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The State Normal Bulletin

"THE PUBLIC SCHOOL THE HOPE OF THE COUNTRY."

Entered as Second Class Matter, November 23, 1906, at the Postoffice at Bowling Green, Ky., Under Act of Congress of July 16, 1894.

VOL. I.

BOWLING GREEN, KY., FEBRUARY, 1907.

NO. 2.

STATE NORMAL SCHOOL

WESTERN DISTRICT
BOWLING GREEN, KENTUCKY.

H. H. CHERRY, President

DR. A. J. KINNAMAN, Ph. D., Dean.

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H. H. CHERRY, President Western State Normal.

CALENDAR

Spring term begins April 1, 1907.

Summer term or Summer School begins June 10, 1907.

Fall session opens September 2, 1907.

PLATFORM OF THE WESTERN KENTUCKY STATE NORMAL SCHOOL.

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 thoroughness in scholarship and the power to teach.

IT STANDS for progressive and modern methods and suitable equipments and rejects all worthless educational fads.

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 who instructs about 520,000 of the 733,331 school children of Kentucky, first 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 school 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 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 Normal School faculty that not only enjoys a ripe scholarship and has the power to impart information to others, but one that has the missionary spirit, and one that is composed of men and women whose motive for teaching is one of love and whose hearts are big enough to

contain noble childhood—a faculty that finds inspiration in serving others and in laboring to make a universal peace, and a faculty that is willing to do a day's work, and not one that will break down at a point where the salary is drawn and the chair filled.

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.

IT STANDS against the organization of any club or society that fosters caste and destroys co-operation, and it recognizes as the real disciplinarian and autocrat of the institution the student who works, thinks, and has character, whether he come from the hovel or mansion.

IT STANDS for a policy that will make the institution an educational diplomat, a leader in the work of making a strong public sentiment for education, in the labor of shaping the character of the State, and in the building of the public school system.

IT STANDS for a principle that will make the school approach as early as possible the ideal democracy, a principle built upon human needs and reflecting the spirit of our Constitution and Civic requirements and preparing boys and girls, young men and women, for a higher citizenship and a more useful life.

510 FREE SCHOLARSHIPS.

Under the law establishing State Normal Schools in Kentucky, 510 students may receive gratuitous instruction each year in the Western Kentucky State Normal, located at Bowling Green, Ky. Each Legislative District is entitled to ten annual appointments.

SCHOLARSHIPS BY COUNTIES.

Scholarships have been apportioned to the counties of the Western District as follows:

Adair, 6; Allen, 10; Ballard, 6; Barren, 10; Breckenridge, 10; Bullitt, 10; Butler, 3; Caldwell, 10; Calloway, 10; Carlisle, 4; Casey, 6; Christian, 10; Crittenden, 6; Cumberland, 4; Davies, 10; Edmonson, 2; 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; MacCracken, 10; McLean, 10; Meade, 10; Metcalfe, 5; Monroe, 5; Muhlenberg, 10; Nelson, 10; Ohio, 5; Russell, 4; Simpson, 10; Spencer, 10; 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.

All students holding the scholarship appointments are entitled to free tuition.

COURSES OF STUDY.

The Normal offers five regular courses of study—the Review course, and three other courses of one, two and four years each, and the County Superintendent's course. These courses have been arranged primarily for the professional training of teachers. However, students desiring to do academic work, omitting the pedagogical subjects, will not be refused admission on that account. Indeed, we would urge every young person, who can do so, to avail himself of the opportunity to get this excellent academic instruction now provided by the State.

THE STATE NORMAL BULLETIN

It is hoped, however, that most of the students entering for the academic work only, will decide early in the course to take the professional work also. Those students not completing the professional subjects and the academic will not be granted certificates to teach. They will, however, be given certified statements of the work done by them which can be presented for credits at any other institution that they may wish to enter. They will be known, for the present, as Academic Graduates.

While it is desirable to keep the work of the State Normal close to the lines of the professional, the management feels that many good teachers would be lost to the State were it not possible for young men and women to enter its work without the avowed determination to take the professional work and become teachers. The large probability is that most of the academic students by the time they have spent a year or two in their course will come to appreciate the real value of the professional subjects and that they will then complete the professional branches and enter the ranks of the teacher. In the end, therefore, the work of such students will generally fall entirely within the range of legitimate Normal courses.

We have published no special arrangement of an academic course, but the academic subjects, as set down in the four-year course, make a strong academic course of study which can be completed, by leaving off the professional work, in about three and a half years by a good strong student.

As a matter of necessity, the Executive Council retains the right to change the course of study at any time. Doubtless, the standard will be raised as rapidly as conditions will allow. We confidently expect to see great changes in education in Kentucky in the near future—a higher standing for the teaching force, better salaries, a rise in the requirements for graduation and for certificates to teach. For the present, we believe the course to be admirably adjusted for existing conditions.

Students on entering the Normal will be given advanced standing according to their scholarship, training, and educational experience, but always under the limitations of the school laws.

A full and complete statement of the different courses of study was published in the November issue of the State Normal Bulletin. Persons who have not received a copy of this Bulletin and desire a full analysis of the different courses of study should write for a copy of it. It will be sent upon application.

CONDITIONS FOR ADMISSION.

Persons of good moral character of any age not less than sixteen years will be admitted to the State Normal schools on the following conditions:

Persons appointed by the County Superintendent for free tuition are entered without examination.

All persons who hold certificates of any grade authorizing them to teach in the public schools of Kentucky may enter without examination.

All students who hold a common school diploma in Kentucky will be admitted without examination.

Holders of State diplomas, State certificates, and graduates of high schools, colleges, and normal schools, may enter without examination and be classified at such a point in the different courses of study as their qualifications will warrant.

All other persons desiring to enter the Normal should communicate with the President of the institution, giving full information concerning their qualifications, purposes, etc. The institution will act on each individual case when it is presented.

CONDENSED INFORMATION

Many Recent Questions Are Answered Below.

