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The State Normal Bulletin

Entered as second-class mail matter, November 23, 1906, at the Postoffice at Bowling Green, Ky., under the act of Congress of July 16, 1894.

VOL. 4.

BOWLING GREEN, KY., AUGUST, 1910

No. 4.

Bowling Green, Ky., Aug. 15, 1910.

Esteemed Friend:

It is gratifying to announce that the Western Normal is achieving success. A large attendance, spiritual unity, live instruction, and constructive enthusiasm have characterized the work of the institution. Perfect harmony among officers, president, faculty, and students, strong, progressive, and practical teaching by the faculty, constructive recitations, moral and intellectual discipline, and loyalty by the students exist and constitute in the broadest sense the real life of the institution. The school is governed by its ideals, its intelligence, its self-respect, its honor. It is earnestly endeavoring to have spiritual and physical equipment. In other words, a student-body with vision, nerve, and ability, a faculty that possesses prepared and inspired life, and modern school buildings, modern equipment, attractive grounds, perfect sanitation, and an aggressive public sympathy.

The institution has enrolled since the 7th day of last September exactly 1,400 different Normal students, counting no student twice and counting no student of the Training School. This shows an increase of 251 students over last year. It is the largest increase that has ever been enjoyed by the institution.

We are deeply grateful to the County Superintendents, to former students, and all others for the intelligent and loyal support they have given the institution in its educational work. It is conservatively estimated that the student-teachers who have already attended the Western Normal have taught, are now teaching, or will teach during the approaching fall, about 225,000 of the public school children of Kentucky. Fully 85 per cent of this number live in the rural sections of the State. The institution is trying to render an efficient service to the children of the State by training teachers in a way that will give them the teacher's preparation, the teacher's character, the teacher's missionary intensity. The State generously pays the tuition of all eligible persons desiring to teach in the State, and it

is gratifying to recognize the patriotism that has prompted hundreds of the finest young men and women in the Commonwealth to take advantage of the State's offer to assist them in securing an education. There is plenty of free tuition in all the counties of the Western Normal District for persons who desire to prepare for the teaching profession. Application should be made to the County Superintendent for free scholarships.

We are glad to report that the educational plant that is being developed on the new site of the Normal is being rapidly completed. The great building that is now going up will soon be finished and ready for occupancy. It will be when completed one of the handsomest structures in the South. Contracts for remodeling Potter College building, for heating and lighting the plant, and for all other immediate needs, have been let, and the school is planning to move to Normal Heights, the new site, by the middle of next October. The future is indeed freighted with opportunity and with decidedly the brightest outlook that has yet been experienced in the life of the institution. We are going forward earnestly at work to make the next scholastic year the most successful we have yet enjoyed. We appreciate your sympathy and your co-operation, and we shall deeply appreciate whatever you may say or do that will aid us in accomplishing the ideals of the Western Normal and enabling it to do the work it was created to do for the Commonwealth of Kentucky. We invite boys and girls, young men and young women to enter the Normal at the opening of the Fall Session September 6, 1910. Write us a few days before leaving for school, and we shall have pleasure in meeting you at the train and going with you to your boarding house.

Fraternally yours,

H. H. CHERRY, President,
Western Kentucky State Normal School.

*The catalog number of the
Western Kentucky State Normal
Bulletin will be issued in
October, 1910.*

COURSE OF STUDY.

THE State Normal offers four regular courses of study—the Review course; the Elementary Certificate course; the Intermediate Certificate course, and the Advanced Certificate course. Besides these, it offers several special post-graduate professional courses. The Elementary Certificate entitles the holder to teach anywhere in the State for a period of two years after issuance. The Intermediate Certificate entitles one to teach anywhere in the State for four years. The Advanced Certificate entitles the holder to teach anywhere in the State throughout life.

