1929

UA3/1/1 Departmental Reports

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This chart represents by years the number of students receiving the Bachelor's degree from the College.

<table>
<thead>
<tr>
<th>YEARS</th>
<th>GRADUATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1924</td>
<td>72</td>
</tr>
<tr>
<td>1925</td>
<td>73</td>
</tr>
<tr>
<td>1926</td>
<td>112</td>
</tr>
<tr>
<td>1927</td>
<td>135</td>
</tr>
<tr>
<td>1928</td>
<td>150</td>
</tr>
<tr>
<td>1929</td>
<td>188</td>
</tr>
</tbody>
</table>
In formulating plans for the Training School for another year, I am taking this means to give you and the Board of Regents some definite information about the Training School that may be of interest to you. The Training School has just completed its fourth year in the new building. During those four years it has enjoyed a consistent and pronounced growth in organization, efficiency, and enrollment.

We have stated the purpose of the Training School under three general aims:

First to give consideration to the interests and training of the boys and the girls who are pupils in the Training School.

Second to offer for observation and study the best in the technique of teaching and administration.

Third to train teachers through actual participation and directed teaching.

That the first of these aims is being realized is evident in the school and from the growth in the enrollment from about 250 pupils four years ago to an enrollment the past year of 424, nearly evenly divided with 207 in the primary and elementary departments and 217 in the junior and senior high schools. Our enrollment for the six weeks summer school just closed was 283--more than the total enrollment four years ago. Diplomas were granted in May to 54 boys and girls completing the junior high school course and to 25 graduates from the senior high school.

The second of our general aims is being realized more completely than ever before through a closer coordination and articulation of the work of the college education department and, in fact, all college departments with the Training School. That the third aim is being fully realized needs no more convincing statement than that at least 600 advanced college students were trained in the art and technique of teaching this last year through actual laboratory experience in teaching under trained supervisors.

As far as pupils are concerned, we work on the assumption that school need not be the traditional "thorn in the flesh" in a child's life, but that it is a place for the child to be happy and contented in unfolding and developing the larger life. To that end we stress citizenship as well as scholarship. In fact, all the major life activities—health, vocation, worthy leisure, citizenship, ethical training, etc—are all given careful consideration in our larger program of training.

It is a matter of gratification that our Training School is recognized far beyond the bounds of the constituency it serves as one of the best model schools in the entire South. This favorable reaction comes from many visitors who come from distant schools in many states to observe and study our organization.
Any superior college has one or two beacon lights that differentiate it from others. What we have learned to call "The Spirit" of the Hill seems to be the brightest light emanating from College Heights. I am thoroughly convinced that the possibility for distinction second only to the unusually fine spirit existing on College Heights lies in the Training School. To that end, and I hope, with that vision, I have outlined a program of material needs for the further growth and enlargement of the Training School both physically and spiritually.

One of the most urgent needs of the Training School is a lunch room for the 200 or more children who live too far away to go home at noon. This can be taken care of very satisfactorily by utilizing the space above the unused coal bin and furnace room. The blue-print enclosed will make clear the proposed improvement.

The playground and equipment are entirely inadequate, indightly, and dangerous. The improvements indicated on the enclosed blue print are very much needed. The installation of two jungle gyms (see Picture) will provide safe play activity for eighty or more children at one time. This would go far toward solving our problem of wholesome play in a very limited space.

The grade rooms were well equipped when the building was constructed, so their needs are few and incidental at present. The departments of the junior and senior high schools, however, have never been supplied with equipment necessary for highly efficient work—except two cases of maps, 600 volumes for library, and excellent equipment for the home economics and agricultural departments. These latter two departments have grown, however, until $100.00 worth of additional equipment for each is almost imperative.

Plans are now being carried out to meet the new standards for Southern high school libraries—books cataloged, additional shelving made, etc. The acquisition of the materials listed in this report will put our library in excellent condition as far as equipment is concerned. A consistent program of adding between two and three hundred well selected books each year will soon build up a reading and reference library entirely adequate to our needs.

The placing of one hundred fifty or more Normal School students under the administration of the Training School will make it imperative to increase the number of lockers; particularly so, since the locker space has been entirely inadequate for our enrollment for the last two years. Also the effective teaching of large additional groups in physical and commercial geography and in American history and government can only be realized by equipping these departments with the three sets of maps asked for.

An effective plan of filing permanent records for the grades was worked out last year, and this summer we are completing plans and getting new forms for high school records. This will make it necessary to have two filing cabinets for the office—one for the trades and one for the high school. The case now in the office borrowed from Dr. Grise's office and he has stated that he needs it next year.

The number of shades to be replaced is not due to abuse but to the fact that the wind whips out the shades on the rear side of the building. Considerable complaint has come from the teachers whose home-rooms are on that side that the glare is very intense and especially hard on the eyes of the children. I would recommend, therefore, an opaque shade instead of the translucent type.
If it is possible to include the purchase of two electric coolers for the second and third floors of the building and the making of flower boxes for these home-rooms not supplied, the coolers would add materially to the comfort of the children and the flower boxes would add greatly to the attractiveness of the rooms and help develop the aesthetic sense of the pupils.

I would call your attention to the need of several minor repairs to the building. In most cases they are small but, if neglected, would cause unnecessary depreciation. The considerable amount of fallen, or loose, plaster is due to defects in the roof of the building. For this the company that erected the building is possibly responsible according to the terms of the contract. As soon as it is consistent with the larger program of the hill, plans should be made to redecorate the walls of the Training School, using the two tints of cream and light buff. The white walls are soiled and smoked detracting greatly from the aesthetic effect of the rooms. A building "set upon a hill" gets an abundance of direct light, which the tinted walls would soften and diffuse.

The only criticism made by Mr. J. H. Richmond, State High School Inspector, is his inspection of the high school last year was our lack of laboratory equipment for science. He states in his letter: "I am sure it would be more convenient for you to have your own laboratory equipment, and I suggest that plans be made to that end". In order to meet all requirements for the highest rating for our high school unconditionally, we are asking that the laboratory be equipped for physics and general science this year; we can postpone the teaching of chemistry for another year without interfering with our general program of study.

For your convenience, I have reduced to outline form the list of equipment and the suggestions for improvements. Where possible, I have made careful estimates of the costs of improvements. Your will find the outline follows:

**A PROGRAM OF IMPROVEMENT FOR THE TRAINING SCHOOL**

**LUNCH ROOM- CAFETERIA**

a. See blue print for plans and specifications  
   b. Building and remodeling  
   c. Essential Equipment  
   1. Gas Stove  
   2. Sink  
   3. Cafeteria Table  
   4. Tables and chairs  
   d. Desirable Equipment  
   1. Electric Refrigerator  
   2. Steam Table

(The Parent Teachers Association would equip the cafeteria with dishes, cooking utensils, towels, etc., and would fill the store room with a good supply of groceries)
II. **PLAYGROUNDS**

- a. See blue print for proposed improvements
- b. Present equipment to be repaired by Manual Arts Dept.
- c. Placement of two jungles gyms one on each asphalt court (See Picture)
  1. Jungle Gym No. 1.......................... $320
  2. Jungle Gym No. 2.......................... 250

III. **PERMANENT EQUIPMENT**

- a. Science
  1. Physics........................................ $650
  2. Agriculture.................................... 100
  3. Home Economics, Elec. Sewing Mach... 100

- b. Maps
  2. Geog. Dept. Set of Comm. maps........... 85

- c. Library
  1. Card Catalogue and Leg base............ 15
  2. Charging tray and guides................ 3
  3. 150 Steel book supports................. 25
  4. 4 doz. shelf-label holders............. 5
  5. Book truck..................................... 21

- d. Miscellaneous
  1. 10 single lockers.......................... 50
  2. 35 Double lockers........................... 250
  3. 36 shades 45' by 60'....................... 75
  4. 2 four drawer steel filing cabinets..... 75
  5. 2 electric coolers.......................... 500

- e. Equipment to be made by Manual Arts Dept.
  1. 24 window boxes on stand.................. 72
  2. 4 folding screens for first grade.... 10
     1 book shelf for first grade............ 3
  3. 1 small book rack for 4th grade........ 7

IV. **REPAIRS ON BUILDING**

- a. Plastering
  1. Ceiling of Room 1
  2. Patches in
     a. Teachers room
     b. Agriculture room
     c. Toilets
     d. Rooms 21, 22, and 23
     e. Corridors back of swinging doors
b. Painting and Repairing
   1. Window sills painted
   2. Outside doors repaired and painted
   3. Doors under stage repaired
   Radiators resillvered
   5. Inside walls redecorated
      a. Walls—light bull
      b. Ceilings—cream

c. Miscellaneous
   1. Floors cleaned in rooms 4, 5, and 6
   2. Enamel room numbers above doors.
   3. Stops for swinging doors.
   4. Stone sills in windows of H. ec. Dept. cleaned
      (rust from scheem)
I. HISTORY

The Extension movement began in England in 1850. It was originated by the large universities for the purpose of taking the school to the people. At first the students were largely adults. Oxford, Cambridge, and other great universities sought to establish extension branches in all towns in England. With this thought, administrative machinery was set up and for more than half a century the work has developed and spread.

