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Bowling Green, Kentucky, January 20, 1921

Hon. Henry James,
State Examiner and Inspector,
Frankfort, Kentucky.

My dear Mr. James:

In compliance with your request made while in your office, I am giving below the reasons why I think it would not be in the interest of educational and economic efficiency to make the following recommendations:

- 1.- The salary budget of the faculty of the Western Normal is too large and the salaries of the teacher of the institution should be reduced.
2. -The Normal Farm not being a financial success, should be sold.
- 3.- The number of stenographers employed should be reduced.
- 4.- The school should eliminate the expense of having field representatives.
- 5.- The contract for the Girls's New Boarding Home is probably in excess of assets and should be held down.

I believe the above covers the different propositions you brought before me. I appreciate very deeply the motive that prompted you to discuss these questions with me and to request that I write you concerning each of them. The Western Normal is answerable to the State of Kentucky for its stewardship. It is given certain funds accruing from the taxes paid by the citizens of the Commonwealth. It is asked to expend this money so as to achieve the best possible training of the teachers of the State's children. When it has failed to reach a fair approximation of that ideal, the State cannot, in justice to its coming generation fail to institute vigorous inquiries. The Western Normal does not seek to escape from the responsibility of its acts. It desires your suggestions and help. It wants to succeed in a big way, but if it has failed to do its duty, it is perfectly willing to be held accountable for its failure. It desires very much that you visit it, live in its atmosphere for awhile, and examine and study its work and problems. It would greatly appreciate a visit from you. I most respectfully submit the following:

SPECIAL STATEMENT:- It would be difficult for anyone not connected with the institution to have an accurate idea about the trials and difficulties the Western Normal has experienced. It has been in the middle of a deep swift stream for the past two years fighting for its life, War prices and conditions, limited financial means, and a scarcity of rooms and boarding hardly if ever equaled in any city, caused by an oil development, came nearly putting the institution out of commission. It has forced to employ artificial, unsatisfactory, and inadequate means to preserve its moreale and avoid a total disorganization. The rooming and boarding proposition was especially difficult. With a large attendance, with rooms

for a few more than one hundred students provided for by the State, with practically no available rooms in the city except those at prices beyond the financial means of the student, it was able to continue its work by sometimes housing as many as forty students in a single large room, not constructed for boarding purposes; by the use of tents; by putting many in small rooms; by using hallways for dormitories and by doing many other things.

Through the earnest and sacrificing efforts of the Board of Regents, the faculty, the students, and every other individual in any way connected with the school, together with an appropriation provided for by the General Assembly of Kentucky, the Western Normal is gradually freeing itself from the conditions that have existed. It is limited, however, and will continue to be limited in the use of its opportunities until the State is able to give it a more liberal material support. A Village of forty-one houses, including a housing capacity of one hundred and fifty people, has been constructed largely from money contributed by a patriotic student-body. The appropriation of the General Assembly, together with the sale of some real estate, has made possible the erection of a magnificent Girls' Boarding Home that will, by putting three and four students in a single room, accommodate from 250 to 300 students. Every house in the Village is already full of students and the new home will be open on the first of February. A new sunrise is appearing over Normal Heights. Tomorrow is more optimistic.

GENERAL STATEMENT:- Believing that the most potent influence in the school is personality, the Western Normal has pursued a policy of exercising great care in selecting its faculty. The faculty is composed of men and women of vision, scholarship, character, and personality, who have given, and are now giving, every inch of their lives to the work of teaching student-teachers of the Commonwealth who will, after leaving here, teach the children of the Commonwealth. The Western Normal believes that it would be as easy for democracy to exist without spirit as it would be to have a good school without a good teacher; that the larger democracy must be accomplished through the larger education; the larger education must be accomplished through the teaching power and influence of an adequate number of adequately number of adequately trained teachers who learn, who love, who serve.

The only way to get along without normal school is to get along without the teacher, and the only way to get along without the teacher is to abolish public education, and if we should do this, democracy will languish and die unless we should find some other institution to take the school's place, and if we should find this institution, it would be a school or something the schools are trying to be. It is the mission of normal schools to teach the teachers who will teach the children of the Commonwealth. Teachers will not transmit life unless they have life. They will not create ideals unless they have ideals. They will not light up the soul of the child and of the community unless they have light in their own souls. Therefore, the faculties of normal schools who are charged with the responsibility of teaching teachers should be composed of the ablest body of men and women that patriotic service and salary will secure. Any other policy would result in spiritual educational, and economic waste.

