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WESTERN KENTUCKY STATE NORMAL SCHOOL.

Bowling Green, Ky., August 1, 1911.

Hon. Ellsworth Regenstein,
State Superintendent of Public Instruction
Frankfort, Ky.

Dear Sir:

It is gratifying to announce that the Western Kentucky State Normal School is enjoying unprecedented success. It is even excelling its former records. The school is characterized by a great body of earnest students, efficient teaching, hard work, high ideals, noble purposes, and a fine discipline. We moved to our new home on Normal Heights on the 4th of last February. A more beautiful and attractive location for a great institution cannot be found anywhere in this land. The new Vanmeter Hall and Administration Building has been completed and is now occupied by the school. It contains a handsome auditorium with a seating capacity of two thousand people and many administration and class rooms. The other buildings on the new location have been made into modern school apartments, class rooms, and laboratories. Some of the drives and walks have been built and some of the ground beautified according to the instruction of the landscape architect. All that has been done up to the present time has been done with a view of having, when completed, a great school plant that will have articulation, harmony, economy, and sanitation. The limited financial condition of the institution had, of course, greatly handicapped us in the development of the new site and in adding progressive courses of study. I am glad to report to you, however that we have made progress and that we are looking to the future with an unbounded faith, believing that we shall be able to accomplish greater results in the future than we have yet been able to accomplish.

The Normal Schools were established in the interest of teaching efficiency. It is a progressive statesmanship that realizes that whatever 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 nation; finally, as is the teacher so is the nation. The result of all our educational efforts, the returns from all our investment of money and time for the education of our children depend 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. Kentucky recognized this principle in educational progress when she established Normal Schools for the training of the teachers of the State. The interests of the Normal Schools are too sacred to be misunderstood or to be treated indifferently. The Normal is inseparably linked with the Public School of the State. They live and breathe together. I challenge the statesmanship of the men who claim they help the public schools by opposing the Normal Schools. Any man who is against the efficient training of teachers is against an efficient school system. The Normal School is not the exclusive agent for the training of teachers

but it is the State's chief agent and as such it must build up the professional spirit, establish the ideals, and send out the men and women whose call is to educational leadership. The Normal Schools were established in order that the teachers of Kentucky may have more life to give to the children of Kentucky. They were established and are maintained in order that the children of Kentucky may have life and have it more abundantly. I know of no patriotism that is higher than an organized effort that declares its allegiance to the child. The proposed plant at this place is being developed in the honor of Kentucky childhood. The Western Kentucky State Normal School belongs to the People of Kentucky. It is a human stock company; the people are the stockholders. Its dividends go to all the people of the State and all its tax-payers contribute to its support. Every effort is being made to embody in the work of the institution such principles of management, curricula, and method as will make strong men and women who have the power to lead.

If the teacher is the most important item in an efficient school system, you will pardon me if I should in this connection emphasize the result accomplished by the Western Normal. We hope we will not be immodest if we should believe that the success of the Western Normal is almost unprecedented in educational history. Established as a State institution four years seven months ago, it is an infant, not yet five years old; but, notwithstanding its youth, it has enrolled on the basis of an annual enrollment during the four years seven months 5,951 students. At least ninety per cent of this number are Kentucky young men and women who are engaged in the teaching service. The student teachers who have attended the institution since it was started as a State school have taught, are now teaching, or will teach during the approaching fall not less than 275,000 of the Kentucky school children; and at least 85% of this number live in the rural sections of the State. Reports from every section of the State speak in unmeasured enthusiasm of the work that is being done by the teachers who have attended the Normal. One County Superintendent writes:--"More than 60% of my teachers have attended the Western Normal and in every case the teachers show a marked improvement in scholarship, professional training and especially in ability to create educational interest in the community and to take the initiative in beautifying the school ground, improving the school house, and in organizing the community into a working unit." This is only one of many similar statements that have reached our office. There are 189 State Normal Schools in the United States, and more than 150 of this number were established a number of years prior to the establishment of the Western Normal; but, notwithstanding this fact, the Western Normal in point of attendance is now fourth in the United States. It is also interesting to note that the average cost of teaching the student-teacher in the Normal Schools of the United States is \$72 annually. The cost in the Western Normal is only \$36. The amount invested in the physical plant of those Normal schools elsewhere with an attendance equal to the Western Normal is more than three times the amount invested in the Western Normal.

