as the advanced student-body is concerned, it is, therefore, evident that a mighty stride has been made within this period in the high school influence among the students of the institution. When an examination is made of the advanced student-body from the increased high school influence it is felt more profoundly.

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SOME HIGH SCHOOL GRADUATES AND THEIR WORK

(Most in addition in the completion of high school courses spent some time in the Western Normal.)

Max II. Hart—Graduate of Murray High School. Was dis-
charged from the service Dec. 11, now teaching near
Tyrone, Ky.

Frances C. Copeland—Graduate of Mayfield High School; now teaching in
the rural schools of Trigg County.

Lillie A. Wilson—Graduate of Madisonville High School; teaching in
Madisonville Graded School.

Pamela Trees—Graduate of Wingo High School; teaching in
Wingo City, Ky.

Sarah Boyd—Graduate of Owensboro High School; teaching in
Wesleyville High School.

Sarah Hendrick—Graduate of Franklin County; teaching in
Wesleyville High School.

Rufus Webb—Graduate of Trigg County; teaching in
Wesleyville High School.

Ann Craig—Graduate of Trigg County; teaching in
Wesleyville High School.

John Shelton—Graduate of Trigg County; teaching in
Wesleyville High School.

William Sturgis—Graduate of Marshall County; teaching in
the rural schools of Trigg County.

Amanda White—Graduate of Marshall County; teaching in
Wesleyville High School.

Sarah Jones—Graduate of Marshall County; teaching in
Wesleyville High School.

Mary Ricks—Graduate of Marshall County; teaching in
Wesleyville High School.

Anna Belle—Graduate of Marshall County; teaching in
Wesleyville High School.

Beatrice Faulk—Graduate of Marshall County; teaching in
Wesleyville High School.

Mae Holder—Graduate of Marshall County; teaching in
Wesleyville High School.

Sarah McNeely—Graduate of Marshall County; teaching in
Wesleyville High School.

Sarah White—Graduate of Marshall County; teaching in
Wesleyville High School.

Sarah Miller—Graduate of Marshall County; teaching in
Wesleyville High School.

Sarah Johnson—Graduate of Marshall County; teaching in
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Hi story

When the Normal course was not as
Forensics

Language statement of your credits, indicating the subjects taken.

Eng. 12

Drawi ng

Physiology 2

Math. in Road.

Art. 1 or 2

Music 1 or 2

Forensics

In the second year, the program includes:

Physiology 2

Drawing 1

Method 3

English 9

Algebra 1

Forensics

Drawing 1

Method 3

English 9

Algebra 1

Forensics

The above course is designed for graduates of far-reaching

History 1

Drawing 1

Method 3

English 9

Algebra 1

Forensics

The second year requires a wider field of study.

Education Electives—1. Method in Geography, 2. Method

in Languages, 3. Method in History, 4. Method in

Supervision; 5. Rural Administration and Supervision,

Agriculture and Home Economics, 6. Rindisstoff and


Science: Advanced American History, U.S. History, Latin 1,

Chemistry (Shakespeare), English 9 (practical), Latin

11 (first hour), Algebra 1 (Vergil).

19. Agricultural Chemistry (First hour), Calculus, Civics,

2, English 6 (English Literature), English 12 (Anglo-Saxon),

Home Economics 3 (Home Economics and Sewing),

Civics 3 (Civics), Psychology 1, Reading 1, Trigonometry 1.

20. Algebra 2 (Second hour), English 8, Analytical Geometry,

Advanced European History, Advanced Algebra 2,

Advanced Biology 2, Algebra 1 (Vergil), English 11 (Pindar),

Civics 2, Latin 11 (first hour), Physics 2.

19. Agricultural Chemistry (First hour), Calculus, Civics,

2, English 6 (English Literature), English 12 (Anglo-Saxon),

Home Economics 3 (Home Economics and Sewing),

Civics 3 (Civics), Psychology 1, Reading 1, Trigonometry 1.

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Home Economics 3 (Home Economics and Sewing),

Civics 3 (Civics), Psychology 1, Reading 1, Trigonometry 1.