EDUCATIONAL REFORM:--Agricultural progress recognizes a waste in every nubbin ear of corn, and then it proceeds to make big ears of corn and to stop the waste by operating upon the farmer. Fundamental educational progress recognizes every poor school as a tremendous waste to the community and to the Commonwealth, and then it proceeds to have a better school and to stop the waste by operating upon the teacher,--by maintaining strong faculties in teacher-training centers for the purpose of instructing the student-teachers of the Commonwealth.

After all, the greatness of schools is not so much in school organizations, educational theories, stereotyped methods, school entertainments, programs, buildings grounds and equipment as in the life behing these things. It is dangerous for educational for educational reform to reach the school ahead of a trained and reformed teacher. It is dangerous for a modern school building, a progressive course of study, or even a progressive educational law to reach the school community ahead of a competent teacher. The Legislature of Kentucky recognized these principles and established normal schools in the interest of moral, intellectual, spiritual physical, and industrial thrift. The normal schools seek to accomplish the end for which they were established by giving the teachers an opportunity to have more life to give to the children of the Commonwealth. They will, however, fail in this effort unless they maintain strong men and women on their faculties.

THE TEACHER, THE NORMAL SCHOOL, AND THE SCHOOL FUND:--The work of transmuting the school fund, and all other money raised for educational into effective human power, into a greater Commonwealth, is the most vital spiritual and economic problem that is now before the people. Millions of dollars raised for education have been squandered upon inefficient teaching, and this waste will continue until stopped through the development of a qualified and stable teaching profession. The returns from the millions of dollars spent annually for the education of our children depend finally upon the character of the teachers employed in our 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. Any citizen who tries to improve the educational affairs of the Commonwealth by withholding needed support from those institutions and educational efforts designed to train teachers for a larger service and make them worthy of a larger salary, proceeds on the theory that the way to be rescued from a leaking boat is to make the leak larger and sink the boat. Add to the qualification and salary of the teacher, to the scope of the work and the influence of the normal school and to all other agencies that will develop teaching power, and we will subtract from a tremendous waste of the school fund, and, at the same time, add to the intelligence and earning capacity of the people.

Saying nothing of spiritual values, I feel sure that even on an economic basis the normal schools have saved the Commonwealth a large sum of money,--many many times their cost through the effective work they have done for the teachers of the Commonwealth. Wisconsin spends more for the training of her teachers than the total amount spent by Kentucky, Tennessee, Alabama, Mississippi, Louisiana, and Arkansas. I am impelled to say that the Western Normal, the institution over which I have the honor to preside, could do three times as much as it is now doing in the work of training teachers, if it were liberated from material bondage and relieved of crowded classes, over-worked teachers, and given an opportunity to employ only the ablest educational leaders and thinkers in the land. We have many able men and women in the faculty now but we need more. The institution has buildings and physical equipment, but it needs more in order to do its work effectively. Saying nothing of spiritual values, it would be a real economic waste to Kentucky to reduce teaching power in the Western Normal though a reduction of salaries or by minimizing its physical needs.

SERVICES AND SALARIES:- I fully understand that dollars without ideals will commercialize and destroy the teaching profession. I have no respect for any teacher whose motive for teaching is based largely upon the salary. Higher professional ideals and higher salaries with the ideals in the lead is the hope of education. I fully realize that if the motive of the teacher does not rise higher than his salary, he will fail to accomplish real results in the work of training citizens for effective service. The teacher's ideals must travel ahead of the teacher's salary or the teaching profession will die. The ideal and the dollar cannot even walk arm in arm by each other's side. This is the nature of the teaching profession.

SALARY AND PROFESSIONAL SPIRIT:* The teaching profession cannot have spirit, optimism, outlook, travel, and the comforts of life, and prepare for effective service without the salary. It is hard to teach or to grow professionally while one has an unpaid bill on his shoulder. The teacher asks for economic justice not because the janitor receives a larger salary than she, but because the wage is so unjust that it will reduce teaching power and spirit, subtract from the education of the child, become a foe to freedom, and endanger democracy. She may have an empty pocket-book and be richer than a millionaire, but her faith will be tried on "bill-day" when she realizes that she is a guardian of property, a producer of material wealth, and yet an industrial pauper. The members of the faculty of the Western Normal do not desire a just compensation because the twenty-one plasterers, who are now working on the Girls' New Boarding Home on Normal Heights, receive an average salary much larger than the average salary of the members of the faculty of the Western Normal, but because professional and home duties demand of them certain standards of conduct and efficiency that cannot be accomplished without a reasonable and just compensation.