The attendance is not only large but the school has enriched the courses of study; the academic and professional side of the work has been enlarged; a modern, up-to-date school of Domestic Science and Domestic Arts has been established in the interest of home-making and is in operation at this time with many enthusiastic students in attendance. It has been an eminent success from the beginning. The course in Agriculture is now one of the leading features of the institution. More than 155 students had demonstration plots during the present year. The Nor-

mal School owns one hundred and sixty-three acres of land, that is given over to the development of practical agriculture. We expect here to develop a practical scientific system of farm management, including not only the cultivation of staple crops, but crop rotations, horticulture, apiculture, dairying, animal husbandry, etc., giving the student an opportunity to observe and in a large part, work out the practical along with the theoretical side of his agricultural education. An integral part of the work on this farm is of experimental nature. Some of these are already under way; Namely, the fertilizer and crop rotation series. Very valuable results have already been obtained, and these experiments are of much value not only to the student, but to the general community. A number of additional plots are now under way for the study and selection of seeds, the adaptation of forage crops and green manures. Another unit of demonstrable agricultural education is the methods of controlling insects and fungi that affect our fruits. A part of the farm equipment is an efficient sprayer, which is used in the practical orchard work as well as for spraying small fruits, potatoes, etc. About 5,000 trees were sprayed last season, with very beneficial results. Every student in the Normal School has the opportunity to become familiar with this important problem, first hand. One of the most important features of the farm is the work done by the individual student. Each one taking the agricultural course is given a small plot of land for his own cultivation and is asked to apply practical agricultural methods in his work. This becomes a part of his required work, and he is credited according to his success. Staple farm and garden products are cultivated on these plots. It is the purpose of the farm management to reach as far into the community as possible, and give helpful direction. This year, we have organized a corn club of 243 school boys from every section of Warren County, and these boys have agreed to cultivate one acre of corn each under our direction. The school has furnished the seed corn, and appropriate prizes will be given for the largest yield and the best quality. The United States Department of Agriculture, has contributed the seed corn for this club. We are sure that the community will be greatly benefitted by this corn-growing contest.

I present herewith a brief synopsis of the different courses of study offered by this institution:

PREPARATORY COURSE.--The subjects of this course are arranged especially for students coming from the rural schools and from the grades and for those who have not taught. Likewise, some who have taught will find it necessary to take some of the subjects in this course while pursuing the Elementary Course.

ELEMENTARY CERTIFICATE COURSE.--Students having completed all of the work of the Preparatory Course and of the Elementary Certificate Course will be granted the Elementary Certificate which entitles the holder to teach in any county of the State for a period of two years immediately following issuance. This certificate is issued to no one for less than twenty-six weeks' resident work.

Intermediate CERTIFICATE COURSE.--Students completing the two courses named above and the work of this course will be awarded the Intermediate Certificate, which entitles the holder to teach anywhere in Kentucky for a period of four years following issuance. This certificate is issued to no one for less than twenty-six weeks' resident work.

ADVANCED CERTIFICATE COURSE.--Students completing the three courses given above and the branches given in this course are first awarded a certificate which entitles the holder to teach anywhere in Kentucky for three years. If the graduate demonstrates his success as a teacher, at the expiration of three years, he will be issued a Life Certificate which entitles the holder to teach anywhere in Kentucky for life without further examination. No student will be graduated from this course for less than forty weeks' resident work.

RURAL TEACHERS' COURSE.--From the first the Western Normal has given much attention to practical Nature Study, Elementary Agriculture, Domestic Science Problems of Sanitation and Health, and other interests of rural people. A very large per cent of the student-body has been or will be rural teachers.

We believe that the Normal School should prepare a large number of teachers to go out into the rural communities and there to be a potent factor in bringing about the best possible rural life. We believe that the rural child is entitled to a course of study and to a course of instruction that will dignify and enrich his life and make life for him in the rural environment, should he choose to remain there, not simply tolerable but glorious. Unfortunately teachers everywhere, with rare exceptions, have idealized city life and unwittingly have been a potent factor in inducing young men and women to leave the farm and to move into the city, often to be lost, wasted, or destroyed; certainly to be lost from the rural community. We believe it possible and right, indeed a duty-- to dignify rural life and to save to it and its interests the best blood of county life.

