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UA95/1 Glasgow Normal School

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GLASGOW NORMAL SCHOOL

Predecessor to Western Kentucky University

A brief history excerpted from

James P. Cornette

A HISTORY OF WESTERN KENTUCKY STATE TEACHERS COLLEGE

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A. W. MELL, FOUNDER OF THE GLASGOW NORMAL SCHOOL

CHAPTER II

"MELL & WILLIAMS"

The history of the line of private institutions which were the direct ancestors of the Western State Normal School established in Bowling Green, Kentucky, in 1906, begins in the year 1875 in the town of Glasgow, Kentucky, located about thirty-two miles northeast of Bowling Green. It was on February 9 of that year that A. W. Mell opened in Glasgow a private school to which he gave the name "The Glasgow Normal Institute."¹ A little over a year later, on March 9, 1876, when it was granted a charter by the Kentucky Legislature, that institution was officially christened "The Glasgow Normal School."² A. W. Mell remained at the head of the school until the summer of 1884, when he and J. Tom Williams, who had in 1882 become associated with him in the enterprise,³ moved to Bowling Green, taking with them most of the faculty, students, and equipment of the Glasgow Normal School, and established "The Southern Normal School and Business College." The first part of this review of the forerunners of the Western State Normal must therefore be devoted to a delineation of the school operated in Glasgow from 1875 until 1882 by A. W. Mell and in Glasgow and Bowling Green from 1882 until 1890 by A. W. Mell and J. Tom Williams.

"MELL & WILLIAMS" IN GLASGOW

In the late summer of 1874 the weekly newspaper of Glasgow, Kentucky, printed a notice stating that Professor A. W. Mell, recently graduated from the National Normal University, conducted at Lebanon, Ohio, by Alfred Holbrook, had been employed as principal of the Urania Common School.⁴ Professor Mell was to have two assistants, and the school was to be held in the building of old Urania College, an institution which, after many vicissitudes of fortune since its founding in 1831, had closed its doors in the spring of 1874.⁵ The school district, with a pupil population of over 300, included the area within a radius of one and one-half miles of the Court House, located in the center of Glasgow. The school was to be supported

by the revenue from the School Fund and a tuition charge of not more than four dollars for each pupil.

A. W. Mell was born February 17, 1855.⁶ The early part of his life was spent in and near Covington, Kentucky. He began teaching when only sixteen years of age, and soon had taught in all the grades and departments of the schools of that time. He completed his preparation for teaching in the National Normal University in 1874. Although he was only nineteen years of age when engaged to open the school in Glasgow, his varied teaching experience and his training in the National Normal University made him well qualified for the position. Moreover, he had certain personal qualities that made him a successful teacher and leader of young people. He was of fine physical appearance, somewhat above the ordinary stature, and of commanding bearing. His face was pleasant and keenly expressive of the enthusiasm and optimism that supported him in the first hard years. He had an earnest conviction that teaching was a holy mission, and he had a firm faith and confidence in the students who came to him. His students in turn were inspired by the idealism and optimistic faith of their teacher, and loved him for his confidence in them.

Late in August, 1874, Mr. Mell arrived in Glasgow and organized the school with the aid of his two assistants, Misses Mattie Rogers and Cora Bybee. Later in the term another assistant, Miss Ida Williams, was added.⁷ According to the statement of the president of the Board of Trustees near the end of the session, the school thus launched was a very successful one,⁸ but as the revenue provided by the School Fund was sufficient for only a five months' term, the Urania Common School was due to close early in February, 1875. The close of the Urania Common School would, of course, leave Mr. Mell without anything to do and without any source of income for several months. Before the common school closed, however, Professor Mell had conceived the idea of organizing a private normal school to start as soon as the common school ended. Probably the chief factors responsible for his decision were the success of his *alma mater*, the National Normal University, and his recognition of the fact that this section of Kentucky offered a good field for the development of such an institution.