LOYALTY AND SALARY:- A school can have no greater asset than the steadfast loyalty of its faculty. This cannot be bought directly with money. And yet loyalty suffers whenever a teacher is forced into humiliating explanations concerning the delayed payment of his bills. All things else equal, loyalty deepens when the teacher is the owner of his home, when he can dress himself and his family according to the standard automatically fixed by his position. His loyalty becomes a more potent force when his mind is released from the strain attendant upon a constant auditing of accounts.

THE QUALIFICATION AND SALARY OF THE FACULTY OF THE WESTERN NORMAL:-Twenty-one members of the faculty's staff of this institution are university graduates. Many of them have even taken post-graduate work in great centers of learning, and some of them have done post-graduate work in foreign lands. The faculty has on its teaching staff graduates from the University of Kentucky, University of Chicago, Clark University, Princeton University, Harvard College, Center College, Yale College, Stout's School of Home Economics, Columbia University, Peabody College, Wisconsin University, Aimes Vocational School, Indiana University, Cornell University, Sargeant College, and others. Many of the members of the faculty have also done special research work, and many of them are also graduates of normal schools and teachers's colleges. They are trained and tried leaders of tested teaching qualities and executive ability.

The majority of them have families and have been with the Normal School since its organization. All of them devote their entire time to the institution without any outside income and teach for twelve scholastic months in each year. It is necessary for them to depend entirely upon their salary for the necessities of life and for professional advancement and contributions to worthy causes. Not a

member of the faculty is extravagant. Everyone is wearing clothes beneath his ideals. Not one is saving money. Only six have their homes paid for. Many have debts incurred through the expense of acquiring their education and from a lack of sufficient salary during the war period to meet their obligations. I know of four who earnestly, almost fervently desire to attend the meeting of the Department of Superintendents this coming February,--not as a junket of pleasure, but as a matter of professional growth. Not more than one can possibly go, and so on runs the tale.

Approximately one-half of the teaching staff had been offered positions during the past twelve months paying more than we are able to offer here. They refused these calls, held by their love of the Western Normal and believing in the power of their work here. Frankly, and as a matter of fact, I believe that almost every member of the faculty would remain at his post, even under the emergency of a reduced salary; but a policy of this kind cannot bring about the development of those ideals which this institution feels the responsibility of carrying on. The institution cannot succeed by hiring faculties after the fashion of the letting of commercial contracts.

The average scholastic monthly salary of the twenty-one university graduates, who are members of the faculty referred to above, is \$207.14 or \$2485.71 for the twelve scholastic months. This salary is less than the amount received by the twenty-one plasterers who are at this time working on the Girls' New Boarding Home on Normal Heights.

The average scholastic monthly salary of all of the members of the faculty of the Western Normal is less than \$160.00. The average scholastic monthly salary of the principals of standard high schools in Kentucky is \$175.00. The average salary of the graduates of the Western Normal for the year 1920 is \$134.00 per month. Twenty-eight former graduates of the Western Normal who have continued to advance their education are now receiving \$284.00 per scholastic month. These are only a few of the many. This is considerably in excess of the salary received by the twenty-one members of our faculty referred to elsewhere in this article.

The average scholastic monthly salary which the twenty-one members of the faculty, who are at the head of departments and who have made the extensive preparation mentioned above, is \$207.14 or \$2485.71 for the twelve scholastic months. The average annual salary of college presidents in the United States is \$6647.00 of deans \$3819.00. The average annual salary of professors in American colleges and Universities is \$3126.00, of associate professors, \$2514.00, of assistant professors, \$2053.00.

THE FARM:- The experience of institutions, making any attempt to offer extensive courses in agriculture, has been that the school farm is an indispensable adjunct. Agriculture is an vocational subject and theory must be made to square with practice. If a practice is good it should be used, and if not it should not be taught. The closer the class-room and the farm are brought together the more satisfactory agricultural instruction will become. Any attempt to deviate from this practice results in this instruction becoming theoretical and fruitless as a vocational subject.

School farms are of three kinds. First, the experiment farm, which is devoted to the development of scientific facts helpful to agriculture. These farms do not carry the cost of operation but have long been considered indispensable in the life of the industry. Second, the demonstration farm, which is devoted to the dissemination of agricultural information gained through the experimental process. The need for the dissemination of available information justifies this existence, even though they may not carry the cost of operation. Third, the general farm which is used as a base of supplies for boarding homes. It enables the institution to reduce the ever-increasing cost of higher education which gradually closing the doors of our higher institutions against boys and girls of limited means. This is a legitimate and necessary enterprise if democracy in higher education is to be maintained.