Prospective students should notify the President of the institution as far in advance of their coming as possible. This will aid the school in its work of taking care of students and in finding good boarding places for them.

Students may enter the State Normal at any time. We recommend, however, that all enter, as nearly as possible, at the opening of the regular term.

Those coming to the Normal would do well to bring with

them as many books as possible upon all subjects. Many of these books can be used in class work, while the miscellaneous books are valuable as references.

All pupils will find that it adds to their comfort and convenience to bring with them towels, combs, brushes, blankets, or any article of this nature that they may have and that would be of service to them.

The appointments are made for the four years' course of study, but one may secure the free scholarship and attend for any length of time he desires. He may teach a part of the year and attend school a part of the year and yet retain his privilege of receiving free instruction until he completes his course of study. If the number of applicants, however, during any term should not reach the number allowed the county, the Superintendent may appoint a sufficient number to make the average for any year equal that to which the county is entitled.

It is within the law for the County Superintendent to appoint a student to fill out an unexpired appointment of another for as short a time as the student may want to attend.

If a teacher lives in one county and teaches in another, it will be necessary for him to secure his appointment from the county in which he teaches.

Persons who do not expect to enter the State Normal before the Fall of 1907 cannot be appointed for free instruction until August, 1907, and those who will not enter until January, 1908, cannot be appointed until December, 1907.

Persons who complete the One-Year's course will be entitled to a NORMAL CERTIFICATE which, under the law, permits them to teach in any county in Kentucky during a period of two years immediately following the date of issue.

Persons who complete the Two-Years' course will receive the NORMAL DIPLOMA, WHICH ENTITLES THEM TO TEACH ANYWHERE IN KENTUCKY FOR LIFE. Persons completing this course will be in demand and will find pleasant employment for ten months in the year at a good salary.

SUMMER SCHOOL.

The State Normal School expects to offer a strong line of work during the Summer term. While this is distinctively one of the regular terms of the school year, it is the intention to introduce as far as practical the Summer School idea. Work done during this term will receive credit just the same as that done in any other term of the year. Students coming for the summer term will have access to all of the regular classes sustained for those expecting to graduate and, in addition to this, all of the other work offered.

Dr. Mutchler will offer work in Nature Study the same as he has been giving in Atlanta and will offer in Yale University during August. He will have charge of several classes in sciences allied to this work.

Miss Scott, in charge of the Department of Observation, Method and Practice, will offer one line of work in Method and, in addition, will give many illustrative lessons with children. This alone will have value sufficient to compensate any teacher for the time and expense necessary for attendance during the Summer term.

Dean Kinnaman will conduct a class in general Pedagogy and will have charge of a Pedagogical Seminary that will meet once or twice a week. In this section, special attention will be given to the present day problems and literature of education.

We occasionally hear it said that it is too warm to study during the months of June and July. During the last three seasons, we have taken special notice and find that in each of these Summer terms there were only about two weeks of disagreeably warm weather. We are sure of one thing—that it is not any warmer for work in the school room than in any other business, and it is sure that no other business closes down because it is too warm. We are confident that school teachers are as enthusiastic in their work as are the people in any other profession. Certainly none will stay away because of a little warm weather.

Classes will be organized in all subjects where there is any demand. You will note that the Summer School opens June 10 and continues through a period of eight weeks, closing August 3. Already the correspondence indicates that we will have a large number of teachers present for this work. Kindly write us and state your particular wants. We shall do everything possible to make the summer work profitable for you.

MORAL AND RELIGIOUS INFLUENCES

FACULTY

One of the most vital questions with every conscientious parent or guardian, when sending a child away to school, is its moral safety. If I send my boy there, will he be safe? If I send my girl there, will she be safe? These questions lie near to the hearts of all parents and are none the less important than the questions with reference to the faculty and educational facilities of the institution that is being considered.

We shall try to answer this for the State Normal in the following short paragraphs:

1. THE HOME.—When a student arrives, we attempt to put him in a desirable home. We try to know every home offered to students and never place any one where we do not believe he will be perfectly safe. Bowling Green is noted for its excellent homes. Having been a college town for many years, most of the good people have arranged to take students, consequently we are able to offer unusually desirable places for those who come.

2. THE ASSOCIATES.—Our students come largely from rural districts and from the best middle-class city homes. They are common people—the best that God ever made. We do not sustain a reform school and want no students who are already spoiled before coming. We shall harbor none of that class. We want all young men and women who come for work, and such are pleased to find their way to the Normal. You may feel assured then of good, clean aspiring associates.

3. THE FACULTY.—Only high-minded, clean, approachable men and women will be employed—the best that we can get. This direct contact with the teacher has proven to be the salvation of thousands of students; and in this particular we shall not be found wanting.

4. CHAPEL.—At 9:30 o'clock every school day the faculty and students assemble in Vanmeter Hall for worship. In connection with the brief religious services, there is offered a scriptural reading and an inspiring address on some ethical problem or ideal. The general uplift of life set agoing here constitutes little less than a new birth for the student. Here, often for the first time, he comes to realize what it is possible for him to do and to be in the world. New ideals are set and a new life begun.

5. CHURCHES AND SUNDAY SCHOOLS.—Bowling Green is well supplied with churches that gladly welcome the students. Seven denominations are represented. The Sunday Schools sustain classes especially for students, taught usually by some member of the Normal Faculty. Every one can hope to find a church home here. He will have every opportunity for worship and church work.

6. SOCIAL FEATURES.—Prominent among the social features, are the excursions and outings given by the institution. These include visits to Mammoth Cave, the excursion down Big Barren river, and the annual chestnut hunt. It is our custom also to give a reception or some similar function once each month, where members of the faculty and students meet, not only as teacher and pupil, but as friends and co-workers. On these occasions there are some refreshments, music, pleasant conversation, and frequently some special plan of entertainment. These features constitute a profitable and enjoyable part of student life.

