


12-1915

## UA12/2/1 Western Normal Letter, Vol. I, No. 9

Western Kentucky University

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in no wise limited to that returned through its graduates. Great as that is in inspiration and leadership, it must be remembered that the graduates are but a small, though choice, part of the total student-body. While there are 282 graduates, there have been 6,365 under-graduates. Out graduates on the average have spent thirty-five months here as students, while under-graduates have attended on the average of eight months. So, throwing this into tabular form, we have contributed to city interests 30 times 35 months, which equals 1,050 months.

Graduates contributing to rural schools, villages and farms, 123 times 35 months equals 4,305 months.

Under-graduates contributing to rural schools, villages and towns, 6,368 times 8 months equals 50,920 months.

The students contributing to city interests are 1,050 months; while those contributing to rural interests are 55,225 months, or something over 50 times as much as they contribute to city interests.

Of course, it must be kept in mind that by no manner of means are all of the old under-graduates teaching. While the teaching and living services are fifty to one in favor of rural communities, a conservative estimate shows that the acting teaching service of the last year was about in the ratio of twenty to one in favor of the rural communities.

Graduates have been students on the average of three and a half years, which is quite satisfactory, since a rather large per cent of them are four-year high school graduates, or have attended colleges for a considerable time. The student who has been here for three and a half years safely can be said to have attained a remarkable degree of scholarship for teaching and to have caught a vision and an inspiration capable of carrying him into a larger usefulness. The average attendance of the under-graduate students is as high as one could expect since so many enroll for the short summer terms. Eight months is too short a time in which to make any great advancement in academic knowledge and training, and yet long enough to catch a new vision for life, to set new ideals and to begin the unfolding of a useful citizenship.

Turning again to those numbers, it is apparent that nearly all of the great student-body have come from and are returning to rural communities. The community benefits doubly: On the one hand from the better instruction that the young men and women receive for their own use and development, and, on the other hand, from what they in turn give out to the schools and communities when they return to their homes and to their work. These rural young men and women make teachers who not only understand rural life, but who are in sympathy with it and who are integral parts of it. When these catch a vision of a higher rural life, then rural life is already unfolding and developing, for they are part of it. Not only is the teacher the shortest cut to rural problems, but he is an integral part of the problem, participating in its progress.

In concluding this part of the report, let me say that significant as these numbers are, they very inadequately represent the real value of the institution to the rural interests of the Commonwealth. The character of the Course of Study and the vitalizing forces of the student-body and faculty acting harmoniously through this Course of Study and through county delegations and other organizations show an influence and a contribution that oversteps the limitations of mere figures. Neither from the standpoint of the contributions of students to the cities in point of service, nor from the standpoint of free tuition taken by students, are the cities getting more than their just share of benefits from the State Normal School.



The Mid-Winter Term of the Western Normal opens on February 1, 1916, instead of January 25, 1916. For further information address

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The Western Normal Letter

Entered as second-class matter April 21, 1915, at the post office at Bowling Green, Kentucky, under the Act of August 24, 1912. Published monthly by the Western Kentucky State Normal School.

Vol. 1, No. 9. Bowling Green, Kentucky. December, 1915.

WESTERN NORMAL STUDENT AS A FACTOR IN RURAL LIFE

By

Dr. A. J. Kinnaman, Dean.

While it may be truly said that the Normal School is not the exclusive agent for the training of teachers, it certainly is the State's chief agent. It is expected to build up the professional spirit, to establish educational standards, to create ideals and to send out men and women trained for leadership in the Commonwealth. For the realization of these ideals the Western Normal has striven vigorously for mastery of the subject-matter on the part of its students, for culture to assure efficient execution, for high ideals to assure proper direction, for a spirit of democracy that all may be willing to serve, for the growth of individual personality and for the development of a sane, safe and wholesome moral and religious character.

That these ideals have been attained in a large measure is attested by the influence that the students of the institution have had in raising the standard of educational ideals, and the standard of living for the Western District of Kentucky. It is a matter of common comment that our students have become not only leaders in teaching children, but that they have learned the art of going far beyond the four walls of the schoolroom to help build up the communities in which they live and labor.

These activities beyond the school room have resulted in a better attendance at the schools; in community campaigns for better health conditions about the school and in the neighborhood; they have led to improvement of our roads, to a wide range of agricultural advancement, to the improvement of our homes and home-making, to the sustaining of night schools, to the conducting of better institutes, to the constructing of better school buildings, to an improvement of the grounds, to an increase of the number of graded schools and to a growing sentiment for consolidated schools.

Because of a perfectly normal tendency of all prepared and trained teachers to gravitate toward the better paying and more permanent and desirable places and to the fact that there is a notion that the rural communities are not realizing sufficient proportional benefits from the State Normal School, the following statements are presented and may be worth more than a casual examination. It will be remembered that this institution has had its doors open but eight and a half years. The graduates, therefore, are not numerous. During the school year of 1914 and 1915 the graduates and graduating students appear to have been distributed as follows:

Total number of graduates, including the present class.....282
Graduates this year..... 74
Deceased ..... 4
Married and not teaching..... 22

Entered other professions.....	2
Attending universities .....	21
Attending professional schools.....	6
Teaching in State universities.....	3
Teaching in State normals.....	3
Teaching in private and professional schools.....	2
Teaching departments in high schools.....	12
Superintendents in town school systems.....	4
Principals of grade and high schools.....	44
Teaching in grade in village, town and city schools.....	78
Teaching in one-room schools.....	3
County superintendents .....	1
Assistant county superintendents.....	2
County demonstrators in agriculture.....	1

The same may be stated in another way to advantage, thus:

Graduates not including the present class.....	208
Teaching in 1914 and 1915.....	153
Not teaching .....	55
Teaching or working in cities.....	30
Teaching or working in rural communities, villages and towns.....	123
Useful citizens living in rural communities, villages and towns and not teaching.....	24
Attending colleges and universities.....	27

Approximately 83½% of the graduates are contributing their lives to rural interests and 16½% to city interests.  
However, what the institution turns back to the Commonwealth is



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CABELL HALL

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Students on their way to Chapel Exercises—Western Kentucky State Normal School, Bowling Green, Ky.

A large, handsome half-tone cut, 9x35 inches, of the above, will be mailed in a tube free to all persons asking or writing for it.



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