The courses have been arranged primarily for the professional training of teachers. Besides the professional instruction furnished in the distinctly pedagogical classes, more or less professional instruction is given in connection with all of the academic subjects. 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. 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 both the professional subjects and the academic will not be granted certificates to teach, but will be given certified statements of the work done by them. It is expected that students having no intention of teaching will not accept the appointment for free scholarships. Students not having appointments to free scholarships, pay the regular tuition.

While it is desirable to keep the work of the State Normal close to the lines of the professional, the management of the State Normal 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.

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 standard for the teaching force, better salaries, and a rise in the requirements for graduation and for certificates to teach. For the present, we believe the course to be admirably adjusted to 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. Students are expected to bring with them their teaching certificates, grades, and other evidences of scholarship and training. We undertake to give reasonable credit for work done elsewhere. Students having high grades on first-class certificates are not required to take all of the work offered in each subject. Only so much will be required as is necessary to prove the student's knowledge, power and command of the subject. Careful and complete records of every student's work are kept. A part term's work is recorded as a standing. A standing may be converted into a credit whenever the student brings up such work as the teacher and the Dean may agree upon, but the entire subject need not be taken over.

GRADUATION.

Graduation is recommended by the Faculty on the basis of scholarship, ability and skill in teaching, personality and character. There are many qualifications of the teacher not represented by grades on class work. These "other things" are as vital as scholarship and will be so regarded. The standard of scholarship is stated in connection with the outline of each course.

REVIEW COURSE.

Short review courses, fully preparing for ex-

aminations, will be sustained during the spring term, and at other times when the demand is sufficient. This work will be adequate and will serve its purpose admirably. It, however, will not be the same type as the work of the regular courses, and will not be credited on these courses for graduation.

Any part of our regular work, both in the common school branches and in the high school and college subjects may be taken by students not in the regular courses, though they may have no intention of graduating. If the student has had any of his work it may be taken again as review work in the regular classes. We have found this genuine work the best preparation possible for examination.

The common school branches may be taken in any term. Those desiring to pass the examination for a County or State Certificate may select such subjects, whether advanced studies or reviews, as will enable them to pass the examination successfully. Review work done in this way is substantial class work and will be credited toward the completion of the regular Normal courses.

ELEMENTARY WORK.

All of the subjects named below must be completed before graduation from any of the Certificate Courses. All should be completed prior to taking up the regular courses:

PRELIMINARY WORK.

Arithmetic.
Reading and Spelling 1.
Grammar 1.
Geography 1.
Geography 2.
Kentucky History.
Civil Government.
Elementary History.
Penmanship.
Theory and Practice.
Physiology.
General Observation 20 hours.

ELEMENTARY CERTIFICATE COURSE.

This course leads to the Elementary Certificate which entitles the holder to teach in any county in the State for a period of two years immediately following issuance. The certificate will be granted to no one for less than three terms of resident work.

Physiology 2. English 2.
Grammar 2. U. S. History 1.

Arithmetic 2. Observation.
Psychology 1. Drawing 1.
Music 1. Forensics 3.
Forensics 1. Ph. Geography 2.
Grammar 3. Reading 2.
English 1. U. S. History 2.
Pedagogy 1. Algebra 1.
English History. Drawing 2.
Music 2. Nature Study.
Forensics 2. English 3.
Ph. Geography 1. Algebra 2.

INTERMEDIATE CERTIFICATE CLASS.

Those completing the preceding course can complete this course in one year. Prior to graduation the applicant must have full credit for all of the work in the preceding courses, and the subjects named in this course. No certificate of this class will be granted to anyone, regardless of scholarship, for less than three terms of resident work. Persons completing this course of study will receive a certificate that will permit them to teach anywhere in Kentucky for four years without further examination.

Latin 1. Geometry 2.
Biology 1. English 6.
Algebra 3. Forensics 6.
English 4. Latin 4.
Forensics 4. Biology 4.
Latin 2. Geometry 3.
Biology 2. Physiology 3.
Geometry 1. Forensics 7.
English 5. Latin 5.
Forensics 5. Elementary Agriculture.
Latin 3. Pedagogy 2.
Biology 3. English 7.