During the fall Professor Mell had become favorably known to the teachers of the county through his work in the teachers' institutes, and he had given satisfaction in his position as head of the common school;⁹ so he already had some advantages in attempting such an enterprise. Moreover, in 1875 there was a need for an institution which would offer educational advantages above the common schools to the teachers of the region in which Glasgow was located. Prior to the Civil War Glasgow had had two colleges: Urania College, the institution in whose building Professor Mell opened the common school in 1874, and Allen Lodge Female College.¹⁰ Neither of the schools recovered from the effects of the Civil War, and in 1874 the buildings of both institutions were being rented to teachers of private schools. During the year before A. W. Mell came to Glasgow, a Professor Dupree conducted a private school in the Urania College building.¹¹ In the summer of 1874 the Allen Lodge Female College building was rented to Dr. William J. Barbee, who held a school there the following year.¹² A movement inaugurated by the local Baptist Association resulted in the founding of Liberty Female Baptist College in 1875, the same year in which Professor Mell opened his school.¹³ Until 1891, however, Liberty Female College was exclusively devoted to the classical education of young ladies. In the 1890's, when the Glasgow Normal founded by Professor Mell had passed out of existence, Liberty Female College was made coeducational, and normal and business courses were added to its curriculum, but during the whole time Professor Mell was in Glasgow, Liberty Female College only offered a classical education to young ladies.¹⁴ In the 1870's the teachers of the rural schools of the area surrounding Glasgow got their training as most other rural teachers of Kentucky did at that time. They attended common schools a few years, studied at home for a while, and possibly attended a "cram-school" for a few weeks, where they were drilled intensively on questions used in previous teachers' examinations.¹⁵ Then they took the county examinations, secured certificates to teach, and renewed the certificates by examination from time to time. Prior to the establishment of Professor Mell's school only a very few of the teachers in the

common schools of that region had received any educational training above the common schools.¹⁶

The first formal announcement of Professor Mell's normal school was a statement in the *Glasgow Weekly Times* of January 14, 1875, which reads as follows: "The exercises . . . under the Common School System will expire early in February and will be succeeded by the Normal Institute under the principalship of A. W. Mell." About the same time Professor Mell issued the first catalogue for the new school entitled



THE URANIA COLLEGE BUILDING WHERE A. W. MELL OPENED THE GLASGOW NORMAL INSTITUTE IN 1875

Statements and Principles for the Beginning Term of the Glasgow Normal Institute. The prefatory statement of this publication reads:

TO THE PUBLIC

In no department of our social system is seen such lamentable deficiency as in that of our Public Schools.

A vast deal of money and effort has been expended upon it and yet the people complain, and justly too, that the schools do not meet their necessities. Now this is discouraging, and, in our opinion, can all be avoided by a more careful preparation on the part of teachers.

After an extensive and varied experience in different sections of both South and North, it has become a settled conviction with us that teachers, like all other professional men, need a professional training, and just in the proportion that our work

is in itself peculiar, distinct and important, do the teachers who are to carry forward this work, require a careful and thorough preparation.

Theology, Medicine and Law have their schools specially devoted to the study of these respective subjects, and no one can enter either profession without suitable training.

This being true in other branches of trust, how much more should it be true in ours where the chances for failure are endlessly multiplied, and the field for invention and strategy much broader, and the material with which we deal infinitely more valuable.

It is to meet this urgent, yet reasonable, demand that the Normal Institute is about being established. And while we shall strive to provide at any cost such instruction as shall meet the wants of all classes, we shall strive to give to teachers that training which alone can make them successful in their work. Keeping this one aim in view, all arrangements shall be made with reference to the least possible cost to the student; thus bringing the advantages of the school within easy reach of all classes, rich and poor alike. In so doing we feel confident, in asserting that it will be to the interest of every one wishing to obtain an education with the least possible cost to give us their patronage.

We hold ourselves personally responsible for all statements, and risk our reputation for their fulfillment.

All class instruction shall have for its object the most practical and permanent good for the pupils, and shall draw largely from nature and real life the illustrations to be used, thus securing the most cheerful work on the part of the pupil, and the best results at the end.

Having adopted this as the profession of our choice, the work becomes one of pleasure, and whatever of talent or experience may be ours, it shall be brought cheerfully to the work.

Trusting in the confidence of the people whom we would serve, we will prosecute our work, leaving the result with the Great Disposer of all human issues.