In America a form of Extension work started in 1865. In 1890 the first Society of Extension of University Teaching was organized at Philadelphia. By 1891 there were more than two hundred such societies carrying on Extension work in nearly every state in the Union. The present movement dates from about 1905 when the University of Wisconsin, the University of Chicago, and a few others, definitely organized their Extension work as we know it today. By 1914 thirty state universities had organized such work. There are now about fifty Arts and Science Colleges engaged in it. In the last fifteen years Teachers Colleges and Normal Schools have taken it up. At the present about ninety-seven are giving it. Altogether, more than one hundred and forty educational institutions are now engaged in Extension work with an enrollment of approximately four million students. The work was begun in this institution June 1920.

II. Types of Extension Work

A. In England the lecture method, with final examination for credit, is used rather extensively. This was the method first brought to this country and is known now as the Lyceum method;

B. The United States Department of Agriculture has carried on the Agricultural Extension work for many years. About $10,000.00 annually is spent in this sort of work.

C. Educational Extension Activities

1. Correspondence Study

This has become the chief activity of Extension work. It is the commonest and most usual type. Correspondence study courses have become standardized and placed on the same basis as residence courses for credit. This type of work offers splendid opportunities for those who cannot be in school. Many ambitious teachers now find it possible to go on with their academic work in this way.

2. Study Centers

Classes are organized at convenient points, usually at the county seat, and are conducted by instructors from the institution giving the work. The classes are conducted in the same way as residence courses, hour by hour, except that meetings are less frequent and for a longer recitation period. They are held usually on Saturdays or evenings. The limitations of this work are the lack of facilities, and libraries, and in undergraduate work this is usually overcome in some way.
III. MEANING

A. In America democracy is having its effect on education. Its slogan is, “Equal opportunity for all.” For the past twenty-five years the entire force of the nation has been brought to bear on the realization of this ideal. The growth of education extension is one phase of this movement. The educational institutions of this country have caught the vision of the meaning of democracy and have organized their machinery for giving service, in carrying opportunities for education beyond the limits of their walls and campus. They are trying to make themselves available to as many as possible and have, as their prime motive of existence, the idea of service. An institution which does not serve in a democratic way now, has no right to exist.

B. OPPORTUNITY

Extension work offers a means to teachers, especially who because of a low salary are unable to stop work and attend school. Thousands of teachers thus have brought to their very doors standard college courses. These have been taken with eagerness and thankfulness. Many teachers have cherished an ambition for a college education, and a degree, but could not see the possibility of such a purpose until one day the Extension method was presented. For this opportunity their hearts have been gladdened and they have rejoiced.

C. THE MISSIONARY SPIRIT

The function and purpose of a teacher is not to teach, and lead and keep school, but to awaken the arouse, to inspire and lift up. Extension work has awakened students to the possibilities of their opportunities and achievements. In this way, they can work off credits economically and thus see ahead a possibility of a college education in democratic America.

D. IMPROVEMENT OF TEACHERS IN SERVICE

This has become a fashionable slogan. County and City Boards are requiring it. Various schemes have been tried, such as travel, Reading Circle Courses; anything that would improve the teachers and keep them abreast the times. The world moves on and changes in Educational Philosophy come rapidly. Teachers must keep pace. All who cannot, or do not, are dropped. It may be a good thing for the school system, but it is somewhat a serious indictment against the educational institutions of a democratic country which says it necessary to turn the “old horse out to starve because he is no longer able to pull the load.” It is a better way than the old method. The work can be done faster, the credits are good, and this road usually leads to a degree. The Extension movement has come as a blessing to teachers and superintendents, who now have a way to satisfy additional requirements and changes.

IV THE OUTLOOK

The outlook for Extension work, with its motive of missionary service, with its ideal of Democracy, is good. Some critics say that educational institutions have become autocratic machines wherein only the mass is considered and dealt with, and where too often the individual is overlooked or submerged. It is further alleged that, in this democracy of America, we have lost sight of the chief principles of education in our large institutions by trying to make all individuals alike in power and achievement. It is declared that the Extension movement, with its broad idea of service, in dealing directly with the individual and awakening latent or discouraged hope, is the most democratic part of our large institutions. Whether this is true remains a question. It is true, however, that in spite of the fears and opposition of the many conservative school men who have persistently fought the movement
it has come to stay. There are weaknesses and abuses to be sure, but on the whole the motives for the work and its results thoroughly justify its existence. It has come to stay because it is needed, because it is democratic, and because it gives a service that cannot be ignored or questioned.

V. STATISTICAL REPORT

There is submitted below a statistical report of the Extension work in this institution for the last five years. A careful reading of this report will indicate the growth and development of the Extension movement in our own institution.

<table>
<thead>
<tr>
<th>ENROLLMENT</th>
<th>FINANCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1924-25 1,404</td>
<td>Receipts $7661.70</td>
</tr>
<tr>
<td>1925-26 1,741</td>
<td>Expense 5536.86</td>
</tr>
<tr>
<td>1926-27 1,955</td>
<td>Receipts $8964.59</td>
</tr>
<tr>
<td>1927-28 2,401</td>
<td>Expenses 5628.11</td>
</tr>
<tr>
<td>1928-29 2,488</td>
<td>Receipts 12,390.10</td>
</tr>
<tr>
<td></td>
<td>Expenses 7,208.66</td>
</tr>
</tbody>
</table>

REPORT OF EXTENSION DEPARTMENT FOR THE YEAR

JULY 1, 1928 to June 30, 1929.

<table>
<thead>
<tr>
<th>EXPENSES</th>
<th>RECEIPTS 18,553.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries $3,268.16</td>
<td></td>
</tr>
<tr>
<td>Traveling 1,161.42</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous 1,885.07</td>
<td></td>
</tr>
<tr>
<td>Refunds 113.00</td>
<td></td>
</tr>
<tr>
<td>Postage 522.21</td>
<td></td>
</tr>
<tr>
<td>TOTAL 6,859.86</td>
<td></td>
</tr>
</tbody>
</table>

BALANCE 11,593.15

NOTE: 157 had enrolled for correspondence study, but on July 1 had not begun their work.
A REPORT OF HEALTH EDUCATION AND ATHLETICS

BY Director E. A. Diddle and Coach Carl Anderson

This report can best be given by making a division of two parts. The first part to deal with the activities of our health education and intramural athletic programs. The second part by giving a brief resume of our inter-collegiate athletics for the past school year.

HEALTH EDUCATION AND INTRAMURAL ATHLETICS

The health education program of our institution has been enlarged and improved upon within the past year. In analyzing our problems we find that we are inadequately equipped to carry on a desired program. However, this report will not deal fully nor specifically with the needs of the department, but will rather confine the remarks to the accomplishments attained.

The women of the college department and the girls of the Training School have received excellent instruction and training in recreational and gymnastic games. These games are of simple organization and suitable for playgrounds, gymnasiums and playrooms. The games are carefully selected and classified according to age periods and purposes to which they are applicable.

The young ladies have been taught folk dances of all nations which are suitable for elementary and high school girls, and natural dancing with simply rhythm and applicable to all classes. The advanced students have done excellent work in aesthetic and interpretative dancing, which is a combination of graceful rhythmic movements and an interpretation of musical themes.

The health program for college men has been greatly limited. By reason of our inadequate facilities, the men have been confined to calisthenics and a very limited number of recreational games. While this organized exercise is conducive to good health the program is unsatisfactory for teachers training. This training should be elaborated upon considerably if we are to equip our teachers to fill the demands that will be placed upon them as health instructors, playground supervisors and directors of coaches of athletics.