ADVANCED CERTIFICATE COURSE.

This course leads to the Advanced Certificate which entitles the holder to teach in any county in the State during life. Graduates from the preceding course can complete this course in one school year. College graduates having had eight years of work above the Common School course in High Schools and Colleges can complete this course in one year. They will be required to make seven credits in Psychology, Methods, Practice, and the History of Education. They will be allowed to make their remaining twelve credits either in this course or in the special courses. The selection from the special courses must always be submitted for the approval of the

Program Committee. No student will be graduated from this course for less than forty weeks of resident work.

Electives.—Students planning to teach in High Schools may elect work in the subjects that they desire to teach in lieu of such items named in the course as may be recommended by the Faculty.

Psychology 2. Chemistry 1.
Method 1. Mediaeval History.
Physics 1. Forensics 10.
Grecian History. Supervision.
Forensics 8. Practice 2.
English 8. Chemistry 2.
Method 2. Modern History.
Physics 2. Forensics 11.
Roman History. English 9.
Forensics 9. History of Education.
Sociology. Economic Geography.
Practice 1.

COURSE IN AGRICULTURE.

Unexcelled Opportunities Offered Young People Who Desire to Take Practical Work in Agriculture.

The Western Normal will hereafter offer practical work in Elementary Agriculture. We give below an outline of a one year's course, which has been arranged by the institution. A faculty of experts who have had extensive and practical training for this character of work has been employed to do the teaching. Dr. Fred Mutchler, head of the Department of Science, will have general supervision of the work. Complete announcement, naming the faculty and giving complete interpretation of the work that is offered, will appear in the catalog number of the Bulletin, which will be issued in October. The course will begin at the opening of the Fall Session.

The course of study embraces class instruction, field studies and laboratory demonstrations in the following subjects:

1. General Principles of Agriculture and Farm Management.
2. Agricultural Chemistry.
3. Agricultural Physics and Farm Mechanics.
4. Physical Geography and Geography and Geology.
5. Rural Hygiene and Sanitation.
6. Practical Biology.
7. Farm Practice.

Course 1. The Plant and the Soil.

(a) A study of the structure and physiology of plants in relation to growth, food supply and methods of reproduction. (Seed Selection.)

(b) A study of the soil, as to origin, composition, kinds and management, the latter including problems of tillage, drainage, farm and commercial fertilizers and rotation of crops.

Course 2. Farm Crops and Their Culture and Protection.

(a) Special study of our staple cereals, grasses, legumes, tubers, fruits, etc.

(b) Culture of crops, embracing the preparation of the soil, selection, testing and planting of seeds and methods of cultivation.

(c) Protection of crops—a study of insects and fungous pests and methods of controlling them. Weeds and their eradication. Birds as the farmers' friends.

Course 3. Domestic Animals.

(a) Types: A study of the various breeds of horses, cattle, sheep, goats, swine, poultry and bees.

(b) Care and management: Involving feeding, water supply, exercise, cleanliness and general hygiene.

Course 4. Farm Engineering.

(a) Farm Plans: Size of the farm for intensification or extension farming; location of buildings, fences, drains and roads.

(b) Construction of Buildings (house, barn and outbuildings), water system, sewage system and roads.

Course 5. Rural Hygiene and Sanitation.

A thorough study of germ life and sanitary laws in relation to rural condition. Special attention is given to the general arrangement of all farm buildings, with a careful study of the principles of ventilation and hygiene. The problem of pure milk, the study of infectious diseases among livestock and the hygiene of the rural home will be given careful consideration of this course.

Course 6. Biology.

General survey of plants and animals as forces in nature. Life history and work of our common insects. Dissection and life relations of types of common animals, cyclops and oth-

LIFE CERTIFICATE CLASS, WESTERN KENTUCKY STATE NORMAL, 1910.