Since there are common interests between rural and city people, the courses of study in their schools and the instruction should have certain elements in common. But their schools and the instruction should have certain elements in common. But their interests are in part different. They engage in different industries and live under a different environment. Corresponding to this difference there should be a difference in instruction; and, in this difference, the adjustment should be so devised as to make the school contribute most to the needs of rural life.

A certificat which entitles the holder to teach anywhere in Kentucky for two years, four years, or for life, respectively, is awarded persons completing the Elementary, the Intermediate, or the Advanced Course of study of the Rural Teachers' Course.

REGULAR NORMAL COURSE OF STUDY.--This course differs but little from the course offered last year. It is rich in its professional work. Those who complete this course will be fully prepared from the academic standpoint to teach in the rural and city schools, and in the 9th and 10th grades in all subjects in the high schools and to teach some of the subjects in the eleventh and twelfth grades. The professional courses are adequate in developing insight and training preparatory to first-class teaching.

Students who expect to become Supervisors and Superintendents of counties and cities should take this course. The professional work will enable them to direct the teachers in all grades, and, reflexively will give the teacher supervised that confidence and co-operation so essential to efficient direction.

The certificates granted are for two years, four years, or for life, respectively, for completion of the Elementary, Intermediate, or Advanced Course. These certificates entitle the holders to teach anywhere in Kentucky without further examination.

FIRST ELECTIVE COURSE OF STUDY.--This course has been devised especially for students who are planning to become permanent teachers in High Schools. At the same time it furnished the necessary foundation for a still higher scholarship by eliminating some of the professional work. Opportunity is given the student to do more work along academic lines. The Elementary Year's work is identical with that of the Regular Normal Course. A comparison of these courses will reveal the advantages of this one to those preparing to become High School teachers. The certificates granted are for two years, four years, and life, respectively.

ively, for completion of the Elementary, Intermediate, and Advanced courses. These certificates permit the holders to teach anywhere in Kentucky without further examination.

AGRICULTURAL COURSE.-- A practical year's course of study is offered in Elementary Agriculture. The course embraces class instruction, field studies and laboratory demonstration. A large amount of demonstration work is done upon the Normal Farm. The school owns much farming equipment and operates a large farm in connection with the Department of Agriculture.

COUNTY CERTIFICATE COURSE.--This course has been arranged for students who must pass the county examination and desire to make special preparation for it. It may be taken in one or two terms of ten weeks. A full explanation of this course of study appears in the new catalog. We promise all who desire this work an unusual opportunity to take it during the scholastic year of 1911-12.

DOMESTIC SCIENCE AND DOMESTIC ARTS.--The School of Domestic Science and Domestic Arts opened April the 4th in the beautiful Cabell Hall. The entire work of the term was largely that of organization and acquainting the students of this Department, and the school as a whole, with the nature of Domestic Science and Domestic Arts.

The work as outlined consisted of three distinct subjects: Elementary Cooking, Study of Foods, and Model Sewing. All this work has two aims--practical and professional; the practical aim deals with that which is applicable in the home, and the professional aim is to give the student ideas which she may carry to some far away country school to make her pupils and patrons better cooks and seamstresses; to show them that cooking is a science and sewing an art. In the kitchen we have another aim, and that is to develop skill and judgment in the use of materials to develop correct ideals of neatness, order, system, accuracy, and economy, all of which increase or decrease the cost of living. A study of foods is necessary if dietary conditions are to be improved. This practical knowledge is obtained by studying in detail the composition, structure, digestion, digestibility, specific food, nutritive and economic values, cost, selection, influence of preparation of our common foods. The model sewing consists of a course of the common stitches and their application to small articles; such as a pillow-case, doll's apron, darning on stockinet and wool material, patching, making button-holes, plackets, seams, etc.

The Rural Teacher's Course to be offered this year will include the above mentioned work and two terms additional; this means more advanced work in cookery, simple garment making, with perhaps a tailored waist and skirt. In the simple garments the students will be required to draft their own patterns according to measurements. Students planning to take Domestic Science are requested to come provided with white princess aprons, hand towels, and a holder such as is used in the home kitchen. A certificate will be awarded all persons who complete this course of study.

DRAWING AND PENMANSHIP.--This course offers students an opportunity to prepare to teach Drawing and Penmanship in the public schools. Students desiring to take a full course with a view of becoming Supervisors of Drawing and Penmanship, will have the opportunity to do so.