The boys of the training school have received the benefits of a somewhat improved training condition. The equipment found there has enabled the instructor to put into effect a favorably diversified health education program.

Our health education and athletic programs need much study and earnest consideration before a solution of our problems can be reached. If it is expected of this institution to supply the increasing demand for well trained health instructors and athletic coaches, it is imperative that we install the necessary equipment for this training. We believe the institution would be entirely justified in pursuing this program because we find that nearly all authorities on education agree that activities involving team competition of a physical nature and scientific health training deserves an important place in adolescent education. To substitute the judgment of the educational authorities on this matter, we find that health education and athletic programs in public schools are in the ascendency.
In the realm of intercollegiate competition for women, we entered into but one sport; namely, basketball. This program was carried to a point of highest success and due to the splendid record attained we are considered KENTUCKY CHAMPIONS.

The Intercollegiate program for men was most successful and carried out in an efficient manner. Our field of participation has been limited to three major sports and one minor sport; namely, football, basketball, baseball and tennis. Of the above sports, we are considered KENTUCKY CHAMPIONS in football and baseball. This is the first year that we were able to attain the supremacy in football, while it is the second consecutive championship to be won by our baseball team. The basketball season was favorable successful. Our team was considered to be one of the best organizations in the state and of championship caliber.

The freshman athletic program was also highly successful. The football team enjoyed an all-victorious season. The basketball team lost two contests and rated as good as any freshman basketball team in the state. We believe the highest attainment reached by the Freshman team was brought about with the defeat of Vanderbilt Freshmen in both football and basketball. Due to financial conditions we did not play a schedule with our freshman baseball team.

We entered into track and field events for the first time this year. Four freshmen boys were sent to the state meet to represent the institution. These four young men could hardly be considered a team, but the result of their efforts was remarkable, especially in view of the fact that we were unable to furnish training facilities for this sport.

This spring marked our entrance into intercollegiate tennis. The first tennis team to represent the institution was highly successful, losing but one collegiate matched contest.

Characterizing our success in athletic contests is the wonderful cooperative attitude of our young men and women. They have received the training of honorable sportsmanship and scientific team play with much enthusiasm. They have entered into the games to succeed. The teams have been molded into successful organizations because of their noble aspirations, high and worthy ambitions and even greater than these, by their wonderful team friendship. They have carried the spirit of the institution into every contest.

Our athletic prospects for the coming school years are none too bright. This condition is due to the graduation a number of our most efficient athletes. It is very difficult to predict what success our athletic teams will meet with, especially this far in advance.

In every sport the coaches will be working with athletic material somewhat short of championship caliber. However, we hope through the application of persistent effort and careful judgment that we will be in a position to make a favorable report at the close of our next school year.
REPORT

COLLEGE HEIGHTS FOUNDATION

BY R. H. SEWARD

The following report of the Secretary-Treasurer shows the condition of affairs of the College Heights Foundation up to and including July 1, 1929.

During the initial year of the Foundation's function, beginning October 26, 1923, the sum of $11,885.00 was loaned to those members of the student-body proven worthy of having this aid extended them, and during each ensuing year this sum has been increased until the sum of $18,342.50 was loaned during last year. This year, in the period extending from September 15, 1928, to July 1, 1929 inclusive, loans aggregating $23,929.00 have been approved and extended. This amount, it will be noted, exceeds the total amount loaned during last year, which in turn had exceeded that of any previous year, proving without question the popularity and service appeal of this great helping hand. The sum loaned since the inception of the Foundation amounts to $102,720.50 and a division of this amount by the figure 2709 the number of loans which have been made, gives the result of $37.00 as the average sum loaned to the individual applicant.

CASH RECEIPTS

The cash receipts during the year amount to $36,892.61 and are distributed as follows: Subscriptions, $18,742.62; notes receivable, $16,616.81; interest, 1633.18 Total paid on subscriptions to July 1, 1929 amounts to $53,901.70. Total prepaid amounts to $32,687.54. Total interest collected amounts to $6,363.42.

DISBURSEMENTS

The disbursements during the year amount to $31,711.34 and are distributed as follows: Loans $23,929.00; operating expenditures $7,782.34, Total amount of loans to July 1, 1929 aggregate $102,720.50. The total operating expenses amount to 13,810.78

A classification of these loans according to gender reveals the following:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>309</td>
</tr>
<tr>
<td>Males</td>
<td>320</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>629</strong></td>
</tr>
</tbody>
</table>

A classification of the loans according to the college year is shown by the table given below:

<table>
<thead>
<tr>
<th>College Year</th>
<th>Number of Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>158</td>
</tr>
<tr>
<td>Sophomores</td>
<td>109</td>
</tr>
<tr>
<td>Juniors</td>
<td>90</td>
</tr>
<tr>
<td>Seniors</td>
<td>170</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>527</strong></td>
</tr>
</tbody>
</table>

A number of loans were also made to high school students. The number of loans made to this group is set forth below.

<table>
<thead>
<tr>
<th>High School Students</th>
<th>Number of Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>102</td>
</tr>
<tr>
<td><strong>Total number of loans made to college and high school students</strong></td>
<td><strong>629</strong></td>
</tr>
</tbody>
</table>
A tabulated statement of the loans distributed according to months to the various groups is shown below.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>H. S.</th>
<th>FRESH</th>
<th>SOPH</th>
<th>JUNIOR</th>
<th>SENIOR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>8</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Oct.</td>
<td>6</td>
<td>14</td>
<td>6</td>
<td>8</td>
<td>17</td>
<td>45</td>
</tr>
<tr>
<td>Nov</td>
<td>3</td>
<td>15</td>
<td>8</td>
<td>4</td>
<td>14</td>
<td>36</td>
</tr>
<tr>
<td>Dec</td>
<td>13</td>
<td>16</td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>76</td>
</tr>
<tr>
<td>Jan</td>
<td>18</td>
<td>22</td>
<td>13</td>
<td>11</td>
<td>24</td>
<td>63</td>
</tr>
<tr>
<td>Feb</td>
<td>22</td>
<td>30</td>
<td>19</td>
<td>19</td>
<td>24</td>
<td>114</td>
</tr>
<tr>
<td>Mar</td>
<td>20</td>
<td>16</td>
<td>11</td>
<td>5</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>Apr</td>
<td>9</td>
<td>16</td>
<td>6</td>
<td>3</td>
<td>18</td>
<td>71</td>
</tr>
<tr>
<td>May</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>June</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TOTAL 102</td>
</tr>
<tr>
<td>July</td>
<td></td>
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<td></td>
<td></td>
<td>158</td>
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<td>109</td>
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<td>90</td>
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<td>170</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>629</td>
</tr>
</tbody>
</table>

The amount of money loaned by the Foundation from October 26, 1923, to July 1, 1929, aggregates $102,720.50. A tabulated statement of the amount of loans for the six-year period is given below:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Amount</th>
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<tbody>
<tr>
<td>October 26, 1923- August 1, 1924</td>
<td>$11,685.00</td>
</tr>
<tr>
<td>September 23, 1924 to August 1, 1925</td>
<td>$14,825.00</td>
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<tr>
<td>September 22, 1925 - July 1, 1926</td>
<td>$16,683.00</td>
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<tr>
<td>October 12, 1926-August 5, 1927</td>
<td>$16,775.00</td>
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<tr>
<td>September 19, 1927-August 1, 1928</td>
<td>$18,842.50</td>
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<tr>
<td>September 17, 1928-July 1, 1929</td>
<td>$23,929.00</td>
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<tr>
<td>TOTAL</td>
<td>$102,720.50</td>
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</table>

The tabulation of the number of loans over the six-year period, from October 26, 1923 to July, 1929 follows:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Loans</th>
</tr>
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<tbody>
<tr>
<td>October 26, 1923-August 1, 1924</td>
<td>207</td>
</tr>
<tr>
<td>September 23, 1924-August 1, 1925</td>
<td>409</td>
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<td>September 22, 1925-July 1, 1926</td>
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<td>October 12, 1926-August 5, 1927</td>
<td>483</td>
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<tr>
<td>September 19, 1927-August 5, 1928</td>
<td>551</td>
</tr>
<tr>
<td>September 17, 1928-July 1, 1929</td>
<td>629</td>
</tr>
<tr>
<td>TOTAL</td>
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</table>