1. Marie Frances Gore, Clinton.
 2. Ella Hopkins, Wickliffe.
 3. L. L. Hudson, Hardyville.
 4. Lula B. Allen, Burdick.
 5. Lula B. Wheeler, Sedalia.
 6. W. C. Bell, Owensboro.
 7. J. D. Burton, Owensboro.
 8. J. L. Harbourt, Curdsville.
 9. W. E. Miller, White Plains.
 10. Laura Chambers, Louisville.

11. Chesterfield Turner, Cave City.
 12. Ruth Alexander, Bowling Green.
 13. J. B. Johns, Halifax.
 14. B. O. Hinton, Meador.
 15. Mamie A. Thomas, Mt. Aerial.
 16. Jno. D. Spears, Franklin.
 17. Blackburn Spears, Halfway.
 18. Hontas Dunn, Murray.
 19. H. G. Guffey, Hidalgo.
 20. Myrtle H. Duncan, Anchorage.

21. Katesie C. Bailey, Morton's Gap.
 22. Minnie Lee Shugart, Bowling Green.
 23. Jas. A. Caldwell, Milltown.
 24. Faith Kimball, Brushton, N. Y.
 25. Pres. H. H. Cherry.
 26. Dean A. J. Kinnaman.
 27. Lora Goodwin, Cerulean.
 28. T. Elbert Guill, Salem.
 29. Anna Campbell, Bowling Green.
 30. W. S. Taylor, Prentiss.

31. Nellie Smith, Horse Cave.
 32. Alfred L. Crabb, Girkin.
 33. Mrs. T. H. Napier, Hardyville.
 34. Ezra E. Baucom, Kirksey.
 35. Mary V. Campbell, Morganfield.
 36. Chas. T. Cannon, Murray.
 37. Nancy H. Shehan, Maude.
 38. E. Y. Allen, Cromwell.
 39. Mollie S. Milner, Henderson.
 40. Annie B. Ray, Bardwell.

41. Bertha E. Gardner, South Hill.
 42. Loraine Cole, Bowling Green.
 43. Alva E. Tandy, Princeton.
 44. A. J. Boatwright, Bowling Green.
 45. Henry M. Pyles, Jr., Maysville.
 46. Elizabeth Drake, Bowling Green.
 47. Jas. B. Holloway, Cyclone.
 48. Lena Palmore, Persimon.
 49. Nettie B. Depp, Glasgow.
 50. Leland Bunch, Franklin.

er crustacea, clam, earthworm, protozoa, frog, fish and bird.

Each student is required to do special work on some important species, showing its relation to agriculture, and the best means of handling it. The aim is to make the course a working one. **Forty weeks, eight hours per week.**

Physics.

Course 1. General Physics.—A study of mechanics and heat. Recitation, lectures and solution of problems. Primary physical laws are developed by individual experiments in laboratory—each student keeping a careful record of his work. **Two hours, four days each week for one term.**

Course 2. General Physics.—Sound, light and electricity. Continuation of course. Laboratory and recitation. **Two hours, five days each week for one term.**

Course 3. Soil Physics.—Chiefly a laboratory course to cover such phases of the subjects as physical forces in soils; the conservation of moisture; temperature; drainage; strength; farm materials; principles of construction, farm implements, motors, engines, etc. **Two hours, five days each week for one term.**

Chemistry.

Course 1. Agricultural Chemistry.—Designed for students of elementary agriculture, covering the field of general inorganic chemistry and emphasizing the following divisions of the subject: The common compound and elementary gases, air, water, basic oxides, acids and salts; all the metallic and non-metal elements commonly found in soils; the laws of chemical combination and the more important organic compounds involved in a study of plant and animal life. A note book of the laboratory records carefully kept is required. **Two hours, recitation and laboratory, five days each week.**

Course 2. Qualitative Analysis.—Analysis of bases and acids. Forty unknown solutions and solids. **Two hours, recitation and laboratory, four days each week for one term.**

Physical Geography.