A. W. MELL

Two things in this statement are particularly significant. One is Professor Mell's sincere belief in the necessity of professional training for teachers; the other is the fact that there is a deliberate attempt to provide an education cheap enough that it will be within the reach of all. Both of the principles thus laid down played an important part in the development of the Glasgow Normal School and its descendants.

Another important educational principle not included in the above statement but set forth at length in another section of the catalogue was Professor Mell's belief in coeducation. Part of his argument reads as follows:

In all these conditions and relations of life, the most perfect intercourse is granted to the boy and girl alike; but when the time arrives for sending them out to receive a suitable education,

they are separated; the one is sent to the neighboring Boarding School or Female Institute, the other to the College devoted exclusively to the education of its own sex. 'Tis not our purpose to stop here to notice the pernicious effects that flow out of this unnatural method of education, but hasten to notice the reasons for bringing the sexes together during the period of school life. Dr. Clark, of Boston, the most able advocate of separate schools, after bringing to bear all the learning and logic at his command, brings as his strongest argument that: "Simply because they are of different sexes," are different in capacity and susceptibility, and are therefore unfitted to receive the same instruction at the same time. Which argument does not hold, from the fact that the same nourishment supports the physical system of the one as well as of the other. We can see no good reason why the same drill in Latin or Mathematics will not strengthen the mind of each alike in the same way that a good quantity of beefsteak and toast will make the one a strong, vigorous man, and the other a hale, hearty woman. It may still be urged that the mind of a girl is not equal in power, and therefore ought not to be burdened with the same task as the boy. That women equal, and in a majority of cases excel their brother classmates in almost any mental effort is no longer a matter of doubt or conjecture. Every teacher of experience knows that girls study much more diligently than boys, and with equal advantages outstrip them in the prosecution of the same task. How often is it that we see the sister faithful, diligent and progressive, while the brother is skulking about, resisting every effort to improve himself. These are stubborn facts. Again it may be urged that in bringing the sexes together into the same classes, increased opportunity is given for communication and the temptation to unseemly conduct is stronger.

In reply to this it is enough to say that demonstrated facts show a result just opposite. Those schools where all are permitted to assemble together and associate in the same classes are freer from "runaway scrapes," midnight sleigh rides and other like enormities, than any strictly separate school can claim. Whoever heard of a couple eloping from any well-conducted mixed school? On the other hand, do we not constantly hear of fraud and trickery on the part of students who attend these schools whose regulations forbid any intercourse? So far from any injurious effect resulting from educating the sexes together, it is now fully established that they exercise a mutual elevating and refining influence upon each other, and furnish a mutual stimulus to higher effort. But 'tis useless to urge a thing that must ere long be admitted as a social necessity.¹⁷

The idea of coeducation was just gaining headway in Kentucky in 1875, and remained a controversial subject for many years. At the annual meeting of the Kentucky Educational Association in 1876 two papers on coeducation, one for and one against the practice, were read.¹⁸ Again, in 1879, coeducation was one of the principal topics for discussion at the meeting of the Kentucky Educational Association.¹⁹ The practice of coeducation inaugurated by Professor Mell was to be one of the character-

istics of the Glasgow Normal School and its successors differentiating them from the other local educational institutions.

The first session of the Glasgow Normal Institute opened February 9, 1875, and closed June 25, 1875.²⁰ The catalogue published by Professor Mell just before the opening of the school announced the following program of studies, with the explanation that classes would be provided in any or all of the subjects, if a "sufficient number of persons to form a class desired to pursue them."²¹

COMMON BRANCHES

Spelling, Reading, Geography (descriptive and physical), Arithmetic (mental and written), English, Grammar.