The foundation made 629 loans from September 17, 1928 to July 1, 1929, amounting to $23,929.00. The number and amount of these loans for the year were as distributed by the month as follows:

<table>
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<th>Year</th>
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<td>1</td>
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<td></td>
<td>October</td>
<td>30</td>
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<td></td>
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<td>1555.00</td>
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<tr>
<td>1929</td>
<td>January</td>
<td>36</td>
<td>1058.00</td>
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<tr>
<td></td>
<td>February</td>
<td>76</td>
<td>2604.00</td>
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<tr>
<td></td>
<td>March</td>
<td>83</td>
<td>2860.00</td>
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</table>
April  114  4471.00
May    123  4830.00
June   71   4325.00
July    5   365.00

TOTAL  629  23,929.00

A financial statement of the Foundation from its beginning on October 26, 1923 up to and including July 1, 1929, is given herewith:

**GENERAL FINANCIAL STATEMENT**
As of July 1, 1929.

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<tr>
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<table>
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<th>COUNTY</th>
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</tr>
<tr>
<td>TOTAL</td>
<td>629</td>
<td>2030</td>
<td>2709</td>
</tr>
</tbody>
</table>
REPORT

PERSONNEL DEPARTMENT

By W.J. Craig

I am here with submitting an annual report of the work done by the Personnel Department. This covers the work of the department from January 1, 1928, to January 1, 1929. Due to the nature of the work these reports are more comprehensive when made to run from January 1 rather than from July 1.

The work has been done by myself, as Director, and Mrs. Lillian Thompson, Secretary. In addition to the work of the Personnel Department, she does the stenographic work for the Director of Athletics and the R.O.T.C. and sometimes does general office work in case of an emergency.

A SUMMARIZATION OF THE WORK IS AS FOLLOWS:

Personal Conferences—Rather carefully estimated—Forty-two hundred were held. The majority of these conferences related to student employment but a wide variety of subjects was discussed, the chief purpose being to urge the student to remain in school and help him arrange his plans to do so.

One hundred and one group conferences were held. These were for the most part county delegation meetings, but class meetings and committees are included.

The Head of the Personnel Department is also sponsor for the Senior Class. The graduating class enrolled one hundred and seventy members. Some, however, did not finish their work for the year. Class meetings were held regularly every two weeks with a good attendance. An Annual was published costing about $2.35.00 which was financed by the class. The amount remaining in the fund added to the money made by the Senior Class. Pay was donated to the Kentucky Building and College Heights Foundation Fund. The spirit of the organization was splendid.

From the office during the year personal letters were written to the amount of thirty-two hundred and fifty, circulars, etc., about three thousand.

Of the one hundred and fifty-five graduates from the senior class, reported by the office, one hundred and forty-five were placed as teachers. The remaining number, all but three, chose other lines of work. That is, they replaced in desirable positions and ninety-six life certificate graduates were placed through efforts of the Personnel Department.

The office has been kept open from 7:30 A.M. to 5:00 P.M. forty-eight weeks during the year. The Head of the Personnel Department spent all of the time not actually needed in the office in the field working in connection with the Extension Department.

During the year the Director of the Personnel Department made twenty-two public addresses in the interest of education and the school.

The Director of the Personnel Department is Chairman of the Committee on Student Activities. This committee manages the graduation exercises. During the year the management of extra-curricular activities seemed to have progressed well. A report by the Department of Dr. F.C. Grise under date of November 1, 1928
we think, it is a comprehensive one and we hope will prove interesting and helpful to the Committee on College Curriculum.

A certain part of the Director's time each day is spent in taking charge of emergencies, such as looking after visitors that come to the school, sick students and some minor matters of discipline. However, an effort to keep regular office hours has been made.

The greatest portion of the work done by the Personnel Department is the locating of teachers. During the year a marked gain has taken place in the number of positions held by our students throughout the state. In fact, there is no system of schools, great or small, in any of the counties of West Kentucky that does not have some of our graduates teaching in it. Very considerable has been the gain in the number of principals and superintendents from Western Teachers College in the state. Locating a good teacher in a good position is the best advertising a school can get. There is a perfect loyalty on the part of our students in this field. They never lose an opportunity of reporting vacancies or helping their fellow-student into positions.

It has been a pleasure to work in this field doing the Personnel work.

PERSONNEL

APPENDIX

July 23, 1929

The placement work in the Personnel Department since the above report was made has progressed rapidly.

In the graduating class of 1929, one hundred and ninety-eight received Bachelor's degrees. At the present time all except twenty-eight of these people have teaching positions and from now until the school opens in the fall, we are hoping to place at least one-half of that number, possibly more. In addition to this, something like ten percent of the under-graduates have been placed in teaching positions.

It is interesting to note that out of one hundred and seventy teachers from the graduating class thus far placed, one hundred and twenty-nine are teaching in rural districts and in towns with less than two thousand population.

REPORT

LIBRARY

BY Miss Yates

At the present time the number of books cataloged is 21,126 which does not include pamphlets and bulletins which have been classified. Approximately 2000 books have been cataloged this year. The work on the classifying and cataloging of the Ogden collection of about 2000 volumes and the Kinnaman Library is progressing. This year we have secured several valuable and rare books for the Kentucky Building. The circulation for last year was 147,401. The circulation
is not totaled for the year until the close of the summer term, but there will be a considerable increase.

**WORKERS**

Seven doing full time work during the regular year. All except one have A.B. degrees. All have had some courses in Library Science or are taking work in it now. This summer term we have had 5 students assistants working on an average of about 12 hours per week at 30¢ per hour.

**HOURS**

The demand this year led to keeping the library open until 6:00 P.M. instead of closing at 5:00 o'clock. We are open 15 minutes before the first class in the morning in order to give students an opportunity to return books before class. The library is open every week night from 7:00 until 9:00 o'clock, and on Saturday from 8:00 to 4:30.

Library Science courses have been added to the regular college curriculum in order to meet the demand of the Southern Association for a trained Librarian in the high schools of the South. For several years a three hour course INTRODUCTION TO LIBRARY SCIENCE has been offered and this summer 12 additional hours have been added. A trained Librarian with Master's degree and experience has been employed to teach the work next fall.

**THE RURAL DEMONSTRATION SCHOOL AND RURAL EDUCATION**

BY A.C. Burton, Head of Department of Rural Education

In the last biennial period the rural demonstration school has done its full share toward training teachers. Although it is a one-teacher school with forty children it has helped prepare three hundred college students each year in Directed Observation and about one hundred each year have done their Practice Teaching there.

Notwithstanding the tremendous load the teacher has in working with college students the children in the schools are well up to standard in achievement in all subjects; above the standard in spelling, writing and silent reading.

The pupils are given physical examinations once a year and they have of late, been remarkably free from epidemics and small sickness. For two years the attendance has been ninety-five percent of the enrollment.

A regular play program is carried on among the children, demonstrating continuously what we think should be the character of play and pupil activities in the country schools.

The rural demonstration school by direct contact with the student-teachers from the college is touching three hundred teachers a year in class work. So twelve thousand children, the equivalent of four large counties are influenced each year for better schools and better living.
The courses in Rural Education given in the college proper are all linked up with the work in the demonstration school, so that we have the best theories put into practice daily, in reach of those preparing to teach in the country.

In addition to all this the school has more than a thousand occasional visitors every year. Among them County Superintendents, rural supervisors, teachers from the county, college teachers of education and P.T.A. workers. No part of our whole plant comes nearer working up to capacity at all times than the rural demonstration school.

In our regular classes a number of subjects are offered each semester in Rural Education. We do some work in preparing men and women for county school superintendents, rural school supervisors and principals of consolidated schools as well as many country teachers. To say the least of it our department of Rural Education is growing as rapidly as any phase of our work.

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REPORT

INDUSTRIAL ARTS DEPARTMENT

BY L. T. Smith

In accordance with your request I herewith submit the following report covering the activities of the Industrial Arts Department since January 1, 1928. The purpose of this department is threefold.

FIRST, in importance is the training of teachers of Industrial arts to meet the rapidly increasing demand.

SECOND, our program is so arranged and courses so planned that the prospective teachers in other departments may broaden their training by electing work in this department.

THIRD, and a very essential feature of this work from the standpoint of our training program as well as from an economic standpoint, is the production and maintenance work. Some of the most valuable training offered prospective Industrial Arts teachers comes thru our maintenance activities, thus furnishing them with a type of experience that could not otherwise be gained in such an institution. Our graduated have in every instance succeeded in the positions to which they have gone, largely due this training. We now have young men teaching Industrial Arts work in eight Southern states, including Kentucky, and in every instance receiving very fine salaries and doing an excellent piece of work.

