THE TRAINING SCHOOL

This issue of Normal Heights is in the nature of a tribute to the Training School. It is necessarily inadequate; it would require volumes to tell of the good works which have been achieved by those who have taught within its walls. Probably no other department of the institution has contributed as much to the welfare of the public schools of the state. It is the laboratory wherein are applied and tested the teaching of the various departments.

Without exception, those officially associated with the Training School have been, and are, teachers of rare sympathy, insight, and training. They have had difficult tasks, the work arduous, and the responsibility wearing. That responsibility has been accepted and the work done. Every student completes her courses in the Training School conscious of a definite growth in ability to comprehend and power to solve the problems which will presently confront her.

The mission of the Training School is to put soul into the teaching of the schools of Kentucky. It is serving that mission.

THOSE WHO HAVE MADE THE TRAINING SCHOOL

MISS LAURA A. FRAZEE

To Dean Klumman, who had so wisely selected one to organize the Model School, was assigned the task of selecting a successor to Miss Scott. The task of carrying on the work as well begun was entrusted to Miss Laura Frazee whose engaging personality and splendid culture are known and appreciated by all school people. With vigorous hands she took up the work and carried it on with great earnestness and efficiency. The course of study was worked out in detail and extended to cover the eighth grades of the elementary school. The name of the school was changed from Model School to Training School. Miss Frazee’s conception of it being the “training” of teachers and children to do their own best work. Departmental work was introduced in the upper grades, and special teachers put in charge of each department. This cooperation of parents was enlisted and strong patronage established. Miss Frazee by her tact and good will won the confidence and love of her pupils as few teachers are able to do.

The influence of Miss Frazee has been beautifully expressed by a former pupil of the Training School as follows: “Miss Frazee, though a deep student and a woman of broad culture, was not the coldly cold intellectual educator, but was always sympathetic with the desires and actions of children. This tolerance was combined with a rare sense of justice which prevented no one to encounter upon the rights and feelings of others.”

In life upon her students. In the words of her successor: “It will always be a marvel that one frail woman in so short a time could have accomplished so much—but it cost her life.”

In her will Miss Scott left to the school her library, which consisted of well chosen professional books, but the greatest monument to her short but intense life in the school she established upon lines of growth. That growth has been such as she fondly hoped for it and may we not say that much of it is due to the vigor which she imparted to it in its beginning?

MISS SARA H SCOTT

To many who had already chosen teaching as a life work, the Normal Schools came as a realization of long cherished hopes. Those who were anxiously seeking a better way of teaching impatiently awaited the opening of the Model School, for from it they raptly judged their most concrete and practical help was to come.

It was Miss Sarah Scott, the first supervisor, who soon came in touch with the greatest needs of the students. Her searching, brown eyes looked into their faces and read their hearts. They found in her a sympathetic friend and a profound teacher.

By nature and by training, Miss Scott was well adapted to the work of establishing a school for training teachers in a new field. She was a woman of dauntless courage, big faith and clear vision. With tremendous energy she set about her work and “silted better than she knew.”

To her students, she seemed a genius. Her face, plainer to the usual observer, glowed with intelligence and enthusiasm when she came before them. Her classes were revelations. Her decided aims, logical analysis, and precise criticisms were never forgotten. It was fortunate for any student to come in contact with her vigorous style. Her respect for mental integrity and contempt for all sham and insincerity had a most invigorating and wholesome effect upon her students and their work.

Miss Scott's conception of the Model School is best expressed in her own words: “A Model School is one in which every teacher and every child is daily growing toward bigger and better things through the exercise of his own powers. Such a school is a working model, not a perfected thing. This ideal persists in the school she established.”

While away from home on a mission for the school, Miss Scott was stricken by a fatal illness and was called from us, after only one short year in the school. However, she had done much. She had established the Model School upon lines that have been easy to follow, outlined a course of study for the first three grades, shown the value of professional study and left a tremendous appreciation for the big things.

MISS MATIE L OUIS E HATCHER

After Miss Frances’s resignation, the supervision of the Training School was taken up by Miss Mattie Louise Hatcher, under whom the work has grown steadily in thoroughness and became more and more practical.

Miss Hatcher is one of the few people who can fully appreciate the work done by some one else. Therefore she recognized the usefulness of the work done by her predecessors and was not long by doing things over. She studied the situation and completed, as nearly as possible, things already begun.