7. BOWLING GREEN, A CITY OF COLLEGES.—There are in and about Bowling Green six colleges, besides several smaller private schools. People are, therefore, accustomed to the presence of students and are pleased to take them into their homes. No student desiring to do right needs to go astray. Every social, moral or religious influence that can be thrown about him to hold him in the paths of purity and upright living will be brought to bear upon him. Then in answer to the parent's or guardian's question, proposed at first, we believe, that he will, indeed, be safe, and have the proper social, moral and religious surroundings.

Correspondence solicited. Address all communications to H. H. Cherry, President State Normal School, Bowling Green, Ky.

CAPT. C. J. VANMETER, Chancellor.

The Board of Regents unanimously passed the following resolution:

"In consideration of the great interest Capt. C. J. Vanmeter has manifested in the success of the Normal School movement and his generous contribution to the construction and maintenance of the buildings now owned by the State Normal.

"We, the Board of Regents of said Normal School, in appreciation of his interest and beneficence, hereby nominate and elect him Chancellor of the Western Kentucky State Normal School."

H. H. CHERRY, President.

For fourteen years President of Southern Normal School and Bowling Green Business University.

A. J. KINNAMAN, Ph. D., Dean.

Graduate of Central Normal College, Danville, Ind., 1885; teacher in Central Normal College, 1885-1892; graduate of New York University School of Pedagogy, 1894, Department of Pedagogy, Central Normal School, 1894-1899; A. B. Indiana University, 1900; A. M. 1901; Scholar in Clark University, 1901; Fellow, 1902; Ph. D. Clark University, 1902; Vice President of State Normal, in charge of Department of Pedagogy, East Stroudsburg, Pa., 1903; President of Central Normal, Danville, Ind., 1903-1906; Dean of Pedagogy, State Normal School, Bowling Green, Ky., 1906. Dr. Kinnaman has done institute work in Kentucky, Indiana, Pennsylvania and Delaware.

FRED MUTCHLER, Ph. D.

Former Professor of Biology in Clark College, Worcester, Mass., but resigned his position to begin work in the State Normal January 1, 1907. Graduate of Indiana State Normal, 1898; special student in Physics and Chemistry, Rose Polytechnic, 1899; special student in University of Chicago, 1900; Instructor in Biology, Indiana State Normal, 1901; Bachelor of Arts, Indiana University, 1902; Fellow in Clark University, 1903-1904; Doctor of Philosophy (Clark), 1905; Instructor in Biology, Clark College, 1905; Assistant Professor of Biology, Clark College, 1906; Lecture in Nature Study at University of Georgia Summer School, 1903-1904; Directed Nature Study Summer School at State Agricultural College, Storrs, Conn., 1905. He has done extensive Institute work in Massachusetts, Connecticut, Rhode Island, and Indiana.

FREDERICK WILLIAM ROMAN, A. M.

Received Degree of B. A., 1899, at National Normal University; A. B., 1902, Yale University; A. M., 1905; Professor History and Literature, Southern Normal School, 1905-1907.

J. M. GUILLIAMS, A. M.

Graduate of Central Normal College, 1882; Holbrook Normal University, 1898; special student Chicago University, 1906; President Southern Normal Institute, Douglas, Ga., 1900-1902; President East Florida Military Seminary, State Institution, 1902-1904; Professor of English and Mathematics, Southern Normal School, 1905-1907.

J. R. ALEXANDER, A. B.

Graduate of Southern Normal School, 1889; special student Chicago University, 1904; Professor of Mathematics and Physics, Southern Normal School, 1894-1907; an educator of known ability and wide experience.

R. P. GREEN, A. B.

Graduate Southern Normal School, 1900; special student, Chicago University, 1906; Professor in Southern Normal School, 1902-1907.

MISS SARAH E. SCOTT, Department of Observation, Method and Practice.

Taught in the country schools and afterwards was Grade Teacher in the City Schools for three years; graduate of Terre Haute, Ind., High School, 1893; Indiana State Normal, 1898; special student Chicago University during Summer 1898, and scholastic year of 1898-1899; for five years Critic Teacher of Grades 2, 3 and 4 of the Terre Haute, Ind., State Normal, but resigned her position to begin work with the Western Kentucky State Normal January 1, 1907; has done extensive Institute and Summer School work.

W. L. GEBHART, Supervisor of Public School Music.

Student under the leading teachers of Music in this country; has been continuously engaged in the teaching of Public School Music from the Primary Grade to the University for fourteen years; has done extensive work as conductor of choruses, glee clubs, and orchestras.

C. W. FULTON, Drawing and Penmanship.

Graduate of Zanerian Art College; special student in Public School Art Department State Normal, Ypsilanti, Mich.

MISS IRENE RUSSELL, Director Special Music Department.

Has studied Piano under Miss Alexander (pupil of Doerner), Cincinnati, Ohio; Ward Seminary, Nashville; Voice, Ward Seminary; Mr. Swiet, New York City; Mr. Clark, Paris, France; Mr. Shakespeare, London, England.

MISS ANNIE MARIE EGENHOFF, Professional Reading and Special Department of Expression.

Graduate of California School of Elocution and Oratory; graduate and post-graduate of Greeley School of Elocution and Dramatic Art; an instructor of wide experience.

MISS SUSAN IRVINE, First Grade Model School.

MISS ANNA BARCLAY, Second Grade Model School.

MISS JENNIE WEST, Third Grade Model School.

MISS LYDIA FLENNIKEN, Fourth Grade Model School.

MISS MATTIE McLEAN, B. A., Private Secretary.

H. H. EGGNER, Registrar and Bookkeeper.

MRS. JOSEPHINE FAYNE, Hostess Students' Home.

MISS PARTHENIA WELLER, Librarian.

The State Normal Bulletin

Published Quarterly at Bowling Green, Ky.

..... BY

THE WESTERN KENTUCKY STATE NORMAL SCHOOL

An Incorporated Institution of Learning.

Entered as Second Class Matter, November 23, 1906, at the Postoffice at Bowling Green, Ky., under the Act of Congress of July 16, 1894.

Office of Publication, 1149 College Street, Bowling Green, Ky.