In Kentucky we have furnished teachers of shop work and drawing from Ashland, on the east, to Fulton in the western part of the state and as yet we have been unable to meet the demand. Thus far our program has not permitted the students to major in this field. However, provision has been made to allow for this much needed expansion next year. Even under the present conditions a large number of young men and have received training in this department and, altho we were housed in one room in the basement of the Home Economics Building until February of this year, more than 300 students have been enrolled in shop courses since February, 1928.
Upon taking up our work in the fine, new, fireproof stone building so gen-
erously furnished by your Board and genuinely appreciated by the department, as
well as all those who have had occasion to inspect it, we find a real opportunity
for advancement in the Industrial Arts field.

The Industrial Arts Building is well adapted to the work for which it was
planned and is sufficient in size to provide for considerable growth in the fut-
ure. Such growth should be in the direction of a more complete program for
shop teachers providing for additional phases for units of the Industrial Arts
as school architecture, machine shop, visual instruction, printing and electricity
as well as other work as the need arises.

Work now offered in this department includes courses in bench work, drawing
farm mechanics and machine woodwork or mill work—each of these courses covering
their respective fields from the standpoint of the teacher training program.

That part of the Industrial Arts program of this institution which is rather
unusual and is deserving of considerable attention and study is the production
work. No credit is given for their work and only a nominal wage is paid the stu-
dent for his services, the balance of his compensation coming in the form of
training and experience. No Industrial Arts teacher should be permitted to go in-
to the field of service without first having spent considerable time in actual produc-
acion work of this nature, thus assuring him of a working knowledge of the
problems of maintaining a school plant. We have religiously carried out this
program of training even under the handicapped condition of the past year, and
the following statement covers briefly the activities in this field since the first
of the year 1928.

At the time the Manual Arts Building was destroyed by fire, we had prepared
in the mill room all of the laboratory equipment for the Ogden buildings, and had
it ready to assemble. This work, of course, had to be done over; and, due to the
kind offer of Mr. Sam H. Allen of the use of his planing mill without charge or
obligation, this equipment was rebuilt and installed in sufficient time to open
these buildings to classes in February. The buildings were extensively remodeled
under the direction of this department and by the use of student help to a great
extent. The old Ogden building was completely remodeled and made suitable for
science work while Perry Snell Hall was altered to provide for class rooms, of-
fices and sufficient laboratory space in the basement.

It is frequently necessary to secure outside help for work which cannot be
done by the students and these workmen are always very carefully selected, both
as to their fitness for the task and their interest in giving satisfactory work.

The small house on the Ogden campus used by the Home Economics department
for a practice cottage, was completely remodeled-painted inside, floors refin-
ished and the furniture repaired and put in usable condition by this department.

The remodeling on the third floor of the Library for the art exhibit, with
the exception of the painting which was done by contract, was handled by this
department and all pictures hung and bases for statuary built. Much of the old
furniture in the museum was also repaired and put in condition to exhibit.

Laboratory tables, filing cases and map cupboards were built for the Geo-
ography Department, and shipping cases, tables, lockers and trunks were built for
the recent Rocky Mountain Trip.
The offices of the administration Building were remodeled, the woodwork re-
finished and the plastering repaired by the use of outside help where it was im-
practicable to use students, but all of this work was under the direction of
the department.

The following work was done by this department at the commissary during the
last summer vacation; Rebuilt cabinets, shelves, work tables and storage cupboards
replaced the concreted floor in the kitchen, remobed the old storage room and
office to small dining room, remodeled the laundry and storage room to be used as
tea rooms and constructed dining tables for use in these rooms.

The pine seats on the stadium were turned over and repainted also during the
summer vacation.

The log house known as the Cedar House was remodeled and made practical for
use as a club house and the rustic furniture was built by students.

The following equipment has been built for use in the Industrial Arts Building:
Work benches, drawing tables, blackboards, bulletin boards, lockers, drawing
board cabinets and tool racks. In fact, all equipment which could be build more
profitable than to purchase it, has been so handled.

New library furniture has been built and science equipment has recently been
remodeled for the training school.

In addition to the work of a special nature herein mentioned, numerous minor
tasks are taken care of daily, such as rehanging doors, replacing window lights,
repairing chairs, desks and seats beside the continual care of small items which
if neglected would soon entail a very heavy expense unnecessarily.

It would require considerable time and space to enumerate the various small
pieces of furniture, such as book rack, flower boxes, bulletin boards, picture
frames, etc., built for use in the different departments of the school.

The maintenance work is carried our entirely through the existing organiza-
tion within this department--Mr. S. J. Meredith being the only regular full-time
employee to assist in these tasks. His duties consist largely in handling spec-
ial work, such as the present job of repainting at the J. Whit Potter Hall con-
nection with the mana ement of student help. This work enables an average of
eighteen students to earn a part of their expenses during each school year----
the student being paid by the hour according to his training, experience and abil-
ity. The average boy coming to us is paid twenty-cents per hour and can, in
addition to carrying a regular schedule in school, work about three hours per
day, or an average of about seventy hours per month, thus earning approximately
fourteen dollars. The more experienced boy receives a higher wage for his ser-
vices but is in turn far more valuable.

We are justified in starting these students at a somewhat lower wage than is
customary since they are receiving a training which will increase their earning
capacity and enable them to eventually earn a higher salary than is paid in other
fields.

One of the outstanding benefits coming from the work of the group of students
in addition to that previously mentioned lies in the interest and pride taken by
them in the care and development of the material plant and the undying desire in-
stilled in them to have a part in its growth and advancement.

Respectfully submitted,
L.T. Smith, Head of
Manual Arts Department
REPORT

COLLEGE HEIGHTS POSTOFFICE

The College Heights Postoffice which is established in the Potter College Building is serving the school in a most effective way. In fact, it would be most difficult to get along without this organization. As will be shown from the following report a very large business is transacted at this postoffice.

Below is given a report showing the magnitude of the business transacted from July 1, 1928 to July 1, 1929.

<table>
<thead>
<tr>
<th>Service</th>
<th>Outgoing</th>
<th>Incoming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Mail</td>
<td>$562.00</td>
<td>402.00</td>
</tr>
<tr>
<td>Money orders issued</td>
<td>2,239.63</td>
<td>2,130.00</td>
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<tr>
<td>Insured mail, Outgoing</td>
<td>1,186.00</td>
<td>44.80</td>
</tr>
<tr>
<td>Insured mail, Incoming</td>
<td>2,130.00</td>
<td></td>
</tr>
<tr>
<td>Box rent collected</td>
<td>244.80</td>
<td></td>
</tr>
<tr>
<td>Amount of stamps sold</td>
<td>5,962.00</td>
<td></td>
</tr>
<tr>
<td>C.O.D. Packages</td>
<td>76</td>
<td>229</td>
</tr>
<tr>
<td>Ordinary package</td>
<td>5,000 or 6,000 (est.)</td>
<td>8,000 or 10,000</td>
</tr>
</tbody>
</table>

COLLEGE HEIGHTS HERALD

This student paper is a real asset to the institution. It is making a splendid contribution to the advancement of College Heights. You will call to mind that we increased our incidental fee by one dollar per semester for each student. Fifty per cent of this amount is used in defraying the expense of publishing the paper. All students receive the paper without cost during the period they are in actual attendance at the school. It is our plan to pursue a similar program next year.

THE BOOK STORE

We are not including our regular annual report on the book store in this report. It is practically impossible to make an accurate report on the store until after the close of the summer school. An inventory of the stock on hand will be made during the vacation, and a detailed report submitted the latter part of September. We have every evidence, however, that the store is in a most prosperous condition and that the results will be better than at any time in the past.

THE ART MUSEUM

Part of the donation of paintings and statuary made by Mr. Ferry Snell of St. Petersburg, Florida, have been displayed on the third floor of the library building. Noted artists inform us that the donation had great value. In fact, Teachers College is now in possession of a splendid art museum as the result of this donation. Quite a large amount of the statuary has not been put on display but will be used in the establishment of an Italian Garden on the Ogden campus, provided the Board decides this should be done. The establishment of the Italian Garden has been recommended by Mr. Wright, the landscape architect. I am including Mr. Wright's recommendations in this report.
THE KENTUCKY MUSEUM

We have already assembled in two large rooms on the third floor of the Library Building a large number of relics, historical records, etc., for the Kentucky Building. It is really the beginning of a great collection. I hope the Board may find sufficient time to see the Art collection as well as this collection while in attendance at this meeting.