Gradually the course of study has been changed to meet new conditions, entered along such lines as seem to need it, and adopted to the degree of more recent research. She has been with us long enough to have impressed upon the school her characteristically rough hard work and thorough investigation.

Miss Hatcher possesses natural adaptability for her work, combined with a most thorough preparation. Those have given her that most desired requisite, a high ideal and a broad vision of what is demanded of one who fills the leader’s place. Carefully, with dignity and in her own individual way, Miss Hatcher leads those who work with her through her own well established avenues of thought.

Under her, the school has become more definite in its aims, and more steadily and evenly pursues them. Good things are being thought out for the future, and we hope to see for the Training School bigger opportunities for usefulness.

As to her system, its machinery was not apparent to the children. She looked for the good in them and the good came forth to greet her. Her avocation was a deterrent for bad impulse and her energy a corrective for idleness.

The sunny spirit of Miss Frazee still permeates the atmosphere of the Training School manifesting itself in the kindly good will always noted by strangers as being unusual.

Thought called to a broader field of thought, several years ago, she still lives in the hearts of faculty, patrons and students of the Normal and of the Training School.
SWORDS AND HORRORS OF FEATHERS AND FUR

ACT I

Scene I

On Upper College Street. (Man appears beating horse up the street.)

Man — Get up there you lazy brute! You are not pulling enough to move an ox’s tail! Why do you think I feed you whole ear of corn this morning? Yes, and nearly a whole handful of hay! Get up, I say! (Beating him brutally.)

Carriage Driver — Yes, sir. (A horse’s mouth, stop. Here you can’t, you have to shod more than once a year. If you want to keep your horse fit, you have to keep your horse in shape. He is an ear of the tree, like a good mead of hay and corn as well as you Mr. Horse, but do I get it?

Curtain

Scene II

In the School Wood. (Three girls appear, skipping down path.)

Jane — Oh, girls, see that robin’s nest! Isn’t it for beauty for our collection? (Climbs up and pulls nest down.)

Dora — But what will the robin do?

Herbert — He’ll live! (All) Here she comes! Let’s hide and see—surprised she’ll be! Ha, Ha! (Hide behind bushes.)

Curtain

Scene III

On the back porch of a residence on State Street. (Negative light falls upon the school with no use.)

Survivant — Work, work, work! It’s nothing but cook and mop all day. I wish I had my wish of my wish would be to stop! (Knocks at door and goes in.)

Dora — But what will the robin do?

Herbert — He’ll live! (All) Here she comes! Let’s hide and see—surprised she’ll be! (Thick behind bushes.)

Curtain

Scene IV

On Chestnut Street. (Boy goes home from school over a squirrel.)

He — Ha, Ha! He’s eating a nut. He seems to think we raise nuts just for him!

Jack — Yes, and what he don’t eat he tries to hide. He don’t want to look like he dig them up.

Dick — Just see him sitting there like a king. Let’s see if we can get the nut out of his mouth with this stick.

He — He’ll be lying low like the Kaiser, before I get thru with him.

ACT II

Written in a Subject in a school.

Time: At 3 a.m. on a dark night.

Place: In Corvina’s kitchen. (Animal and birds are assembled in a conference to rebel against Man. The owl presides and the pig is secretary. All are talking excitedly in animal language.)

President — (Rapping on table with a hammer.) Gents! Attention! Know you not that the time is drawing near when this secret meeting must close? The business will be finished, and we will have more of these meetings with map and water.

Dora — But what will the robin do?

Herbert — He’ll live! (All) Here she comes! Let’s hide and see—surprised she’ll be! (Thick behind bushes.)

Curtain

Scene V

The Staff of the Training School.

Rounding from left to right: Miss Sue Promotion, Miss Minnie Breskard, Miss Golda Johnson, Miss Missy Orge, Miss Sally McIlroy, Miss Isa Nance, Miss Mattle Louise, Miss Alma Mattie Jarman, and Miss Elia Jeffreys.

SIXTEEN

THE STAFF OF THE TRAINING SCHOOL.

Rounding from left to right: Miss Sue Promotion, Miss Minnie Breskard, Miss Golda Johnson, Miss Missy Orge, Miss Sally McIlroy, Miss Isa Nance, Miss Mattle Louise, Miss Alma Mattie Jarman, and Miss Elia Jeffreys.

CONDENSED INFORMATION

The big Mid-Winter Term opens on January 27, 1936. A great number of incoming students will enrol at that time. Hope you are making your plans to be one of the number.