HIGHER BRANCHES

Mathematics.....	Higher Arithmetic, Elementary Algebra, Higher Algebra, Geometry, Trigonometry, Surveying.
The Sciences.....	Botany, Geology, Chemistry, Natural Philosophy, Physiology, Hygiene.
The Languages.....	Latin Lessons: Caesar, Ovid, Sallust, Virgil, Cicero, Horace and Livy; Greek Lessons: Zenophon's Anabasis, Homer's Iliad, and Aeschylus' Prometheus.
The Drills.....	Penmanship and Vocal Music. Given Daily. Composition and Criticism. Given Weekly or semi-weekly. Forensic discussion. Entire school shall be organized into sections for the purpose of weekly exercise in forensic discussion of the popular themes of the day. To provide practice in parliamentary procedure, each student shall be permitted to act in the several capacities of chairman, secretary, and critic.
Business Course.....	Spelling, Penmanship, English, Grammar, Arithmetic, Debating, Composition, Single and Double Entry Bookkeeping, Commission Business, Compound Partnership, Banking, Commercial Terms, and Business Correspondence.

In all probability during the first session classes were not conducted in all or even the most of the subjects listed, but the program of studies at least gives some insight into the work done by the school and is representative of the general type of courses offered in later years as the enrollment increased.

Probably a better idea of the everyday work of the school can be gained from the following daily schedule given by a former student:

6:45	Greek
7:30	Geometry
8:15	First Algebra
9:00	Chapel
9:30	Second Algebra
10:15	Grammar
11:00	Higher Arithmetic
11:45	History
12:00	Dinner
1:30	Beginning Latin
2:15	Caesar
3:00	Botany
3:45	Physiology
4:30	Literature
5:15	Pedagogy ²²

Although it will be noted that the program of studies as announced in the catalogue did not include a single subject which could be regarded as providing professional training of teachers, elsewhere in the catalogue there was a statement to the effect that "Regular drills in school government and method of teaching will be sustained through the entire term, provided enough teachers wish to join the class," and also that special attention would be given to the "organization, direction, and management of county district schools."²³ Probably these statements give an index to the subject matter of the class in "Pedagogy" listed in the schedule. At first glance it may seem strange that an institution presuming to give professional training for teachers offered so little work of a distinctly professional nature, but it must be remembered that this was the year 1875, only two years after the founding of the first permanent chair in Education in America and four years before the establishment of the first department of Education in this country.²⁴ Moreover, since the students who entered the Glasgow Normal to prepare themselves for teaching had such a poor educational background, the first task of the school was to give them a knowledge of the subjects which they would be required to teach in the common schools. Consequently, the course of study of the Glasgow Normal and of the private institutions which succeeded it differed very little from that of the professedly academic schools of that time. It was not until 1906, when the State Normals were established, that much attention

was given to distinctively professional work for teachers, and even then, the expansion in that field was very slow.

Another significant thing in the course of study as announced by the first catalogue was the inclusion of the Business Course. By 1884, when Professors Mell and Williams moved the school to Bowling Green, that department had expanded to such an extent that the institution established there was incorporated under the name "The Southern Normal School and Business College," and from that time forward until 1906 there were really two institutions under one management, one devoting itself primarily to the education of teachers and the other to the preparation of students for entrance into various phases of business. When the Southern Normal School was made the Western State Normal in 1906, the Bowling Green Business University was continued as a private enterprise.

For the session of 1875 the Glasgow Normal Institute would seem to have been little more than a continuation of the Urania Common School, for the most of those enrolled seem to have been pupils in the primary and intermediate departments. Miss Hattie Rogers remained in charge of the primary work, Miss Cora Bybee in charge of the intermediate department, and Miss Ida Williams taught music in connection with the Institute. In March another teacher, Professor W. O. Null of Ohio, was engaged to teach mathematics,²⁵ but he was the only one besides Professor Mell to give instruction to the advanced students. Consequently the institution must have been more like an elementary school than a "Normal Institute," and most of the revenue for its support must have been derived from the tuition paid by the pupils of the primary and intermediate departments. Nevertheless, the school was carried through to the end, and the closing exercises, consisting of "declamations and original essays by members of the advanced class," were held the last of June.²⁶

As before stated, one of the principles set forth by Professor Mell in the first catalogue was that of making the cost of an education in the new school as low as possible. In keeping with this principle, the expenses for attending the first twenty weeks' session were itemized as follows:

Tuition	20 weeks	\$15
Board	20 weeks	45
Books and Stationery		5
		<hr/>
		\$65
Tuition for primary department		\$10 ⁰⁷