EDUCATIONAL PARAGRAPHS.

The public school will not rise above the teacher.

You asked for the State Normal Schools. Generous Kentucky heard your request and gave you the schools. What will you do with them?

Russia has no public schools, but she has anarchy, revolution, and an ignorant and homeless people. Kentucky has Public Schools and a prosperous and happy people, but they sometimes forget the little school house at the end of the lane.

The central dynamo of every good school is the teacher. No school is likely to be greater than the thought, the inspiration and the character of the teacher that is behind it. Whatever we wish to appear in the life of the State must be developed in the lives of those teachers who are to train the children of our Commonwealth. A teacher who has scholarship, professional training, educational intensity and diplomacy is one of the first citizens of the land and a blessing to any community.

Who is as unhappy as the Kentuckian who voted against a local school tax because he did not think he should be taxed to educate another man's children? On one occasion Prof. Huxley was asked the question, "Why should I be taxed to educate another man's children?" In reply he said, "In the city where I live I am taxed to pay for streets that I never set my foot upon; I am taxed to pay for lights that I never see; I am taxed to pay for judges, courts, sheriffs, and constables whose services I never need, but if I should go before the powers that be and ask to be excused on the ground that I do not need these things I would be laughed to scorn. They would say, Mr. Huxley, you must stand up and bear your share of the burdens of civilization. When I came into this world, I was a small reddish object, with no distinctly abstract or concrete rights of my own, and with no distinct claims on society, and had I been treated as I deserved at that moment, I would have been stamped out of existence as a squalling nuisance. But society cared for me gently and led me into the ways and walks of life. Had it not been for the sacrifices and sufferings of generations of men who have gone before me my share of this world's goods would be a stone cave and a flint axe, and I would have been a naked savage dancing in the moonlight, and and I could retain that stone cave and flint axe only until some more powerful savage should come and take it away from me. If, on the contrary, I enjoy all the benefits and advantages of a refined and cultured civilization, it ill becomes me now that my hour or power and strength has come to refuse to do for other little ones what society has so graciously done for me, and if I should refuse I think society should take hold of me with a strong arm and compel me to do my duty."

THE OPENING

The opening of the Western Kentucky State Normal School was in every way an eminent success. When the electrical bells rang at 8:30 o'clock Tuesday morning, January 22, 1907, and the school was formally opened, there were four hundred students present. The attendance has grown rapidly since the opening of the institution. There are today, February 27, 1907, five weeks from the beginning of the institution, 600 in the Normal School and 143 in the Model School. It looks

now as though 900 or more students will enroll in the Normal alone during the first twenty-eight weeks of its history.

Dean Kinnaman had been faithfully at work on the program prior to the opening, and within one hour and a half from the time the students assembled in the Chapel Hall for organization, the general program had been completed and the students assigned class work. The school was launched without friction or loss of time. The organization is one of the most successful any school has ever enjoyed. The institution is already on fire with enthusiasm. A most thorough and inspiring work is being done.

THE SOUTHERN NORMAL SCHOOL

Early in January fifty young men and women of the Classic and Scientific classes of the Southern Normal School organized themselves into a students' reception committee for the purpose of meeting the incoming students and aiding them in securing boarding places. The trains were met and each new student was greeted with a cordial welcome and was given detailed information connected with entering the institution.

The former and the present students of the Southern Normal School have stood by the movement looking toward the establishment of the State Normals. They have not only given it their moral support, but a large number have shown their appreciation by matriculating in the State Normal. The people of Kentucky as well as all persons interested in the success of the Normal deeply appreciate the interest that has been manifested by the noble band of young men and women who have attended the Southern Normal School. The life and work of the Southern Normal School are now expressed in the State Normal. Never before in the experience of the President of the State Normal has he so earnestly desired the sympathy, loyalty and aggressive co-operation of former students as now. We are counting on every student who ever attended school in Bowling Green to aid in making the Normal one of the foremost State educational institutions of this country.

OUTINGS

The annual boat excursion down the Big Barren river will occur on Saturday, May 4. This is one of the most enjoyable excursions given by the school, and the hundreds of young people who take part in it always look eagerly forward to this gala day in the year's work. Upon this occasion a charming program consisting of addresses, songs by the glee clubs, music by the orchestra, etc., adds much to the pleasure of the occasion. Young and old, boys and girls, alike gather inspiration and happy hours from a day spent along the banks of the beautiful blue Barren river. The day is counted one of the greatest in the calendar.

On Friday and Saturday, May 10 and 11, the annual excursion to the Mammoth Cave, one of the wonders of the world, will occur. There is no spot in this country that attracts more attention or is of greater scientific interest. The school has always been able to secure a very low rate, and every student who has not already had the pleasure of visiting the Cave usually takes advantage of this opportunity. The Cave is only twenty-eight miles from Bowling Green. Large parties leaving the institution on Friday morning are able to visit the Cave, taking both the long and short route, and return the following evening.

The Nature Study excursions during the approaching spring and summer, under the direction of Dr. Mutchler, of the Department of Science, will constitute an integral part of the work planned. The purpose of such excursions will be to collect material for Nature Study work. These materials will be thoroughly studied in order to enable the student to work intelligently with things in Nature that occur in the community in which he becomes a teacher.

LECTURE COURSE.

It is the purpose of the State Normal School to maintain a strong Lecture Course. Many of the greatest lecturers and entertainers on the American platform will be secured from time to time. With an expenditure of a very small amount of

THE STATE NORMAL BULLETIN

money, students will have the advantage of the best talent to be secured in the country.

Senator Robert M. LaFollette of Wisconsin, will, on the evening of March 15, 1907, deliver his celebrated address on Representative Governments. This is a great lecture given by a great man, and no student should fail to hear him.

The next number will be given by the famous Male Quartette and Bell Ringers, the Dunbar Company. This company is pronounced by musical critics to be one of the best, and a treat is in store for all music-loving people.