THE THREE HUNDRED THOUSAND DOLLAR CAMPAIGN

I am glad to report that the campaign to raise $300,000.00 to be used in the construction of the Kentucky Building and the establishment and the perpetuation of the Student Loan Fund is progressing in a most satisfactory way. Two hundred thousand dollars of this amount has already been subscribed. We shall put on an earnest campaign late in the summer to raise the other $100,000.00. We hope to raise this amount and reach our objective by the first of January.

REPORT OF DEPARTMENT OF AGRICULTURE

I give below a very interesting statement concerning the work the Department of Agriculture is doing. This report was made by Charles Taylor.

The Department of Agriculture attempts to serve agriculture of Western Kentucky in two distinct ways. First, being a Federally recognized Teachers College for training in Vocational Agriculture, each year a splendid group of well trained young men are graduated from the Agricultural Department and go out into the rural high school to teach the fundamentals of Agriculture to the young men who are soon to become our farmers. The students in the Agricultural Department of the State Teachers College have unusually good facilities for preparing themselves for their chosen work. The school owns about four hundred acres of land where all of the important crops of this section of the state are grown. An intensive program of soil building is being carried on principally by the use of lime and sweet clover. Worn out fields have been brought back to profitable production through this method and they furnish a large amount of grazing during the process of soil building. A department of market gardening is maintained where the students learn by participation and observation the problems of gardening.

A herd of twenty registered dairy cows, ten holsteins and ten jerseys, is available for student work at all times. Dairy feeding, production and judging work with the school herd offers the student the practical problems that must be met and solved. Three breeds of hogs, the Poland China, Duroc and Hampshire are kept on the farm; five breeds of chickens numbering about a thousand birds, and twenty colonies of bees are maintained for student study and general farm production. A slaughter house where cattle, sheep and hogs are butchered affords opportunity for judging carcasses, figuring dressing percentages and getting first-hand information on practical methods of meat cutting and curing. Each year the institution weeds out some good beef animals which are used for judging and type study and then slaughtered for carcass study.
In addition to this, in Warren County there are some fine herds of beef cattle, dairy cows and sheep which the students use regularly for definite studies. These herds are available at all times through the generosity and cooperation of the owners.

The Department of Agriculture which is located on the beautiful Ogden Campus has on its faculty one or more graduates from the following well-known Universities: University of Kentucky, University of Wisconsin, University of Mississippi, State University of Ohio, University of Iowa, and Padue University. Where possible each instructor has charge of some production enterprise which is in keeping with his classroom and laboratory work.

The Department of Agriculture aids farmers of Western Kentucky, and Warren County especially, in many ways. From the herd of registered dairy cows many good bulls calves have been sold which will improve the dairy cattle in the communities where they go. These calves are sold for an amount which barely covers production. Pure bred boars and gilts have been shipped to points in Western Kentucky and many have been sold in Warren County, Kentucky.

Members of the faculty serve as judges for county and community agricultural fairs. Samples of milk are brought to the laboratories where bacterial counts are made for same. Where the count is unusually definite instructions on sanitary methods of production and care of milk is given.

The University of Kentucky holds regularly scheduled cream testers examination in the dairy laboratory where material and equipment is available at all times for this work.

Samples of water from many springs and wells are brought in for bacterial tests. Supposedly pure water from springs have proven highly contaminated with the colon group of bacteria and utterly unfit for human consumption.

The institution is featuring short courses in Agricultural for farmers of Warren County. The success of previous meetings warrants a larger undertaking along this line and in cooperation with the University of Kentucky plans are already made for courses this winter.

About sixty young men are enrolled in the College of Agriculture. All of these are from rural communities and a large percent of them will likely return to rural communities better trained in scientific and practical methods of farming. Of the nine men receiving their D.S. degree in agriculture, eight are to teach Agriculture in Kentucky and one will enter commercial work. There is a growing demand in commercial fields for men trained in agriculture.

About 600 students enrolled for General Agriculture. A large percent of these return to their home counties and put into operation some of the modern practices taught in this course.

Closely correlated with the college work the Smith-Hughes department of the training school serves a very useful purpose in furnishing opportunities for participation and observation for those who will soon become teachers of agriculture. This work is vital for training those who are to teach agriculture to boys and girls in rural high schools.
MUSIC DEPARTMENT

I give below a report prepared by Mr. Strahm, Head of the School of Music, in which he indicated the crowded condition that exists in the School of Music. He also gives some idea of the work of their Department and its needs.

The Department of Applied Music has had a very successful year. The department include piano, Voice and Violin, Band and Orchestra. Besides myself, Miss Rodes, Mr. Orr and Mrs. Jenkins are the teachers. From February to June Miss Var nose had charge of the Violin Department.

The orchestra has been the best I have had since I conducted the organization. The band under Mr. Orr's direction has made real progress. Every member in both the orchestra and band has been a student of the institution. We did not use any outside help.

Our school of Applied Music, has been in need of a voice teacher ever since Miss Wilson left and the engagement of Miss Gladys Sims will greatly add to the effectiveness of our Department. So, will the engagement of Mr. Hugh Johnson, who is an excellent and accomplished violinist. I feel that the Department of Music is now well equipped and can favorably compare with any Teachers College or Conservatory of Music.

But one thing is very pressing. The question of rooms is again up. With the addition of new teachers, studies are needed for them and I would like to suggest the following plan. A house is needed for Mr. Orr's many classes in band instruments. The teaching and practice of these beginners in band and orchestra makes terrible noise, and is very disturbing to the other teachers in the Music Building. Besides more practice rooms are needed. Many of these beginners have had to take the instruments home to practice and it has resulted in some damage.

The Public School Music Department which has been in charge of Mrs. Travelstead has simply grown beyond all expectations. The classes have been so many that it was very difficult to get along as we have done with student teachers. However, the engagement of two Supervisors, Misses Mitchell and Owaley, will relieve the condition considerably. Graduates of the Music Department have been placed in many positions in various states, and the demand for trained Music Supervisors is continually increasing.

HOME ECONOMICS

A. Summary of Present Conditions.

I. Enrollment

1. Total enrollment for year 1928-1929-----229
2. Number receiving B.S. degrees 1929------14

II. Number of different courses offered during 1928-1929........30

Many students not majoring in Home Economics elect courses in Home Economics. We are glad to be able to meet the needs of the entire student body.
III. Faculty

1. Four members on College Faculty
2. One Home Economics teacher in the training School.

IV. Buildings

1. Home Economics Building
2. Home Management House (Ogden Campus)

B. Future Needs

I. General Statement

An act of Congress, known as the Smith-Hughes vocational Education Bill, provides for the training of teachers for the teaching of Home Economics in secondary schools. The institution in this state which receives federal aid for the training of vocational teachers in Home Economics is the University of Kentucky. However, our institution has been approved by the federal board of vocational education at Washington, D.C. We are on an equal footing with the University of Kentucky as regards the training of teachers to teach in federally aided high schools of the state.

II. The regional Home Economics supervisor from Washington visited us last spring. She had the highest praise for the many features of our equipment, work and organization. No department is perfect and the following were her adverse criticisms:

1. She suggested that one more course in Home Economics Education be added to and that more time be given to supervision of the training school. If this requirement is met, the instructor in this field would need to be relieved of some of her duties. The University of Kentucky has recently strengthened its Home Economics Department.

2. She wants us to have a Rural High School for the training of our Home Economics seniors, in addition to our own training school. This would give the Home Economics department students an opportunity to study rural conditions.