The above figures would make the total cost of attendance for an advanced student \$3.25 per week. Even this low figure was gradually reduced, until the cost of attendance was being advertised in 1883 as \$2.85 per week, or \$28.50 for a term of ten weeks.²⁸ That Professor Mell's school was affording the opportunity for an education to many who otherwise could not possibly have received one is indicated by the fact that large numbers of the students during these first years paid their board with farm produce. Many other students paid a part or all of their expenses with notes to be redeemed as soon as they had started teaching.²⁹

Early in June, 1875, *The Glasgow Weekly Times*³⁰ announced that Professor Mell would teach in the Liberty Female College, another local institution, the following year. About a month later, however, the same paper carried the following statement:

A CARD

We take this opportunity of annulling a statement which we permitted to be made in a recent number of the *Times* to the effect that we would teach, during the coming year, in Liberty Female College. Our work for the future shall be to carry forward the plan and spirit of the Glasgow Normal School, which is already in successful operation.

We will be pleased to see any of our friends, or send upon application our circular with full information.

Respectfully,

A. W. MELL³¹

Just what had occurred is not known, but certain it is that Professor Mell's statement that his work for the future should be "to carry forward the plan and spirit of the Glasgow Normal School" was adhered to faithfully for the next fifteen years.

In the fall of 1875 an arrangement was made with the board of trustees of the Common School by Professor Mell whereby that school could be conducted in connection with the Normal for the regular five months' period, thus adding the income from the School Fund to the revenue of the institution. This plan was followed each year until 1882, when the Common

School was separated from the Normal because of the large enrollment in the latter division. Probably it would have been impossible to keep the Normal going through the first three or four years without the added revenue from the School Fund.

When the Kentucky Legislature convened in 1876, Professor Mell made application for a charter for his institution, calling it the Glasgow Normal School. On March 9, 1876, the following charter was approved for the school:

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE COMMONWEALTH OF KENTUCKY

1. That an institution of learning is hereby established in Glasgow, Barren County, by the name and style of the Glasgow Normal School, which shall be under the control of Joseph P. Nuckols, P. H. Leslie, Thomas M. Dickey, R. P. Collins, William J. Bradford, Meredith Reynolds, and W. J. Bird, and their successors, as trustees of said institution. If at any time a vacancy shall occur by death, removal, or resignation, the other trustees shall name a suitable person to fill the vacancy; they shall have power to name one of their number president of their board, and such other officers as they may deem proper; they shall have power to employ such professors of learning as they may desire to teach said normal school, and may cooperate with the common school trustees, and make such arrangement as may be agreeable and advantageous to the institute hereby created and the advancement of learning; they may hold annual commencements and public examinations of the pupils, and may confer such honorary degree and diplomas as is usual in colleges and high schools in this Commonwealth.

2. BE IT FURTHER ENACTED, That any graduate from said school holding a diploma, signed by its trustees or professors, shall be deemed qualified to teach any common school in this Commonwealth, and the same shall stand in lieu of a first-class first-grade certificate, as provided in article eight, chapter eighteen, of the General Statutes.

3. BE IT FURTHER ENACTED, That said normal school shall receive students of both sexes and any degree of advancement.

4. BE IT FURTHER ENACTED, That this act shall take effect from its passage.

Approved March 9, 1876³²

It will be noted from the above charter that the control of the Glasgow Normal School was placed in the hands of a board of trustees and that A. W. Mell is not mentioned even as a member of the board. However, the articles referring to the school which appeared in the Glasgow newspaper from time to time indicate that the Glasgow Normal was regarded as a private enterprise until the spring of 1884, when Professors

Mell and Williams agreed to move it to Bowling Green. Then the terms of the original charter were recalled and used as an argument by the Glasgow citizens for keeping the school in Glasgow.

The provision that the school should receive students "of both sexes and any degree of advancement" made it possible for the common school to be conducted as a part of the Normal. The privilege granted the Glasgow Normal of certificating its graduates as teachers without further examination naturally proved very attractive to those wishing to become teachers, and was responsible for a great deal of the success and popularity of the Glasgow Normal.