Course 1. Geography.—In this course, the major part of the work is devoted to the consideration of the earth as a planet, land and its structure, the forms of relief, processes of

erosion, land forms resulting from these processes. Some time is devoted to study of models, globes, charts and maps and their interpretation. The field work consists of excursions to Big Barren River, Lost River, White Stone Quarry and Mammoth Cave.

Course 2. Geography.—Recitation on atmosphere and its composition, insolation and temperature, pressure and atmospheric convections and circulation, rainfall and humidity, the distribution of climatic elements and belts.

Observations of the weather are made and records are kept. The United States Weather Bureau supplies the department with the daily weather maps and reports, which are a great value to the students. The last three weeks are devoted to the study of plant and animal response to the geographic conditions and the factors in their distribution, also to the effect of topography and climate upon the distribution and developments of human societies, industries and institutions. **Ten weeks, five hours per week.**

FARM PRACTICE.

This course continues throughout the entire year, and it is intended here to give the student an opportunity to apply the work of all the other courses. A well-equipped farm of one hundred forty acres is given over to this work. Here the student will be constantly required to put to test his ability to solve agricultural problems. The United States Department of Agriculture has constantly under cultivation several acres of land in experimental plats. The results of their work is at our disposal at all times.

Fertilizer tests, selection of seeds, methods of preparing seed beds, problems in tillage, culture of fruits and vegetables and in fact, the scope of the entire course of study will be worked out by the student in the Farm Practice course.

An orchard will be set this fall by the students. This will give opportunity for the study of this neglected problem. These trees will be cultivated, pruned and sprayed by the students.

In addition to the general farm practice work, each student will be given a plat of land for which he alone is held responsible. He will be required to do all the work on an improved plan—this giving an opportunity to show what he can do.

The State Normal Bulletin.

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The Western Kentucky State Normal School

An Incorporated Institution of Learning.

H. H. CHERRY,.....Editor

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

EDUCATIONAL GREETING

FROM THE

Western Kentucky State Normal School.

By President H. H. Cherry.

RECENT General Assemblies of Kentucky had democratic eyes that saw, ears that heard, and hearts that felt the onward march of democracy and gave to the Twentieth Century

educational legislation in order that the children of Kentucky, our noblest possession, might have life and have it more abundantly. These General Assemblies recognized Kentucky's patriotic call for education and more abundant education; ideas and more noble ideas; more government by the people and less government by the politician; more government by the teacher and less government by the military camp; more and better schools and fewer jails, penitentiaries and asylums; more scholars and fewer criminals; more freemen and fewer slaves; more life, more life, and more life. We need more life, masculine life, positive life, poised life, rational life, and sympathetic life.

Childhood stands by our side, armed with vision, nerve, and ability, ready to accomplish more life, if we will only give it an opportunity. **THE WESTERN NORMAL WAS ESTABLISHED AND IS MAINTAINED IN ORDER THAT THE TEACHERS OF KENTUCKY MAY HAVE MORE LIFE TO GIVE TO THE CHILDREN OF KENTUCKY.** Indeed, the Normal exists that the children of Kentucky may have life and have it more abundantly. It is a progressive statesmanship that realizes that what is desired in the life of the State must be developed in the life of those teachers who train the children of the State. As is the teacher, so is the school; as is the school, so is the community; as is the community, so is the State; as is the State, so is the nation.

We shall make it a little more personal. As is the Western Kentucky State Normal, so is the Western Kentucky teacher; as is the Western Kentucky teacher, so is the Western Kentucky School; as is the Western Kentucky school, so is the Western Kentucky community; as is the Western Kentucky community, so is the Western Kentucky State Normal District, composed of 1,400,000 people and more than 300,000 public school children.

The result of all our educational efforts, the return of all our investment of money and time for the education of our children, depends finally upon the character of the teachers employed in the schools—upon their mental, moral, and religious qualities, their ideals in life, their breadth, their depth, their fullness and fineness, their culture, and their skill in teaching. A great school is, in one sense, what is in the mind of the teacher, pupil, layman. It follows, however, that what will appear in the life of pupil and layman depends largely upon what is in the life of the teacher. The school is largely in the spirit of the teacher. In its last analysis, the teacher is the school. I fear that we sometimes make the mistake of trying to bring about school reform by external mechanical methods, rather than by inspired personal leadership. Do we not sometimes look for educational reform in an untried educational theory rather than in a personal resurrection?