THE NOVEMBER BULLETIN

Persons who have not received a copy of the November issue of the State Normal Bulletin should write to President H. H. Cherry, Bowling Green, Kentucky, requesting that it be sent, provided they contemplate entering some institution of learning. The Bulletin is regarded as a very attractive publication and it contains full information concerning the work of the Normal.

THE MAY ISSUE OF THE BULLETIN.

The next issue of the State Normal Bulletin will be published in May. This will be known as the catalog number, and will be a publication of 6 by 8½ inches. This will be the size of each issue of the Bulletin thereafter.

COLLEGE NOTES.

Col. J. M. Williams, Profs. J. R. Alexander, Frederick Roman, R. P. Green, and Miss Anna Marie Egenhoff, who were regular members of the faculty of the Southern Normal School and Bowling Green Business University, are continuing their great work in the State Normal. These eminent educators are giving the best efforts of their lives to the training of the hundreds of young people who have matriculated at this institution. Large classes and the highest degree of enthusiasm characterize the different departments under the direction of these teachers.

Dr. Fred Mutchler, our new head of the Science Department, has been signally honored by Yale University. A few weeks ago he was offered a place in the Yale Summer School faculty by President Judd, who is the head of that department in Yale.

Dr. Mutchler will leave immediately upon the closing of the Summer School of the State Normal for Yale University, where he will teach Nature Study for one month in the Summer School.

He will return and take up his work in the Normal at the opening of the Fall session.

The special Department of Music under Miss Irene Russell is growing rapidly. Within the last six months this growth has been very marked, and thus is given another strong evidence of the worth and popularity of Miss Russell and her work. The music-loving people are showing their appreciation of her splendid qualification by the liberal patronage they are giving the department. Miss Russell has had the advantage of the best training in the conservatories of this country and has studied under Shakespeare in London and Clark in Paris. The institution is finding it necessary to enlarge the Department of Music as a result of a gratifying increase in patronage. The amount of special tuition collected in this department more than meets the expense required to maintain it.

One of the departments of the State Normal that is creating quite an interest is that of Public School Music. Prof. W. L. Gebhart, the director of this work, is one of the best instructors in this special line to be had in this country. In addition to the superior training he has had, his successful experience for fourteen years in teaching music renders him unusually well prepared for this position. Large classes in sight singing have been organized; also a number of quartettes, glee clubs, etc. A strong orchestra is being organized and will soon be a special feature of the school. More than 250 students are now taking advantage of the instruction offered by Prof. Gebhart.

Miss Sarah E. Scott of the Department of Method, Observation, and practice, who was for five years Critic Teacher in the Indiana State Normal at Terre Haute, has entered upon her work with the Western Kentucky Normal with great enthusiasm. She has already created much interest in this department. She and her work are highly appreciated not only by the student-body but by the faculty of the institution. She is making an enviable reputation. The result of her work will in the near future be seen and felt in every school, home and community in the State. She is showing herself to be especially fitted for the responsible position which she occupies.

Dean Kinnaman has shown a remarkable aptitude for grasping intricate and difficult school problems. He is not only an organizer but a teacher who shows great power in the school room. He has succeeded in a short period of five weeks in creating an enthusiastic interest in the subject of Pedagogy that promises great things for the teaching profession in Kentucky. The effect of his work in this, and in other lines will be felt in every school district in West Kentucky.

PERSONAL NOTES

E. George Payne, one of the Southern Normal School students of 1900, will sail for Germany about the first of June. He will continue his study in History and Literature in the University of Berlin, where he plans to take the Ph. D. degree.

Prof. Payne has had a remarkable career since leaving us. He graduated from the University of Chicago last summer. For the past three years he has been principal of the Paducah High School. This position he has filled with the highest credit and honor. One year ago Governor Beckham appointed Prof. Payne as one of the commissioners who located the State Normal Schools.

Joseph Perling, who was a Classic in the Southern Normal School in 1906, is making a great record in Columbia University. Mr. Perling is now in full Junior standing. He will receive the B. A. Degree at Columbia next spring, which will be nineteen months from the time that he entered.

Our best wishes go with you, Joe.

DR. A. J. KINNAMAN

The President of the Western Kentucky State Normal School recommended early in the work of organizing the institution the employment of a Dean, and the Board of Control accepted the recommendation and authorized him to nominate a suitable educator for this important place. The Board of Regents at its first meeting in Bowling Green unanimously passed a resolution making it necessary for the President of the Normal to nominate all members of the faculty, said nomination to be confirmed by the Board of Regents. The President of the institution brought the matter of nominating a Dean before Col. J. M. Williams, Prof. Frederick W. Roman, Prof. J. R. Alexander, Prof. R. P. Green, and Miss Irene Russell, who were members of the faculty of the Southern Normal School and who are now regular members of the Western Kentucky State Normal. These educators together with the President and other educators in the State were all of the opinion that Dr. Kinnaman was the man for the place. His name was presented to the Board of Regents and he was unanimously elected Dean of the institution. All other members of the faculty were carefully selected after close investigation, and they were elected to their respective positions by the Board of Regents without a dissenting vote. No State institution has ever started off with a more scholarly corps of instructors than the Western Kentucky State Normal School.

It is the purpose of the writer of this article, however, to give the readers of the Bulletin some idea of the man who has been selected to act as Dean of the institution. Dr. Kinnaman's boyhood was spent on a farm in Cass county, Indiana. He prepared himself for teaching and taught his first school when but nineteen years of age. When twenty he entered the Central Normal College, his first year beginning in the summer of 1883. He graduated from the Scientific course in 1884. He completed the Classic course in 1885 and was at once given a place in the college faculty. He soon established himself firmly in

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the profession. In 1892 he secured a leave of absence for one year to take up special work in the School of Pedagogy in the University of New York, located in New York City. He graduated there in one year. He then resumed his work in the college, giving his summer vacations to the Institutes of Indiana and neighboring States. In this field he became very popular. In 1899 he resigned his position in the Central Normal College to continue his studies. In one year he completed the A. B. course in the Indiana University. He then went to Worcester, Massachusetts, for two years of special original research along psychological lines in Clark University under the direction of Dr. J. Stanley Hall. He was given his doctor's degree in June, 1902. At the expiration of the two years, he was unanimously elected to the Vice-Principalship of the State Normal School at East Stroudsburg, Pa. He held this position for one year and gave eminent satisfaction; but he resigned his position to accept the Presidency of the Central Normal College, Danville, Indiana. The attendance at the Central Normal College during the year prior to the inauguration of Dr. Kinnaman as President was 446 students. He held the position for three years, during which time the attendance grew to 761. No man was ever more popular with the student-body and with the controlling board of a school than was Dr. Kinnaman. He resigned his position as President of the Central College to accept the Deanship of the Western Kentucky State Normal. Dr. Kinnaman has already done a great work for the school. He is loved by faculty, and students, and citizens.