Even with these advantages for the school, however, Professor Mell had a very difficult time holding the institution together during the first two years. His task was made doubly hard by the fact that the local citizens failed to appreciate the services of the school and its potential value to the community. As a matter of fact the Glasgow citizens seemed to take little interest in the Normal until the spring of 1884, after Professors Mell and Williams had agreed to move it to Bowling Green. One finds in the newspaper columns many long articles on the other principal educational institution of Glasgow, the Liberty Female College, but comparatively few on the Normal. Doubtless one reason for this discrimination was the fact that the Liberty Female College, which usually enrolled not more than one-half as many students as the Normal, was a more aristocratic institution than Professor Mell's school, which advertised "A cheap education for everybody."

However, a short newspaper article which appeared in the spring of 1877 indicated that the hardest of the struggle was over, and that the growing school was getting at least a small degree of recognition.³³ The article commended the work of the normal, and gave particular praise to Professor Mell for arousing in the people of Glasgow an interest in the common schools.

On the whole the year 1876-77 was such a prosperous one that in the summer of 1877 Professor Mell planned more elaborate closing exercises for the school than theretofore. Programs were given on three successive evenings in July. The first was the Alumni Reunion; the second was the confer-

ring of degrees by Professor Mell to the seven graduates; and the third was the address to the graduates, delivered by Professor George A. Chase of Louisville.⁴³ The closing exercises for the school in the following years were quite similar to those of 1877.

By November, 1877, the demand for commercial subjects had become so great that it was necessary to employ another teacher to take charge of that phase of the work.³⁵ The enrollment was reported as larger than in any previous year,³⁶ and things went along so well that Professor Mell felt justified in asking the Reverend H. A. M. Henderson, the State Superintendent of Public Instruction, to deliver the "literary address" at the close of the term in 1878. Henderson accepted the invitation to address the class on the evening of July 9 in the Methodist church.³⁷

By 1878 Professor Mell and his work were becoming known to a good many of the teachers of the state. Although he had been at Glasgow only four years, he had built up a creditable normal school. Moreover, he had participated in many county institutes,³⁸ and in August, 1878, he took quite an active part in the proceedings of the State Institute and was listed by the *Louisville Courier-Journal* as one of the "distinguished educators of Kentucky."³⁹ In the summer of 1879 Professor Mell served as one of the teachers in the State Normal Institute organized by State Superintendent Henderson in the K. M. I. buildings at Farmdale.⁴⁰ During the same summer he was one of the principal speakers at the annual meeting of the Kentucky Educational Association, using as the subject of his discussion "The Pedagogue,"⁴¹ and the following year he read a paper on "Normal Schools" at the annual meeting of the same organization.⁴²

Professor Mell's influence was being spread not only through his own personal contacts, but through those of his students, who were going to positions at many different places. A roll of the alumni up to January, 1881, gives the following distribution as to the states in which they were working and the occupations in which they were engaged:

Kentucky:	Teaching	17
	Homemaking	2
	Practicing Law	1
	Journalism	1
	Farming	1
	Business	1
Texas:	Unemployed	1
	Teaching	1
	Journalism	1
	Practicing Law	1
Mississippi:	Homemaking	1
	Teaching	1
Missouri:	Journalism	1
Tennessee:	Teaching	1 ^a

It is rather remarkable that seven of the alumni should have been located in states other than Kentucky within such a short time after graduation. Probably such a condition is partially explained by the fact that many of the students came originally from outside Kentucky. A history of education in Barren County, the county in which Glasgow is located, gives almost sixty per cent of the graduates of the Normal from 1876 to 1890 as being from outside Barren County, and more than thirty-six per cent of them as coming from outside the state.⁴⁴ These figures are not absolutely correct, but it is probable that the percentages approximate the truth. In the article from which the data for the above table are taken, the salaries of some of the alumni are given. The salaries range from \$600.00 to \$1,000.00 annually. Beside the names of others are such remarks as, "Now enjoys life upon a comfortable salary," or, "Happy on a good salary." The printing, on the front page of a newspaper, of such statements and the amounts of the salaries gives one an insight into the cultural background and the ideals of the Glasgow Normal students. The institution in its advertising stressed the low cost of the education it offered, and the short time necessary to complete the course. Consequently, the students attracted to it were in general poor but ambitious young men and women, many of whom could not possibly have secured an education except for this opportunity. For the most of them, attending the Glasgow Normal came as the result of much hard work and a strong determination to better themselves. Consequently, by the law of natural selection they were the stronger, the more ambitious, and in general the more intelligent, of the economically handicapped young people of the country. Moreover, they were mature enough to know what