The Western Normal Farm belongs, in part, to the class of general farms, and, as such, should be self-supporting. But, insofar as it is used as a demonstration farm, it should receive the same consideration as all other farms of that class. It is the purpose of the management, however, that the income from the farm shall carry all costs of operation. An analysis of operations will show that this is the case.

It is obvious that any expansion or contraction of farm operations will be shown in the July balance sheet of receipts and expenditures. Money and labor are invested in potential harvests to be reaped after that date. The farm records show that in the Spring of 1920 five acres were planted in strawberries at an approximate cost of \$100.00 per acre. This includes the purchase of plant and labor costs to July first. An invoice of this crop July first would show a potential value equal to or exceeding this amount, but the balance sheet of receipts and expenditures will not show this potential income. In reality, then, instead of there being a deficit of \$147.97 as shown by the balance sheet, this single item of expanded operations creates a credit of \$352.03. In any system of dealing justly with farm finances such operations must be considered.

In the past, efforts have been directed largely toward increasing the fertility of the land and improving the buildings and fences. An increase of 30% in the value of the farm justifies all such expenditures. At present the farm is in a fair state of fertility and buildings and fences are in good repair.

Of the ninety acre oil lease recently sold for \$14,500 and one-fourth ($\frac{1}{4}$) royalty seventy acres belong to the farm. Edward Barrett, former state geologist for Indiana says: "I have never examined a tract in which the salient features looked better." Drilling operations may interfere with the farming, but if so the royalties will prove far more profitable financially than farming the land. In such event the school should secure other farm lands.

The farm, as a base of supplies, is indispensable to the future welfare of this institution. It will become increasingly important for the school to maintain boarding accommodations for its students. This cannot be done without a dependable supply of truck crops, dairy and pork products at wholesale prices. The farm is now supplying truck crops and a limited amount of dairy products to the boarding home. Operations will be expanded during the coming season to meet all possible demands of this important branch of institutional activities.

It is clear from the above statements that the Western Normal farm is not, in any sense, a liability but an indispensable asset. It is not only necessary for successful class-room instruction and as a base of supplies for the boarding home, but it bids fair to be entirely self-supporting. It is hoped that it may also yield a revenue to be used in defraying the expenses of the Agricultural Department

THE NORMAL SCHOOL SITES:-The entire site of the Western Normal contains about one hundred and forty-five acres of land. Even if none of it was used for farming purposes, the institution could not, in my opinion, afford to sell an inch of its present site. No public institution designed for educational purposes, should be started on less acreage than this. Even if the school should not in the future need this much land, it would be a serious business mistake to sell the property now. The city is developing on each side of the school. This land will in the future be a gold mine, and if it is sold in the future would bring many, many times its present value.

Many State educational institutions in this country, after having expended thousands of dollars in the development of a plant, have been forced to purchase a new site and begin over in order to avoid a congested and unsanitary condition for the growing needs of the institution. The buildings have frequently been located, walks and drives constructed, and trees planted without any thought of the location of future buildings, of harmony and articulation, and of the future requirements of the institution. This failure has cost heavily and has subjected the management of the Western Normal to just and severe criticism. The management of the Western Normal has tried to look ahead for a few hundred years and has earnestly attempted to make a beginning that will permit of future development. After securing one of the most beautiful sites in America for a great institution expert building and landscape architects were employed to work with the school in laying out a plant for the future. The commanding hill upon which the buildings are being constructed was laid out in contours of one hundred feet each, and an elevation of every foot of land on the hill was made, and every building, walk, road for the present and for the future, was located. The architects who were employed to do the work were asked to hear, if possible, the conversation of intelligent citizens while on the campus of the Normal and discussing the plant one hundred years from now. We are afraid that if any of the present site was disposed of that the conversation of presidents, faculties, and boards of regents of the Western Normal who will have charge of its conduct, would not think we had acted very wisely in pursuing any policy at this time that would reduce the acreage of the present site.

THE STENOGRAPHERS:-There is no body of people harder worked at this time than the stenographers of this institution. They work every day in the week, beginning at 7:30 in the morning and stopping at 5:00 in the afternoon, with an hour off for noon. In addition to this, it frequently becomes necessary to call on them at night and sometimes to work them all day Sunday in order to avoid neglecting the business of the institution.