I am trying to emphasize that behind number lies the power of personality, behind every great school lies a great soul—the constructive personality of a great teacher. We may have modern school houses, longer school terms, local taxation, consolidation, and all other things that enter into a well-ordered school and school community, but, without the vitalizing touch of properly qualified teachers, the school house will become dead matter, the school term will be too long, local taxation unprofitable, and con-

solidation a failure. Behind an efficient common school system stands the efficient teacher, and behind the efficient teacher stands the training school. Indeed, the Normal School is an organic part of the common school system.

Wherever you find educational efficiency, you will find the commanding personality of a teacher. Put a poor teacher in a modern school house, with its modern equipment and attractive grounds, and you will still have a poor school. Put a good teacher in a poor school house with poor equipment, and you will have a pretty good school, if not a good school. And, as a result of the influence of the teacher, you will have in a short time a modern school building, modern equipment and a local educational interest. A good teacher in a community where there is an educational paralysis, a mutilated school house, a small attendance, will, as a rule, accomplish an educational awakening, a good school house, and a large attendance. What we want in Kentucky today is not only physical but spiritual equipment—not only the modern school house, but the progressive teacher—not only the campaign for local taxation, but a professional resurrection.

I think of but one thing that is of more value to an efficient school system than a physical piece of equipment and that is a spiritual piece of equipment. In other words, a teacher's vision, a teacher's preparation, a teacher's conscience, a teacher's missionary intensity. I would emphasize, however, that our educational ideal includes moral, spiritual, intellectual, and physical efficiency. I am not detracting from any of those things that enter into an efficient school system. I am only trying to emphasize the great opportunity and responsibility of the teacher. Give Kentucky eleven thousand teachers of scholarship, who possess contagion of personality, magnetism of soul, and Kentucky will experience a new spiritual and material birth, and the children of Kentucky will have life and have it more abundantly. The highest mission of the Western Normal is to aid in developing a teaching profession that will learn, love, and serve.

The Western Normal was launched as a State institution three years seven months ago. It is conservatively estimated that the student-teachers who have attended this institution during this period have taught, are now teaching, or will teach this fall, not less than 225,000 different public school children of Kentucky, and that fully 85 per cent of this number live in rural districts. I DECLARE AGAIN THAT THE NORMAL EXISTS IN ORDER THAT THE TEACHERS OF KENTUCKY MAY HAVE MORE LIFE TO GIVE TO THE CHILDREN OF KENTUCKY, AND THAT IT WAS ESTABLISHED AND IS MAINTAINED IN ORDER THAT THE CHILDREN OF KENTUCKY MAY HAVE LIFE, AND HAVE IT MORE ABUNDANTLY.

THE SUMMER SCHOOL.

The six-weeks Summer School of the Normal is rapidly becoming the most popular term of the entire scholastic year. The enrollment this year was almost double that of former years. In addition to the regular faculty, a number of the leading educational specialists of this and other States were employed. Among the noted educators from out of the city were Mr. Wm. Hardin Lucas, Assistant Superintendent of the Louisville Public Schools, who gave a series of very practical and helpful talks on Literature and how and what to teach along this line in the different grades; Superintendent T. J. Coates,

of Richmond; Prof. Alfred Livingston, of Henderson; Principal W. C. Bell, of Owensboro, and Superintendent E. H. White, of Bowling Green, all discussed with excellent results problems arising in their special work. One of the most attractive features offered during this term was the work done by Miss Nannie Lee Frayser, of Louisville, noted far and wide for her successful use of the story in connection with school work. Her lectures were largely attended and universal satisfaction and pleasure expressed by all who could attend. The Department of Domestic Science was established during the Summer School. Miss Lilly Ashe, of Columbus, Georgia, who was

employed to supervise this department, proved thoroughly equal to the undertaking. Forty-two students enrolled in the department and, notwithstanding the limited equipment and other drawbacks that would naturally be expected to occur in a department so recently and hurriedly opened, were highly delighted with the course of work given. We hope to establish the Department of Domestic Science in all of its branches after next year. At the close of school the young ladies who had enrolled served an elegant luncheon to the members of the Board of Regents and their wives.