they needed and wanted, and nearly all of them came prepared to work hard for the education which they regarded as the stepping stone to a better position in life. As suggested by the daily schedule given on page 32, their school life was one of concentrated study, with little time for diversions or what might now be termed "extra-curricular activities." A careful search of the files of the Glasgow papers for the ten years Professor Mell was head of the Glasgow Normal yields an account of but one athletic contest. That one was a baseball game played in the fall of 1883 between nine Tennessee students and nine Kentucky students.⁴⁵ Some idea of the brand of baseball displayed on that occasion may be gained from the score, which was 33-29. Besides the account of the one athletic contest there are records of one spelling bee,⁴⁶ two debates,⁴⁷ two entertainments given by the "Normal School Senate,"⁴⁸ and one program rendered by members of the class in elocution.⁴⁹ Doubtless there were some school activities of this nature which were not recorded in the newspapers, and a few may have been overlooked in the search of the files, but certainly one must conclude that the life of the Glasgow Normal students was almost entirely one of work and study.

The daily chapel held at eight or nine o'clock in the morning partially made up for this lack of outside activities, but the chapel exercises were ordinarily conducted by Professor Mell, and the students themselves participated in the exercises very little. The daily chapel meetings were, however, a source of great inspiration to the students and played a big part in molding the spirit of the school. The great influence of the chapel hour was due largely to the personality and leadership of Professor Mell. A. C. Taylor, a graduate of the Glasgow Normal in 1876 and later a faculty member, said that Professor Mell could make a speech every day and not repeat himself. He always started with a verse from the Bible, but gave to it his own interpretation and application to the lives of the students. He loved the students and believed in their ability to accomplish great things so strongly that they, too, came to have faith in themselves. J. R. Alexander, a former student, describes a chapel hour as follows:

Chapel hour: President Mell is the central figure on the rostrum, sustained by J. Tom Williams, A. L. Peterman, Tom F.

McBeath, A. C. Taylor, and others. The President announces the song, "Tell Me the Old, Old Story," and leads off, with the faculty and student-body following at varying distances. Then comes the chapel address, always delivered by the President. Subject, "Tarry at Jericho until your beards be grown," or "Put off thy shoes from off thy feet, for the place whereon thou standest is holy ground," or some other equally striking scriptural text. I am wondering if, after this lapse of years, the surviving members of the old guard can still appreciate the wonderful uplift of those chapel talks? To me they were the forefinger of time and opportunity always pointing upward.⁵⁰

The daily chapel exercises inaugurated by Professor Mell were another of the institutional policies maintained by all of the successors of the Glasgow Normal.

When the Glasgow Normal School opened in the fall of 1878, the enrollment was given as 225.⁵¹ The enrollment for 1879 was stated as being "over 100," but the common school pupils were evidently not included in this figure, as they had been before, for the school was spoken of as still increasing.⁵² The enrollment for 1880 was not given in the newspaper accounts of the school, but the number of students in attendance at the opening of the school in 1881 was described as being "fully three times as large as that for any previous year."⁵³ Because of the large enrollment in 1881, the common school was separated from the Normal some time during the school year 1881-82. That the making of the Normal School into an institution for only advanced pupils added to its prestige is indicated by the following excerpt from the account of the closing of the school in 1882:

Heretofore on account of the free school element, Professor Mell's school has been cumbersome and unwieldy, but since its separation his accomplishments have shown to greater advantage, and his normal department has flourished. His pupils are devoted to him and he to them. The Normal is an institution of which Glasgow is proud. . . . Glasgow Normal School is now a fixture.⁵⁴