Dr. Kinnaman is one of the best equipped school men in the country. His twelve years of vigorous teaching in Central Normal College, during which time he met thousands of worthy young men and women, gave him not only great power as a teacher but prepared him for the work which he is now doing. His four years as student in three of the greatest Universities not only widely extended his field of knowledge and increased his power of investigation and thought, but gave him an opportunity to associate with and study many eminent professors. His fifteen years of Institute work in six different States have given him familiarity with school systems and school officials. His careful study of the city schools of Worcester, New York, and Indianapolis completed his investigation of public education, which he began in his own country school twenty-six years ago. His year in a State Normal School as Vice-President puts him in command of the methods and plans that are usually embodied in the organization of a State Normal. Having been the rounds pedagogically, he comes to Bowling Green to give his best years to the Western Kentucky State Normal. He comes with a view of building up a permanent reputation and making a permanent home in Bowling Green.

In 1885 Dr. Kinnaman was united in marriage to Miss Mattie Long, also a graduate of the Central Normal College. Two sons have been born of this union. One passed away when two years of age; the other, Howard, is now a lad of thirteen years. Mrs. Kinnaman takes great interest in all things pertaining to educational work. She has already been elected a member of the Browning Club, which is one of the leading organizations of the city. Her work and life are already felt in literary, religious, and social circles. Dr. Kinnaman has purchased an elegant home, which is located at the top of the Reservoir Hill, overlooking the city, and he and his family are now happily located as permanent citizens of the enterprising and beautiful little city of Bowling Green.

POINTED PARAGRAPHS.

BY COL. J. M. GULLIAMS.

It is not so much the school that makes students as it is students that make the school.

Scholars go forth from many schools not because of the institution but in spite of it.

Inspiration and perspiration are inseparable companions. They never travel singly. The young man who is not acquainted with perspiration has never heard the voice of inspiration.

We commend to every student the advice of Mrs. Susanna Wesley to her son John while he was a student at Oxford University—"My son, you must remember that life is a divine gift—it is the talent given us by our Father in Heaven. I re-

quest that you throw the business of your life into a certain method, and thus save the friction of making each day anew. Arise early, go to bed at a certain hour, eat at stated times, pray, read and study by a method, and so get the most out of the moments as they swiftly pass, never to return. Allow yourself so much time for sleep, so much for private devotion, so much for recreation. Above all, my son, act on principle, and do not live like the rest of mankind, who float through the world like straws upon a river."

Such advice, carried out in both letter and spirit, must ever result in what the world calls genius. Few, indeed, have left names that the world cares to remember who did not early in life learn the lesson of intense application to subjects taken up and who did not plan the order of their studies and work. The average student does little but dawdle. He has no habits of regularity or persistency of effort. He follows after any attraction that may accidentally slip into his fancy. Present pleasure counts for more with him than tomorrow's achievement.

Who can say that all the blood and treasure spent in that fratricidal struggle of the "sixties" was too great a price to pay for those two immortal heroes, Lincoln and Lee?

What would it be worth to the United States if all her citizens could keep constantly in mind, "With malice toward none; with charity for all; with firmness in the right as God gives us to see the right,—let us strive on in the work we are in," and "Duty is the noblest word in the English language."

The decree that man should earn his bread by the sweat of his face applies equally well to his intellectual progress: Centuries before the Greek philosopher declared there was no royal road to geometry, the Almighty declared that those who delve deep into the secrets He has hidden in the earth and in the heavens must first master self and rightly "divide the time."

Maj. Finger, State Superintendent of North Carolina, some twenty years ago gave utterance to a profound bit of educational philosophy when he said, "I want my children to learn to dig things out of books." The late Dr. E. E. White expressed the same idea under a different figure when he spoke of the same necessity of a student's learning to "husk thought."

Learning must ever be a pleasure, a keen delight, a mental and spiritual striving for the things that the present self sees necessary for the greater self that is to be. The student to whom study is an irksome task does not wear on his brow the stamp of genius. He is of the earth, earthly. Intellectual joys are not for him.

Study, in the true sense, must ever contain the play element. Study, in fact, is simply long continued play, earnest, restful, invigorating, determined play; play, that knows no weariness; play such as the farmer enjoys who sees the nodding corn ear, and not the tiny stalks as he follows the play hour after hour under the broiling June sun; play, such as the struggling, striving artist enjoys, who amid poverty, hunger and discouragement, sees the symphony in color that shall hold thousands spellbound; play such as a Field enjoys when, amidst toils and difficulties that would overwhelm common souls, he sees an ocean annihilated. But why enumerate? To recite the examples of those who played earnestly, successfully, would be to name the world's "chosen heroes," those who have fought the great battles, brought the great reforms, painted the great pictures, written the deathless symphonies, penned the immortal books, established the great religions, conquered the wilderness, fostered great charities, in a word, all who have wrought greatly for humanity.

FREE TUITION.

We invite correspondence with all persons who desire to take advantage of the free scholarships offered by the Normal. Persons who complete regular courses of study in the Normal can teach in Kentucky without being examined. Many young people 16 years old or over should take advantage of the State's offer to aid them in getting ready for the noble profession of teaching. The demand for the State Normal students is going to be greater than the supply.