PUBLIC SCHOOL MUSIC.--All students are entitled without cost to the course offered in Sight Singing, Music Structure, and Methods. A regular course of study is also offered to persons who desire to prepare themselves as Supervisors of Music. A certificate is issued to those who complete the Supervisor's course.

INSTRUMENTAL MUSIC.--Instruction in Instrumental Music under musician-

educators of national reputation is offered by the School of Music. High Grade instruction is offered in Piano, Violin, Organ, etc.

VOICE CULTURE.--The Department of Voice Culture has already become one of the leading features of the School of Music. An unusually high grade work is offered to those who desire to specialize in Voice Culture.

OTHER COURSES.--In addition to the regular courses of study, special courses are offered in Kindergarten, Primary Methods, Manual Training, Nature Study, Biology, Physiology, Latin, Geography, History, Geology, Physics, Chemistry, Rhetoric, and Composition, Literature, Ethics, Psychology and Child Study, Methods, French, German, English Language and Observation and Professional Work suitable for all grades.

We are deeply sensitive of an intelligent and sympathetic assistance which has been contributed to this institution by you and all other members of the Board of Regents, by the County Superintendents, State Normal students, Southern Normal students, educators, the press and a patriotic public to the work of making the Western Normal one of the great educational influences of the South. We are deeply grateful for the interest manifested and for the aggressive and efficient service rendered. We also prize this opportunity to express our great gratitude for the patriotic and efficient work done by the faculty, clerical force, and all others connected with the institution. We feel sure that, with our past experiences and increased opportunities, we shall be able to render a service in the future we have not yet been able to render the State.

I am including with this communication other condensed information concerning the Western Normal.

Most respectfully yours,

President Western Kentucky State
Normal School.

WESTERN KENTUCKY STATE NORMAL SCHOOL.

CONDENSED INFORMATION

BOARD OF REGENTS

The following is the present membership of the Board of Regents:

HON. ELLSWORTH REGENSTEIN

State Superintendent of Public Instruction, ex-officio Chairman

Mr. H. K. Cole, Vice President, Owensboro, Ky.

Mr. J. Whit Potter, Bowling Green, Ky.

Supt. E. H. Mark, Louisville, Ky.

Supt. C. W. Richards, Princeton, Ky.

NORMAL EXECUTIVE COUNCIL

HON. ELLSWORTH REGENSTEIN

EX-Officio President of the Council

H.H. CHERRY

President of the Western Normal, Secretary of the Council

J. G. CRABBE

President of the Eastern Normal

FACULTY.

Believing that the most potent influence in a great institution is personality, we have adopted the policy of using great care in selecting every teacher before recommending employment. The faculty of the Normal is composed of men and women of character, personality, scholarship, and ability to teach.

The faculty for the year 1911-12 follows:

H. H. Cherry, President

Capt. C. J. Vanneter, Chancellor

A. J. Kinnaman, Ph. D.,

Dean and Professor of Pedagogy and Psychology

Fred Mutchler, Ph.D.,

Professor of Biology and Head of Science Department.

J. R. Alexander, A. M.

Professor of Higher Mathematics

J. M. Guilliams, A. M.

Professor of Grammar and Ethics

R. P. Green, A. B.

Professor of Geography

M. A. Leiper, A. M.,

Professor of Ancient and Modern Languages

Miss Elizabeth Woods, A. B.
 Assistant in French and German
 Miss Laure A. Frezee, A. M.
 Principal of Training School
 V. O. Gilbert, B. S.
 Professor of Civics
 J. H. Claggett, A. B.
 Professor of English and Literature
 Miss Mattye Reid, B. S.
 Assistant in English and Literature
 W. J. Craig, A. B.
 Professor of Chemistry and Physics
 J. F. Wethington,
 Assistant Chemistry and Physics
 Arndt M. Stickles, A. M.
 Professor of History
 Miss Margaret Acher
 Assistant in History
 T. J. Coates
 Professor of Elementary Education
 W. S. Taylor
 Assistant Science Department
 A. C. Webb, Jr.,
 Professor of Drawing and Penmanship
 Miss Iva Scott
 Professor of Domestic Science and Arts
 Franz J. Strahn
 Dean of School of Music
 Mrs. B. M. Settle
 Professor of Voice Culture
 Miss Nell Dickey
 Assistant in Piano
 Miss Florence Ragland, A. B.
 Librarian
 Miss Mary Jarboe
 Assistant Librarian
 Miss Belle Cafee
 Critic Teacher Primary Classes
 Miss Sue Proctor
 Critic Teacher Second Grade
 Miss Lucy Holeman
 Critic Teacher Third Grade
 Miss Flora Stallard A. B.
 Critic Teacher Fourth Grade
 Miss Sarah E. Todd
 Critic Teacher Fifth Grade
 Miss Nannie Birdsong
 Critic Teacher Sixth Grade
 Miss Mattie McLean, A. B.
 Secretary to the President
 Miss Lou Adams
 Stenographer and Clerk
 Miss Elma Cross
 Stenographer
 Miss Florence Schneider
 Stenographer
 O. G. Byrn
 Registrar and Bookkeeper