3. She insists that our Home Economics seniors should live in the Home Management House for a period of eight weeks. We can come nearer meeting this demand this year. However, only three girls can live in the present house at one time. She also suggests that our Home Management House be not only larger but better equipped. We must embody the highest standards of convenience, comfort, and beauty within the reach of the income levels of the groups for which the home is erected. Another suggestion is that we adopt a baby for the Home Management House thus giving the girls practical experience in their child welfare courses. An extra room would be needed for this purpose.
4. She also acted that we need more equipment for science, household equipment and other forms of research. We need this equipment in order to train girls to successfully fill some of the following positions:

- Textile testing and research
- Personal shopping service
- Laboratory technician
- Hospitals
- Metabolic Laboratories
- Research in food and nutrition
- Food Analyst
- Nutritionist
- State and federal organizations
- Social Agencies
- Red Cross
- Nursery schools
- Dietitian
  - Hospital
  - Child care
  - College Dormitories
  - Restaurants
  - Commercial Concerns

Suggested Equipment:

a. Wansa the large room on the ground floor for household equipment classes.

b. We need equipment for the above room.

c. The science room on top floor needs to be equipped with chemical equipment for foods, nutrition and dietetics research.

d. Textile equipment is needed.

e. A room or house for housing experimental animals is needed. Splendid work along this line has already been started.

f. We need a room equipped for teaching interior decoration.

5. Further suggestions which had to do with organization have been met.

III. Other needs which must be met in the near future in order for us to be an outstanding department are.

1. Nursery School:

a. The University of Kentucky is putting in one.

b. The following types of work are open to Home Economics Majors. We must train our students for all fields.

   1. Directing and teaching nursery groups.
   2. Child health work.
   4. Teaching child care and training.
   5. Parental education

2. Institutional Equipment

   We are in need to give our students some training in institutional work, large quantity cookery, cafeteria work, etc. Very often the home economic
teachers in the field are asked to manage the school lunch rooms. They should have some knowledge of this type of work.

b. The University of Kentucky trains students in institutional management.

c. This work can be commercialized. Positions are open as managers of tea rooms, cafeterias, restaurants, and hotels.

3. An increased teaching force would help us to take care of non-home economics courses and enable us to add suggested new home economics courses. We greatly desire to reach as many students as possible because knowledge of home problems is necessary for worthy home membership. Every girl sooner or later needs to meet problems of:

- Mental Hygiene
- Physical hygiene
- Management
- Social Responsibilities
- Civics

a. Because a Homemaker is:

- The child’s first teacher
- Spender of the income
- Advisor on health problems
- Social director of family
- Purchasing agent
- Nurse
- Nutritional specialist
- Dictator of economic conditions
- Pilot of the family’s destiny
- Interior decorator

b. We desire for every woman:

- Broader interests
- Deeper appreciations
- Greater satisfactions
- Economic Independence
- Greater responsibilities
Major Rothwell the commanding officer of the R.O.T.C. is not in the city at this time. He is performing duties for the government at the different R.O.T.C. encampments. One R.O.T.C. unit which has but few more than 100 members has distinguished itself in many ways. It is regarded by the Federal government as one of the best units in the nation. It captured all of the trophies offered for the best marksmanship during the last year. It was awarded the Hearst trophy, the medal given by the National Government the district trophy and the watch for the best individual marksmanship.

Major Rothwell is a real leader. He has developed a wonderful morale in the unit. I regard the organization as one of the most effective on the hill.

THE ALL STAR AND LECTURE PROGRAM & PUBLICITY

By Will Hill, Director

It is the earnest desire and purpose of the publicity department of Western to disseminate its ideals and college standards throughout Kentucky. Its program is so widely varied that its appeal will reach the educators and citizenship as well as prospective students. Possibly the most important and far reaching publicity of the past year has been the wide distribution of literature in the interest of the College Heights Foundation and the personal visits and solicitations in the various schools and communities.

Much free advertising has resulted from this work through numerous editorials and contributed endorsements which have appeared in the leading newspapers of the state and through the patriotic co-operation of loyal friends in the educational field.

Representatives who have done field work in the Foundation Campaign have given chapel programs to the students, talked to the senior classes in groups and to the teachers individually to interest them in a full college course at Western

College Heights received extensive publicity last fall when the Athletic department gave us a championship football team. These contests in the Stadium were advertised consistently within a radius of fifty miles and there is an increasing interest in them each season.

For the past ten years Western has received wide publicity through the cultural programs of the All-Star Concert Series during the past year presented artists and organizations of international fame including the Russian Symphony Choir, the Minneapolis Symphony Orchestra, a New York production of Victor Herbert's greatest operas "Naughty Marietta", Francis Macmillen, violinist, Sophis Braslaus, Metropolitan opera star, Margaret Maxwell, soprano, Steil Anderson and Silvio Sciortino, duet pianists and Chicago Operatic Quartet. The Personal of these attractions numbered 203 artists.

Another great All-Star program has been booked for 1929-30 and will present the United States Army Band of Washington (Pershing's own A.E.P.) with eighty musicians; Mozart's Opera, "The Barber of Seville" sung in English with a Metropolitan cast, Estelle Gray LLevinne, violinist, and Laddie Gray, pianist, Ratan Levi, Eng-
An English soprano: The Smallman a Capella Choir of California with thirty-two people and a joint recital by the Berger-Steindel, Actor Trio, and Gloria Randolph, Interpretative dancer.

Among the speakers of distinction presented during the past year were: Powsey, noted English Essayist, Dr. Tohyl Tsieh, distinguished Chinese orator, Bishop Edwin Hughes of Chicago, Dr. James R. Angell, president of Yale University and Dr. Edward Howard Griggs, who presented a series of twelve lectures.

Space forbids the enumeration of many other outstanding personalities who were heard. Newspaper publicity has been given to many of the chapel programs which have been varied in nature and the highest standard of excellence, frequently drawing a large attendance of visitors.

Another vital factor of the school's publicity is the annual Homecoming program each year when thousands of former students and their friends come from all sections of the state to enjoy a day of good fellowship and happy reminiscence on College Heights.

Through all of these and various other mediums and activities, we endeavor to present College Heights to the citizenship of Kentucky as an institution with a spirit and a soul, striving always to maintain the supremacy it already enjoys as the incomparable Teachers College of the South.

REPORT

By R. C. Woodward, Superintendent of Grounds

For Year ending June 30, 1929

I give below some of the numerous duties that have been performed by Mr. Woodward, Superintendent of Grounds.

Excavated for steam line from Training School building to Ogden College and Snell Hall, also connected bottom and sides of this excavation. After steam lines were installed in conduit from Training School to Ogden College and Snell Hall, put concrete top on name.

Removed rock fence from Ogden campus using same in rock wall on Dixie Highway.

Built stone wall, sidewalk and graded on Dixie Highway from Fifteenth Street to city limits.

Graded and laid foundation for road through Ogden campus. Built concrete curb and gutter for same.

Laid sidewalk on Ogden campus from State Street to Ogden College and Snell Hall, and from Chestnut Street to Snell Hall. Graded ground to front and between buildings also sodded ground where needed. These grounds were cleaned by grubbing wild honeysuckle and other underbrush.
Excavated for conduits for electric light lines from transformer room behind Potter Hall to various buildings.

Concrete conduits for underground light cables.


Razed houses around West Hall. Excavated graded, sodded, built sidewalks, road, rock wall around West Hall and Manual Arts Buildings. Planted shrubbery and trees on campus.

Ran new sewer line from Rock House on Normal Boulevard to sink below Rural School

Cultivated and superintended flowers, shrubbery, cut grass, kept grounds cleaned up, and attended to numerous other things.

Superintended all of the work on the campus and attended to numerous other things.

REPORT OF MECHANICAL DEPARTMENT

By J. Porter Hines
Superintendent

Rebuilt furnaces under two boilers in central heating plant, cleaned boilers both inside and out making repairs where necessary, overhauled all machinery, such as pumps, stokers, engines, hot water heaters and valves.

Removed all kitchen equipment from Potter Hall and installed new sewerage. After concrete floor was laid installed old and some new plumbing, new gas stove, new steam boiler, two new steam cooking kettles, bread mixer, coffee urn, made new metal tables.

Overhauled Ice Plant. Ran four-inch gas line from Fifteenth and College Streets under Potter College Building to Potter Hall. Connected gas line from four-inch gas line to Cedar Building.

Installed sink and drain pipe in Sandwich Shop. Ran gas line from kitchen to Sandwich Shop. Installed two sinks, and steam talbe in little kitchen, ran steam line from big kitchen to steam talble in little kitchen. Removed seven tubs from the laundry in the basement of J. Whit Potter Hall to the third floor. Installed steam boiler in barn on the farm. Ran new water lined for yard hydrants around West Hall and Manual Arts Buildings. Removed old hot water boiler and installed new one in Potter Hall. Changed hot-water system and overhauled plumbing in old Gymnasium.