DEPARTMENT OF METHOD, OBSERVATION AND PRACTICE.

BY MISS SARAH E. SCOTT.

School teaching is a profession just the same as the practice of medicine and law are professions because there are as great and fundamental principles underlying it as underlie them. Teaching ought not to be thought of as a stepping stone to some other profession, but as a profession in itself. Having this thought in mind the Western Kentucky State Normal School has planned a distinct professional course, of which every teacher should take advantage.

The course includes the study of psychology, pedagogy, method, observation and practice.

The terms psychology and pedagogy are pretty well understood, but the word method in a pedagogical sense is often misinterpreted. The popular meaning of the word method is "way" or "means." So many think that in a pedagogical sense it means a "device for teaching." A device is only a very small part or phase of method. It is the stimulus for method. Method is as distinctly a science as is physics, chemistry, grammar and such subjects, because the source of its principles and its central principle are perfectly definite. Its principles arise from the nature of the mind to be educated and from the nature of the subject taught. Method is the mental activity of the learner specialized by activity upon the object to be studied.

The doctrine of method is this. The fact in the thing, the law in the mind, the method in both.

The fact in the thing may be in United States History, "The Civil War with its attribute, the effects upon the industrial life of the people in the South."

The law in the mind is what is termed the fundamental movement of mind, that it first grasps a fact as an indistinct whole, then analyzes the object under consideration into its elements, then grasp the object as a distinct fuller whole.

The method in both means this fundamental movement of mind specialized by having as its subject matter the fact. For example, the method in both considering the above example, would show that, all the effects of the Civil War upon the people in the South ought to be taught first as an indistinct whole; then a series of lessons in which each effect is studied in all its relations; and at the end there should be a closing lesson in which all the effects are considered again, but this second whole is much richer in meaning than was the first.

If method were considered in this light it is not a thing which changes every few years. It is not a fad, a frill, or a feather in education. Method is not something invented, but something discovered.

By the use of method in teaching you see that the subject-matter taught is realized in the experience of the pupil. Without this result teaching and learning are mechanical; with it they are vital.

All teachers need training in method in order to have the preparation for their life work complete. If a teacher studies the different branches of study he has one-third of his preparation; if to this he adds the study of psychology he has another third; and in order to have the last third he must study method, which gives the organic relation between psychology and the different branches of study. Will it pay to omit this last third?

No person would have confidence in a physician who started out in the practice of medicine with one-third of his preparation missing. Suppose this physician had understood the science of chemistry and physiology and did not understand the relations between these two things, would his services be in demand?

Many say, "If I know a subject I can teach it." Maybe that person can, if certain things are meant by teaching. He likely does it in some way. President Eliot of Harvard says, "The actual problem to be solved, it not what to teach, but how to teach."

The study of method in teaching is but the study of the best way of doing what must be done in some way. Dr. Arnold of Rugby says, "In whatever it is our duty to act, those matters also it is our duty to study."

In the observation work students enroll as in any other study. The structure of a lesson is discussed as well as its

method. Then the class retires to a room in the model school where the director of method, observation and practice teaches classes of children under exactly the same conditions as are found in graded schools anywhere in the State. The ideas taught in the class room session are here worked out for the classes to observe. Then the class returns to the class room where the lessons taught are discussed.

In the practice work the student has an opportunity to put into actual execution the work he has had in both general and special method. If method were taught as mere device the individuality of the teacher would have been destroyed. As it is he has the great fundamental principles of teaching and now has every chance to show what originality he has.

All of this professional training is of incalculable value to any teacher whether of rural school, graded school, high school, college, or university.

The school offers also a strong course for superintendents and supervisors. The work and duty of a supervisor are well shown in the relation that the director bears to the teachers in the model school and the question, "What is the Province of the Supervisor?" is answered in a practical way.

A supervisor should set the standard of work. He should teach his teachers what is justly called successful work, i. e. a degree of success which will satisfy reasonable expectations, above which the teacher may go as he wishes to excel, and below which he may fall at his peril.

In the observation of the supervisor of the actual teaching of the teacher he should make his personality as completely non-effective as possible, allowing the conditions in the school to be as nearly as may be what they would be without his presence. A conference should follow in which a judgment is pronounced upon the work. The teacher here should be thrown upon the defensive, in that he should be held for a reason for each step of the process; and he should be held to show how the principles of education are fully vindicated by tangible results. Purposelessness in teaching should meet with no encouragement; but native grace and capability should, like beauty, be accepted as their own reason for being when the results are present and incontestable.

Model teaching should be done by the supervisor. A supervisor should never lose touch with the child's mind which comes only by teaching children themselves. His counsel will be more eagerly sought, and more zealously followed by his teachers if he can teach better than they in their own school rooms. Indeed, whether he can do so or not, a general confidence in his honesty of purpose will be developed by his willingness to subject himself to criticism on an equal footing, viz., simple merit.

The supervisor should create for his teachers ideals of possible attainment in the different kinds of educational work. Ideals should draw by their own attraction. The disturbance which they create is that divine discontent which always has in it an element of hopefulness. To have this element of hopefulness in them, ideals must be founded upon the actual. In order to be full of inspiration, they must transcend what now is. Therefore it is necessary to make the actual seem rational, and the best seem possible.

Ideals of education must be developed in the minds of teachers, so as to inspire to highest and noblest effort. These ideals must express the hope of the future and cast such radiance over the plain path of common teaching as shall make it seem the very way of salvation to pupils and teachers alike.

A teacher to be of the highest worth must have the noblest conception of the nature and worth of the work he is trying to do. This conception or ideal when it is sufficiently noble, will of itself develop the enthusiasm and consecration necessary to the most efficient teaching. The greatness of work in teaching will not suffer from too high an ideal, provided that conception is honest.

High ideals so reinforce spiritual powers that they give virility and impressiveness to the teaching act as nothing else can do. A true teacher who does not aspire is inconceivable.