The outlook for the Rural Life Conference, which will be held in February, promises to be one of the greatest meetings of its kind ever held in Kentucky. Speak to your friends about attending it before leaving home for the Western Normal. The program will be built upon the needs of the times and many of the most noted men in the United States will participate.

The next number of Normal Heights will be known as the Rural Life Conference Number. It will contain the program and full information concerning the work that will be done and a list of the speakers who will participate.

The R. O. C. T. has been permanently established at the Western Normal with Louis C. W andy as president of the school. A large number of young men are now members of the chapter, and the number of opportunities to young men seeking the higher success of life.

The Western Normal is making a special effort to keep up with the growth of the school. One of the staff members, the resident young woman or woman seeking an education. It is experiencing many difficulties in accomplishing this patriotic task on account of the high cost of living and of other things. The reader will agree, after reading the bills offered in this publication, that the institution is succeeding in its efforts.

Every back of the Western Normal Fare will be entitled in 1936 with a view of producing such things as can be used in the lecture hall. For the students of the institute. Thexoridices of C. G. Brown, who was formerly connected with the institution, have been secured and he will give his entire time to the building of an organization and other work connected with the institution.

The demand for qualified teachers is very great and is increasing rapidly. There are many thousands of schools and communities that are willing to pay much higher salaries for the qualified teacher. Enter the Western Normal and get ready for a larger career, leadership, and salary.
The Rural Life Conference

The Rural Life Conference will be held at the Western Normal, February 17-18, inclusive. If the present plans and prospects materialize, the conference will achieve far greater results this year than ever before.

The Superintendents of the fifty-one counties of the Western district will meet Tuesday, the 17th. They will hold two conferences daily and occupy the remainder of the time in visiting the various classes and thereby come in in touch with the life and work of the institution. A general session will be held each evening. The sessions Friday evening, Saturday and Sunday evening, will be made notable by the presentation of programs of special interest and appeal. Speakers of national renown will deliver addresses on the subjects of paramount importance. Sunday will be devoted to programmes of a religious nature.

A detailed programme will be included in the next issue of Normal Heights.

The R. O. T. C.

The friends of the Western Normal will be delighted to learn that the R. O. T. C. has been made permanent by final action of the War Department. Early in November the Department ordered the disestablishment of the Unit on account of the scarcity of military officers. At the same time, Lieut. Col. Twynam, the officer in charge, was ordered to Camp Pike. In a last effort to retain the organization, Regent J. W. Potter went to Washington and placed the cause of the Western Normal before the War Department in such a way that the Unit was ordered re-established by the Department and Lieut-Col. Twynam continued at its head.

The R. O. T. C. is one of the most wholesome features offered by the Western Normal. Under Col. Twynam it presents all the desirable qualities of military training, with none of the undesirable. Its membership is composed of the present writing of about 130 strong, enthusiastic, self-spirited young men. This enrollment is rapidly growing, as practically every student who enters immediately enrolls in the Unit. The schedule calls for three hours of work each day. Every able-bodied male student is eligible. Uniforms, skates, hats, overcoats, shoes, and equipment are provided for by the Government without cost to the students. Those who take the work offered here and later enroll in colleges and universities, may salut in the units of these colleges and universities and receive commutation of subsistence, which amounts to about fifty cents daily.

Agricultural Courses of Study for Teachers

The State law now requires the teaching of agriculture in all rural schools. The Western Normal offers special courses in agriculture to persons wishing to prepare for by not only the regular examinations, but for an examination in agriculture.

"Fundamental educational progress recognizes every school as a tremendous waste to the community, and that it proceeds to have a better school and to stop the waste by operating on human personality—the teacher."

"Reform begins in the homes occupied by our own souls. The spiritual and material community will mount high through self-regeneration."

Good churches, schools, and roads are fundamental necessities to economic and social efficiency.

Items

Tributes

The following references to the Training School are taken from letters which have come to the office of the Western Normal during the past few weeks:

"No period of my training has been of so great value to me in proportion as the methods and processes work which I had while under the direction of Miss Laura Frances in the W. K. E. N. S."

Nancy McNeal, Dept. of Home Economics, Cornell University

"The Training School helped me to consider the child in the course of study as the basis for my efforts. It gave me the basis for planning my work in the class. In spite of the many limitations, I am sure that the program has made a larger place in the development of the child. The Training School leads to make artists of artisans."

C. T. Canon, Supt. of schools, Princeton, Ky.

"I am convinced that the experience gained in the Training School is the most essential part of Normal Training. It is an essential that a teacher should have the practical experience obtained in the Training School as it is for a doctor to have a period of training in a hospital before he begins his practice."