I have frequently felt that the task of the office force was too heavy. In fact, the correspondence has often gone neglected and sometimes has been delayed for a week or ten days on account of not having sufficient help with which to do the work. The only way on earth that we can get along with less assistance would be to neglect a large volume of the work which comes to the office, or else to cut off the currents of growth that have made the institution thrifty and kept it in touch with the masses of people.

The Correspondence and Extension Department, which was established late last Spring, is requiring the full time of a stenographer. This Department is practically self-sustaining. The stenographer's salary in this Department is fully covered by receipts from this Department. When it is known that there are about three hundred persons taking work by correspondence, that the number is increasing rapidly, and that the lesson-assignments connected with this phase of work must be made out largely on the typewriter, it will be readily seen that the stenographic work of this Department is an indispensable item.

The institution maintains an Employment Bureau which places students of the institution in position without compensation. Last year this Bureau placed more than five hundred teachers in positions. Hundreds of educators, boards of trustees, etc. write us annually and ask for the record of student-teachers. Questionnaires from Employment Agencies all over the county put extra and important burdens upon the office force.

Miss Stallard is the Dean's secretary. Her time is used principally in checking up the grade cards of the students of the institution and properly recording the same. Former students frequently write for a memorandum of their credits and this requires a vast amount of her time and attention. Besides this, Miss Stallard serves in the capacity of stenographer to the Dean who has a great deal of correspondence work to do in connection with his official duties as Dean of the Western Normal.

When Mr. Byrn, our former registrar and business manager, resigned, Miss Schneider, his first assistant, was chosen as registrar, and Mrs. Havard was appointed as her assistant. She is listed on the pay-roll as a stenographer, but she devotes the larger portion of her time and energy to the bookkeeping phase of work. Both Miss Schneider and Mrs. Havard have all that they can do, and then some. In order to reduce expenses, I am doing much of the work that was originally done by Mr. Byrn.

Miss Madison, who is listed as one of the members of the office force, has just recently resigned. We are doubling up the work of the office and for the present will not secure anyone to take her place. She devoted most of her time to setting up letters on the multigraph. This required a vast amount of her time and

energy. Much of the multigraph work is done for the teachers to be used in their class-room recitations. The character and scope of this work is of such a nature as to keep one person pretty well occupied all of the time. In addition to this, the teachers themselves have a good deal of dictation work to do for the school which they must do or else the school will suffer. This work devolves upon the respective members of the office staff, thus entailing an endless amount of work in this direction, much of which has to be neglected on account of inability to do it for lack of help and time.

Miss Bennett, one of the stenographers of the institution, spends about one half of each day in doing the work of Col. Twyman, the military officer in charge of the R. O. T. C. Unit at this place. This Unit was established in the Western Normal by the National Government and is doing a great work. Practically all male students of the institution are members of the Unit. This Unit requires much clerical labor to keep the machinery of this phase of work running smoothly.

-9-

The majority of the stenographers of the institution are experts in their line of work, have had experience, and could command a larger salaries elsewhere. Most of them have been with the institution for many years.

SCHOOL REPRESENTATIVES:-The school has no representative in the field at this time. It never puts a representative in the field except with a view of studying the problems of education in the field and for the purpose of making a more efficient interpretation of the needs of the people in the work of the school. It is also necessary to do some field work in order that we may get a line on our graduates, preserve the integrity of the morale of the institution, build up a public sentiment that will support new laws and progressive education, aid the communities in their educational efforts to improve their conditions, and do other things that are vital to the advancement of education. A representative is sometimes necessary in order to enable a school to properly function with the people and to bring about a just and clear understanding of the relation that exists between every home and all worthy educational efforts. We have been forced on account of the financial condition to practically eliminate all expenses connected with this phase of educational work, and at this time have no one in the field.

THE GIRLS' NEW BOARDING HOME:-This proposition does not seem to me to need any discussion at this time, as I believe I told you that the Board of Regents was pursuing a policy of constructing a building within a limit of its finances. The matter of equipment, has of course, been quite a serious one, but the management of the institution is of the opinion that unsold real estate not included in the regular site of the Normal, together with the returns from room rents, will enable it to meet its obligations within the required time.

Let me assure you that we appreciate your interest in this institution, and that we have no purpose to evade the responsibilities placed upon our shoulders by the patriotic public. We are ready to do anything within our power that will advance a stronger and more patriotic citizenship and put at the door of every child in Kentucky a good school,--one that is organized on a fundamental basis and is vitalized with the spirit of service.

In conclusion permit me to say that I am individually responsible for this statement. I have not had an opportunity to submit it to the Board of Regents. The members of the Board are not in any way responsible for the conclusions herein.

Respectfully submitted,

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