Installed new motor to Ice Plant. Ran Electric lines to drinking fountains blacksmith forge, and drill press in Manual Arts Building. Installed ventilating fan in kitchen. Made repairs to various water and electric lines. Kept all machinery in repair. Locked after unleading coal and repairs to Heating Plant while in Operation.
LITERARY SOCIETIES AND CLUBS

The Literary Societies and Clubs have been unusually successful during the year. The Normal Group had from 300 to 350 members, the Freshman 800 or more. The Sophomores over 400, the Juniors 200 and the Seniors 200. In addition to the five regular literary societies the institution has a History Club, a Rural Life Club, a Homemaking Club, an English Club, a Classical (Latin) Club, an Education Club, an Athletic Club, a Social Science Club, an Arts and Crafts Club. All of these organizations are in good condition and doing high grade work.

REPORT

HEALTH DEPARTMENT

BY Miss Bertie Redd,
Read Student Health and Social Affairs

The following is a summary of the work accomplished from September 17, 1928 to July 22, 1929. Medical inspection was given to all students in Training School Normal and College Department and Rural School by local eye, ear, nose and throat specialists and dentists in October and February. As a result of a follow-up program with letters to parents and college students informing them of the defects found and advice given a great many corrections have been reported.

Below is a tabulated report on physical inspection for College, Normal Department Training School and Rural, October, 1928 and February, 1929.

Number enrolled ........................................... 2,227
" examined .................................................. 1,512
" with defective tonsils ................................ 900
" enlarged glands ......................................... 185
" defective teeth .......................................... 1,135
" Nose ....................................................... 312
" Ear ......................................................... 115
" Eyes ........................................................... 44
" Vision ...................................................... 189
" Inoculated for typhoid fever ........................... 264
" Given flu and cold serum ................................ 12
Smallpox Vaccinations .................................... 32
Number Training School pupils 7% under weight or more ............................................. 103
Number Training School pupils 7% or more over-weight ................................................. 65

At the end of the year college students and parents of the Training School reported a great many corrections made but when this year's medical inspection is completed and tabulated we will find more corrections made than reported last year.

Every child must take some specific health work somewhere some way in the Training School. Several offerings are made in the line of health courses in Home Economics, General Science, and Physical Education. Physical Education is re-
required twice a week except the 7% underweight children who are required to rest at physical education period.

This is the third year for medical inspection in the Training School. In addition to health teaching, a rest room has been conducted for those who were 7% or more underweight, with weekly weighing and mid-morning milk lunches. It was felt this year that a larger program was in order and the result was the adoption of the Blue Ribbon Standard as outlined by the State Board of Health of Kentucky. In March we adopted a Dental Honor Roll for every room. When our physical examination was held in February 1929, ninety-five pupils were given a on their teeth and placed on the Dental Honor Roll. Since then many corrections have been made and more names added to the Honor Roll.

Students at the Clinic for advice or treatment.................1,960
Parents visits to the Clinic........................................ 50
Visits to sick students at homes and hospital....................... 985
Typhoid serum given to students at clinic.......................... 264
Influenza and cold serum given.................................... 10
Students ill in School infirmary.................................. 103
Smallpox vaccinations............................................... 12
Tonsil Operations.................................................. 35
Appendix " .................................................................. 6
Nose " .................................................................. 6
Eye Corrections.......................................................... 28
Intestinal obstruction operation....................................... 1
Teeth Corrections reported, Great many in blue ribbon class... 82
Number pupils on Dental Honor Roll.................................181

REPORT AND RECOMMENDATIONS BY HENRY WRIGHT, ARCHITECT

I give below a copy of the letter written by Mr. Wright, the Landscape Architect, in which he compliments the landscape grading which was done by Mr. Woodward and makes recommendations concerning the Italian Garden on the Ogden campus and the marble fountain in front of the Library Building.

I am pleased to report on the matters brought to my attention on my visit of June 14th.

I find the landscape work around the new dormitories has been carried out in an excellent manner, there remaining only the planting of shrubbery for which I will furnish plans in the fall. The entire Western hillside has been greatly improved.

The walk and roadway improvements for the Manual Arts Building have also been well carried out.

I have gone over with Mr. Anderson the plan for a running track on the athletic field and have offered suggestions as to grades and adjustments necessary for this improvement. I believe it would be safe to proceed on the basis of these plans.
I also examined the work at the new practice field. While somewhat more rock has been encountered than anticipated I think this will finish up in good order.

I have looked over the statuary received from Mr. Snell and have recommended locations for the following pieces.

a. Smaller foundation with marble bowl to be placed in circle in front of Library. Detail plans for this work are attached in Sketch A.

b. I have made a tentative plan for a garden cost of Snell Hall to form a setting for the large "Four Seasons" and a few other pieces. This has been shown in Sketch E. More complete sketches are to be prepared when I have further information as to dimensions of statuary bases.

c. I am suggesting the use of the two round vases with reliefs, one in each circle at the ends of the garden in front of the new dormitory. These pieces have bases which should be set in concrete footings.

Most of the other pieces are gallery pieces rather than outdoor pieces, altho some others may be relocated at a future time.

I am expecting to receive from Mr. Brashear a print of the more complete grades for the area east of the Athletic Field from which I will study the Location of the proposed gymnasium.

I am inclosing a bill for time and expenses which have been prorated with other clients visited on this trip."
THE FUTURE LANDSCAPE DEVELOPMENT OF COLLEGE HEIGHTS.

I am submitting below a copy of a letter which I have received from Mr. Henry Wright, A.I.A., landscape architect of New York. Mr. Wright has been in charge of the landscape development of the hill from the beginning. He has talked to me quite a great deal about the future development of the hill. He submits below a brief interpretation of his vision of the future and the approximate cost connected with the future development of the landscape features of the hill.

Dear Doctor Cherry:

Now that you have the complete data for the Campus and feel certain that the growth of the School will eventually require space for additional buildings and especially for adequate dormitory accommodations, I am glad to be able to offer to undertake a more complete study of the problem, over a period of one year or possibly more.

Such a plan would provide the opportunity for both the time and thought to be given by yourself and your Board, while at the same time I could direct the current work and meet the immediate problems including:

- Planting work for the Fall and Spring 1929-30
- Location of Gymnasium
- Garden and Statuary plans, especially for Ogden Campus, etc.

I would need to make either three or four one or two-day visits during this period and would expect to complete a general scheme for the entire main campus, including the area to be occupied by the Kentucky Building. This study would be presented in attractive plan form suitable for reproduction.

I wish to suggest a basic fee of $2,500.00 for the twelve months from July 1, 1929. This would cover the above studies and general plans and the time spent on these three or four trips. Traveling expenses only will be additional, not to exceed $100.00 per trip and probably reduced pro rata by trips made elsewhere in this section. The time of making payments on the yearly fee can be adjusted to meet the requirements of your budget.

I would not expect under this arrangement to make completely developed studies of such matters as the Kentucky Building Site, but would have such studies made or other show drawings such as air views of the general campus, if wanted, at an additional charge for cost of drafting and overhead.

It is also not intended to make a study of the Farm or Agricultural Buildings at this time, except to suggest the general arrangement of a Building scheme on the lower level adjoining the new practice field.

As explained to you, it will probably be more convenient for me to undertake this work during the next year than at a later time, and I feel sure that during the period we may be able to develop a comprehensive and practical general plan and program for the future needs of the institution.

Very truly yours,

(Signed) Henry Wright
PRELIMINARY SKETCH FOR
GARDEN OF THE FOUR SEASONS
OGDEN CAMPUS
WESTERN KENTUCKY TEACHERS COLLEGE
BOWLING GREEN KY

Henry Wright Consulting Architect
6-24-24

Traced By G.C. Wells
INDUSTRIAL ARTS DEPT.
GENERAL PLAN
1/8 Scale

PRESENT WALK
NEW WALK

TERRACE

NEW WALK

637.6

637.5

634.0

Marble Plinth or Stone

Marble Bowl & Figure Furnished

Stone Wall

Cement Basin & Footings

Brass overflow away into drain at low point in Basin

Cinder Fill

DETAIL OF FOUNTAIN 1/8 SCALE
IN FRONT OF LIBRARY BLDG

WESTERN KENTUCKY TEACHERS COLLEGE
Henry Wright Consulting Arch't

Traced By - G.C. Wells
INDUSTRIAL ARTS DEPT