Mrs. R. P. Green
Hostess Frisbie Hall

HISTORY.

The State Normal was established by an act of the General Assembly of 1906. The act authorizing the establishment of a Normal School in Western Kentucky and one in Eastern Kentucky passed both Houses of the Legislature without an opposing vote. Like all other worth achievements, the establishment of Normal Schools in Kentucky came through the evolution of public opinion. It was the result of the constructive and administrative power of the public mind. The schools were brought into existence in obedience to the opinions, thoughts, and desires of the people of our Commonwealth. The Kentucky Educational Association took the initiative by petitioning the General Assembly to establish the schools and by creating the Kentucky Educational Improvement Commission and authorizing it to make an active campaign and to memorialize the General Assembly. It is doubtful whether legislative history will show where two State institutions were anywhere else established by the same act without an opposing vote in either branch of the Legislature.

LOCATION.

Bowling Green, the seat of the State Normal, is located on the main line of the Louisville and Nashville Railroad, 114 miles southwest of Louisville and 73 miles north of Nashville. Boats navigate Green and Barren Rivers between Evansville and Bowling Green, and many points on upper Green River. Boats arrive and leave daily. Perhaps no city was ever more favorably and beautifully located than Bowling Green. Her enterprising and cultured people, not content with what nature has done for her, have added to her attractiveness by creating parks, macadamized streets and lovely drives and by beautifying the city in every other possible way. The streets are clean and well lighted; sickness is reduced to a minimum as a result of the healthfulness of the town. Bowling Green is what may be termed an ideal agricultural, home, church, and school town. The community life is of a high moral tone. The citizens take a deep interest in all institutions that aid in developing character and disseminating intelligence. A deep co-operative and sympathetic relation exists between the students and the citizens. The people have given every aid in their power in the work of developing the Normal and taking care of the great student-body that has already enrolled. They are assisting in the work of making the school one of the educational light-houses of the South and the pride of Kentucky. Indeed, the moral support they are giving the Board, the faculty, and the students is encouraging and inspiring.

PURPOSES.

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

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

"The Normal School is not the exclusive agent for the training of teachers, but it is the State's chief agent and, as such, it must build up the professional spirit, establish the standards, create the ideals, send out the men

and women whose call is to educational leadership." The school demands of those who are to become its graduates strength of character, moral stamina, the ability to stand and count for much in life.

FREE TUITION

Under the amendments to the Normal School charter which became effective upon receiving the Governor's signature the unit of appointment is now the county and not the legislative district as formerly.

Each county Superintendent is empowered to make annually one appointment for every five hundred white children in his last school census, and one for any fraction of five hundred exceeding two hundred and fifty. All appointments are made for a period of four years; or, rather, until the appointees complete the regular course of study in the Normal School. In case the regular appointee relinquishes his right to use the scholarship, or in case a county failed on last year to send its full quota of students to the State Normal, the County Superintendent will appoint additional persons as regular appointees to fill such vacancies.

COUNTIES OF THE WESTERN NORMAL DISTRICT.

Adair, Allen, Ballard, Barren, Breckinridge, Bullitt, Butler, Caldwell, Calloway, Carlisle, Casey, Christian, Crittenden, Cumberland, Daviess, Edmonson, Fulton, Graves, Grayson, Greene, Henderson, Hardin, Hancock, Hart, Hickman, Hopkins, Jefferson, LaRue, Lickingston, Logan, Lyon, Marion, Marshall, McCracken, McLean, Meade, Metcalfe, Monroe, Muhlenburg, Nelson Ohio, Russell, Simpson, Spencer, Taylor, Todd, Trigg, Union, Warren, Washington, Webster.

CONDITIONS FOR ADMISSION

Persons of good moral character of any age not less than 16 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.