The light in which the spirit finds its way in guidance of the youthful mind through the maze never shines from the rear, but is rather a reflection cast back from an ever forward moving ideal which attracts while it lights the way.

The supervisor can be of great service to the teachers in showing them wherein what they have been accustomed to is the result after all of rational effort, though they have been unconscious of its full import at the moment of its doing. Teach-

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ers are more able and willing to begin to study for improvement after they have been assured that change does not necessarily mean revolution.

The whole philosophy of teaching should be involved in the act of teaching because it should be wrought into the actual through the ideal by careful and prepared study; but the immediate guidance is something higher than reason, suffusing the glow of the rainbow over all, but holding everything as sternly in order as if it were hell in the grasp of destiny. Indeed, it is destiny, divinely and clearly understood that guides the best teaching.

He who can inspire his teachers to place themselves under this influence of the highest and best has solved the problem of securing good teaching. There is no need to grow discouraged if ideals are not reached in daily practice; they tend to realize themselves and each day's earnest effort but brings the good time nearer.

VOCAL MUSIC IN THE PUBLIC SCHOOLS

More than two hundred and fifty students have been enrolled in the vocal music classes of the State Normal School. They are divided into five sections, and each meets for one hour daily. The enthusiasm and life of this course in music, which is a new feature in this section, has penetrated every other department of the institution already. "Marked improvement in chapel singing" is an oft repeated saying now. This fact is an added aid in keeping a united and harmonious student body. "The rousing and ever life-inspiring chapel" of the days of old will continue to be even a more potent factor in the future because of the added enlistment of hundreds of voices, that formerly took no part in the song service.

The question may be asked what will the course in public school music do for our schools? How can the benefit be secured for the public schools by teaching it in the Normal?

These questions are elementary and simple enough for those who have been around room No. 2 for the past month. With the exception of a few, the students, who entered the classes four weeks ago, could not read a note and did not know the lines and spaces. The great majority had never had an opportunity to learn to sing. After one month of diligent practice these students have learned to sing in several keys. They sing easy music at sight already. On Saturday evening, February 9, these sections met in combined session and after one hour's work learned to sing a chorus which was fairly difficult. They sang all-four parts by note and without the aid of an instrument.

Now, if in one month students can read and sing two and four part music at sight, what can be accomplished in ten weeks? In ten weeks these same students will be able to read and sing at sight a good grade of church and Sabbath school music. They will be able to take up a good grade of choruses, glees and anthems, and sing them in a short time. All this will be done without the aid of an instrument. In twenty weeks the same enthusiasm will enable them to master a good high grade of choruses and fairly difficult anthems with a reasonable amount of practice.

Let us follow students thus trained to their respective fields of labor. Some go to the city and village schools, others to the rural school of the plain or mountain. Vocal music is introduced at once. What is the result? (1.) Pupils will learn to read music and sing, who would never have their musical talents developed in any other way.

(2.) Music puts a life into the school that cannot be produced by any other subject.

(3.) It produces a school unity, because all take part in the same thing, hence there is a common interest.

(4.) Dull boys and girls get interested often in music, when they fail in other subjects, hence they are kept in school for a longer period of time.

(5.) No other subject adds so much to the life, spirit and social side of the community existence as does music.

(6.) Its effect is at once felt in all church services. Many a church is saved from ruin and disorganization by the ability of the school children, who sing in its services.

(7.) Good singing in school, followed by a great improvement in the church and Sunday school choirs as a natural result, soon raises the ethical, cultured and moral standard of a community.

(8.) Music gives a great impetus to the educational standard of any neighborhood.

(9.) It gives the teacher an opportunity to give a far higher class of entertainments for his patrons. Parents enjoy nothing more than to hear the children sing beautiful songs of sunshine and joy.

(10.) It has been proved beyond question that parents visit school much more often and in larger numbers where music is taught than in districts where it is not taught.

(11.) Music in the public school seems to foster and promulgate an educational interest in the child in a very high degree.

(12.) Music is the only thing which is suitable on all occasions. Music has its lesson in war and in peace, in merriment and in sadness, at Creation and at Death. There is no time nor place, when a song is not in order.

OTHER NEWS.

We are in receipt of the Eastern Kentucky Review, the official organ of the Eastern State Normal. The Review is a most interesting school publication and presents in a limited space complete information concerning the work that is being done by the Eastern School. The journal expresses in its make-up as well as subject matter, the force, thought, and earnestness of Dr. R. N. Roark, who is at the head of the institution.

The State Normal is grateful to the Southern School Journal for the aggressive work done for the Normal Schools. No force in the State has contributed more to the establishment and the success of the institutions than this able exponent of universal education.

CALENDAR

The Spring Term will begin April 1, 1907. Persons who enter at the opening of this term will have an opportunity, if they desire, to attend school eighteen consecutive weeks during the present scholastic year. Persons preferring to do so can, however, enter at this time and continue for the Spring Term of ten weeks only. Tuition is charged for the time the student attends.

The Summer Term, or Summer School, will open June 10, 1907. This promises to be the most successful and interesting term's work that will be offered. Many persons are already writing us that they are making their arrangements to take advantage of the unexcelled opportunities that will be offered by the Summer School. Credits for work done during the Summer Term will be allowed.

The fall session will open September 2, 1907.

EXPENSES

TUITION.

Appointees will receive free instruction for the time necessary to complete the course in which they matriculate.

Non-appointees from Kentucky and other States will pay the following fees, in advance:

For any one term, except the Summer Term.....	\$10.00
For the Summer Term	8.00
For two ten-week terms.....	18.00
For three ten-week terms.....	25.00
For four ten-week terms and the Summer Term.....	40.00

County Superintendents, elect or already in office, will be charged no tuition.

BOARD.

Notwithstanding the large number of students who are now in attendance at the State Normal, there is an unlimited amount of board to be had at rates ranging from \$9 to \$12 per month. Good board is now easier to secure than it was at the opening of the term.

Address all communications to H. H. Cherry, President State Normal School, Bowling Green, Ky.