Former Asst. Supt. Lisbon Schools.

"I think of the Training School as paramount in my professional course for the following reasons: First, it furnished an ideal concerning physical equipment and arrangement; second, it offered an opportunity for the observation and study of the most modern methods and principles of instruction; third, it was the point of application in my professional course; fourth, the wise and thoughtful attitude of the Training School teachers gave me a greater confidence in my own ability as a teacher."

J. E. Brown, Supt. Sedalia High and Gradual School.

"The work I had in the Training School of the Western Normal has been and is of inestimable value to me in my work. My only regret is that I did not have more of it."

M. R. H. Napper, Director of Training School, Livingston, Ala.

"The Training School of the W. K. E. N. S. was the laboratory in which my eyes were first opened to the real possibilities for growth in the science and art of teaching."

T. H. Napper, Head Dept. Education, Livingston (Ala) State Normal

TRINING SCHOOL GAMES.

The Fields and Woods Provide Laboratories for the Children of the Training School.

The following teachers have been members of the Training School Staff.

Laura McKenzie, now supervisor of primary training, state Normal School, Milledgeville, Georgia.

Ladie Holstein, at present supervisor of primary grades, City Schools, Indianapolis, Indiana.

Mary Browning, now principal of the City Schools, Columbus, Ohio.

Alva Graves, Department of English, Junior High School, Whiting, Indiana.

Harpenden Alban, now Mrs. Markham.

Lovel Brown, now Mrs. Joseph Rosen, State Normal School, Hanover, Texas.

Pleas Stilhard, now Mrs. J. B. Thomas, Maud, Ok.

Harriet Midkiff, at present teacher of Music, Milledgeville, Georgia.

The FOURTH Annual International Conference of Teachers.
Tuition, Board, Fees, Etc., Payable in Advance.

Tuition Free.

Tuition is free to all students who expect to teach and who secure an appointment from their County Superintendent. Those not having an appointment will pay the rates indicated below:

For any one term, except the Summer Term...

For the Summer Term...

For two Ten-Week Terms...

For three Ten-Week Terms...

For four Ten-Week Terms...

For four Ten-Week Terms and the Summer Term...

Fridie Hall, Fridie Hall, the home of the young women of the institution, is under the personal care and supervision of Prof. A. B. Morton, the leading member of our faculty, and his capable wife, who take a personal interest in all of the girls located there. This is a thoroughly modern brick building, heated by steam, lighted by electricity and has hot and cold water. Just recently the entire building has been repainted, repainted and refurbished where needed so that it is comfortable and attractive in every way. These rooms are furnished with everything necessary except one's own clothes. Many students inquire if they should bring cover for their beds. This is not necessary, but it might be well to bring an extra pair of blankets in case of a comfort in the rooms of this large and happy family of teachers. We by all means recommend Fridie Hall to parents who are sending their daughters from home to school for the first time.

Excellent Board at $5.00 a Week.

The institution has at all times an unlimited number of students enter the school at this time, being able to accommodate all students. The rooms will be perfectly comfortable, especially suited for the large and flourishing student body.

ROOMS IN THE BARRACKS.

Rooms for Forty Men at $4.50 Per Week Per Student.

The barracks will be occupied next fall by the National Government during the war, and find the barracks in a state of repair and fitness for immediate use.

In the Barracks:

The big dining room at the Barracks will be provided with the necessary furniture and equipment for the purpose of teaching and to secure acquaintance with the teachers and the students of the school. The students will be admitted to the Barracks to have published his name, residence and educational position; to receive free textbooks, committee reports, programs and copies of official proceedings containing addresses; to enjoy the privilege of holding office and to be a member of the student body. In the Barracks the students will be able to acquire knowledge useful in the industrial field.

EXPERIENCE MADE AVAILABLE

George F. Page, Instructor in Science in the Western Normal School, has the following suggestions on the work of the Training School.

"The Training School is designed for the benefit of students who wish to become teachers. It is not for those who are anxious to acquire a course of study that will enable them to teach. The Training School is intended for the benefit of the students who are anxious to become teachers, and who wish to acquire a course of study that will enable them to teach. The Training School is designed for the benefit of students who wish to become teachers. It is not for those who are anxious to acquire a course of study that will enable them to teach. The Training School is intended for the benefit of the students who are anxious to become teachers, and who wish to acquire a course of study that will enable them to teach."