20. Algebra 2 (Second hour), English 8, Analytical Geometry,

Advanced European History, Advanced Algebra 2,
RESERVE OFFICERS' TRAINING CORPS

HIGH SCHOOL CREDITS MADE IN THE SUMMER SCHOOL

The recent school term has been a difficult one for the high school principals and teachers due to the suspension of the schools on account of the influenza epidemic. For that reason there will be many undergraduates in the high school, who have failed to make sufficient credit to pass on to their next grade or to complete their graduation. These high school students, by attending the Normal during the summer school term, will have their opportunity of making up for these deficiencies.

COMPANY B.

In order to carry on this work in an efficient manner, it becomes necessary to have clothing and other equipment of the most modern type. This equipment and clothing are furnished by the government and is of the same type or kind as that used by the armed forces of our country. The use of this equipment costs the student of the Normal School nothing, even the necessary text books being furnished. After being enrolled in this outfit and clothing in the Normal School requires that the clothing be worn at all times during school days, that is, Monday, Tuesday, Wednesday, Thursday and Friday. On Saturdays and Sundays the wearing of the clothing is optional with the student.

The men in this organization are not enlisted in the Army but are students, being held to discharge requirements for further service after leaving school. Once enrolled in the R. O. T. C. this work is made a prerequisite for graduation from the institution. The power to number and control remains with the institution except for the time the student is undergoing military instruction, which is three hours per week.

Members of this unit who, while here, have done satisfactory work, may be allowed to attend the Summer Training Camps, which are held at various places over the country, but they are not compelled to do so.

At the colleges and universities of our land, which grant degrees at the completion of their courses of study, there are maintained Senior Divisions of the R. O. T. C., which go further in the work than we have opportunity to cover after having completed the prescribed course of study in one of the Senior Divisions of the R. O. T. C., the student is given an examination over all work covered by the course and if satisfactorily passed he is given a commission in the Reserve Officers' Corps of the U. S. Army by the Secretary of the United States. The work in this unit if satisfactorily completed will enable the student to enter the Senior Division of the Reserve Officers' Corps. Credit in the senior division, for the last two years of work in a Senior Division the man is given a money allowance for tuition by the United States Government of about $12.00 per month, which is made for work done in the unit school at this school will be returned to the institution and the student may get them at any time for the purpose of entering a Senior Division.

Credit will be given to men entering the unit who have had previous service with the U. S. Army. Such students who expect credit for their service with the U. S. Army, Navy or Marine Corps, thus enabling them to go right on with the work which they may have left off. It is mainly from this class of men that we select the cadet officers and non-commissioned officers.

The requirements for admission to the Junior Unit maintaining in the Senior School are that the student be at least an age of sixteen years and has no physical defect that cannot be overcome by his course of physical training that is given in the R. O. T. C.

While the primary object of the R. O. T. C. is to prepare the student for a Commission in the Reserve Officers' Corps of the U. S. Army and thus supply the Government with men who have been sufficiently trained in the basic principles of Military Training to be able to lead men into actual battle, if need be, this work is designed also if not chiefly to develop sound bodies and active minds. The school gymnasium does not seem to meet the situation adequately nor do outdoor sports and athletics. In those the facilities are limited. Only a small part of the student body is reached and those are usually that part which would take to physical exercise naturally. The methods used in the R. O. T. C. are directed and put into practice by officers and non-commissioned officers of the U. S. Army. They are the tried and tested methods which have given such splendid results in our recent war. We consider the Normal School fortunate that it is able to offer the public this organization as a part of its course of work. Physical, mental, moral and emotional qualities are being transformed into strong muscles, proper carriage and bearing, by a training of the body of inertness and that of inertness. We are profiting in discipline. We are profiting in habits, health and personal hygiene. We are reacting respect for orderly government and a response to representative authority. We are promoting a love for the flag and a patriotic interest for the nation it symbolizes. The undertaking is large and developing. There is, here, be it understood, no suggestion of militarism, no suspicion of totalitarian activity. The spirit is American.