Dr. H. E. Bierly, Secretary of the Southern Educational Association, was with us for two weeks. He gave two lectures daily on the subject of Child Study. Dr. Bierly brought with him a number of valuable charts that he used in illustrating his talks. His work was well received.

Miss Aletha Graves, Critic teacher in the Indianapolis schools, took charge of the Fifth and Sixth grades of the Training School during the summer. She did excellent work. Next year the Sixth Grade will be in charge of Miss Myrta McClellan, who has just resigned an important position in the University of Chicago to come to us.

THE ELEVATOR.

One of the prominent literary features of the W. K. S. N. S. is The Elevator, which is the official organ of the student-body. It is issued monthly throughout the school year and contains such items of news as can be obtained, and also the best literary productions

of the school. One of the many excellent departments of last year was the one containing a series of papers discussing other schools. These were prepared and sent in by former students of the Western Normal now attending the various universities. Yale, Harvard, Wisconsin, Chicago, Georgia, Louisiana, Clark, Vanderbilt, were among the institutions discussed.

The paper is published and managed by the student-body, through its chosen editors, and the students apparently find in it the realization of a long-existing need.

Mr. G. C. Morris, of Daviess County, will be editor during 1910-11; Mr. Carl Adams, of Todd County, will be business manager. These are excellent selections and The Elevator will undoubtedly continue to flourish under their supervision, as it has done under the able direction of Editor A. L. Crabb, to whom the success of this splendid little periodical is largely due. It is hoped that everyone interested in the Normal will subscribe. The price for the year is only fifty cents, but the paper will prove to be worth many times that amount.

Faculty and student-body are united in the opinion that the Commencement of the scholastic year just closed was decidedly the most successful we ever had. The standard of addresses given by the representatives of the different graduating classes was higher, the distinguished speakers—Governor Ed. Norris, of Montana, and Dr. Len G. Broughton, from Atlanta—gave us able talks, and the music furnished by the Normal School Orchestra was a delight to all.

The new catalog which will be issued early in October, 1910, will contain general information concerning the Commencement exercises of the Elementary, Intermediate and Life Certificate Class. It will also contain a list of the graduates of each course of study.

COURSE IN AGRICULTURE.

The Western Kentucky State Normal School offers a practical course of study in Elementary Agriculture. Demonstration and actual work done on the school farm. Teachers will have an opportunity to prepare for teaching the subject. Great opportunity offered young men who expect to make farming a life work. The course begins September 6, 1910.



PROF. FRANZ STRAHM
DEAN SCHOOL OF MUSIC

The School of Music of the Western Kentucky State Normal School is a fully-equipped institution for the serious teaching of music from the rudiments through various degrees of proficiency. It is firmly established and is a permanent institution of learning. Prof. Franz J. Strahm, a man of international reputation as an educator, a writer of importance along various lines, a splendid teacher, freely and broadly educated—one whose work is known from one end of the country to another—has been employed as Dean of the School of Music.

Mrs. Marshall Settle, a vocalist who has had the best training offered and an artist of

known ability, will have charge of the Department of Voice Culture.

Miss Nell Dickey, who was with us last year, and gave eminent satisfaction, a pianist of recognized ability, will continue her services in the School of Music.

Other members of the Music faculty will be announced later.

Courses of study will be sustained in all of the different departments of music. Persons desiring to prepare for Music Supervisors will have unexcelled opportunities. A complete announcement, giving a general interpretation of the work offered in Music will appear in the catalog number of the Bulletin, which will be issued early in October.