In the fall of 1882 J. Tom Williams, who had graduated from the Glasgow Normal in 1877, took over the business department of the Normal,⁵⁵ and from that time forward was a partner with Professor Mell in the school. Professor Mell had one serious fault as the manager of an institution like the Glasgow Normal; namely, he was not a practical business man. Professor Williams supplied that deficiency in the organization, and the two of them made a good pair for the management of

the school. Mr. Williams pushed the work in his department vigorously, and at the opening of the second term in January, 1883, additional classes in bookkeeping, business forms, and arithmetic had to be organized.⁵⁶ By March the enrollment had grown to over 200 students, and two new faculty members, A. C. Taylor and Miss May Smith, had been employed.⁵⁷ Professor Taylor, an alumnus of 1876, was a modest, timid bachelor. He taught mathematics mostly, and he was an excellent mathematician and an exacting teacher.

In April 1883, State Superintendent Joseph D. Pickett made the statement that the Glasgow Normal had been "a great blessing to Barren and to many other counties in supplying qualified teachers for the public schools."⁵⁸ J. R. Alexander, an alumnus of the Glasgow Normal, says that Professor Mell's school practically revolutionized teaching in Barren and adjacent counties, and that the Glasgow Normal was primarily responsible for the large number of able and well-trained men and women who started teaching in that section in the 1880's.

When the Glasgow Normal School opened its doors for the fall term of 1883, over 300 students were waiting to enroll.⁵⁹ The increased enrollment called for more teachers; so A. L. Peterman and Tom F. McBeath of the class of 1882 were employed. Professor Peterman is described by J. R. Alexander, one of his former students, as having a magnificent physique and being "brainy, scholarly, ambitious, and argumentative." He stayed with the Mell & Williams School until 1886. In 1887-88 A. L. Peterman was State Senator from the Nineteenth District, and was responsible for the passage of a bill taking away from private normal schools the privilege of granting state certificates to their graduates.⁶⁰ The question naturally arises as to whether Mr. Peterman's bill was directed at the Mell & Williams school. Mr. J. R. Alexander states that Mr. Peterman always felt very kindly toward Professors Mell and Williams and their school;⁶¹ therefore it is probable that the bill was aimed at some of the competitors of the Mell & Williams institution who were not maintaining very high standards in the certification of their graduates. Within a year after his term in the Kentucky Senate Professor Peterman was employed in the Normal Department of the State College at Lexington, Ken-

tucky. Professor McBeath is described by Mr. Alexander as "sweet-spirited, versatile Tom McBeath, the poet." The following opening lines of one of Professor McBeath's poems, "Biopsis," are given because they express not only his own hope and philosophy but also that of most of his associates of that day:

It cannot be that this sweet life of ours,
So grand, so glorious, and so beautiful,
So full of mighty promises, is but
The clash of blind and senseless atoms, and
At last dissolves in empty nothingness!
It cannot be that its bright, crystal stream
Runs darkling to the deeps of endless death,
When every wave that woos the winding banks
Sings of the summer skies from whence it came!
What is this in this tenement of clay
That like a caged wild bird beats its wings
Against its prison bars, unless it be
A captive spirit fretting 'neath the chains
Of conscious slavery, struggling to be free?
This ceaseless longing after better things
Than earth hath ever promised, or can give,
Whence comes it, if the yearning homesick soul
Hath not had visions of some happier sphere
To our dim eyes invisible, or else
There lingers still, like some half-waking dream,
Sweet memories of a former glory lost?

Another man who became a member of the faculty about this time was the quiet, resourceful H. C. Snoddy, an alumnus of 1878. Both Professor McBeath and Professor Snoddy remained with the school until some time after it had moved to Bowling Green.

The increased enrollment in the fall of 1883 made the securing of rooms for the students one of the chief problems of the school. The problem of the assembling of the whole student body for the chapel exercises was solved by renting an auditorium, Boles Hall, to which the students walked each morning for their assembly but that left still unsolved the major problem of housing and feeding the students. Previously a house across the street from the school had been rented as a dormitory for the students. The upstairs of a wooden structure which had been built in the rear of the old Urania College building was used for the business department, and the downstairs was used as a kitchen and dining hall. These quarters had taken care of the student body reasonably well until the fall of 1883, when the enrollment jumped to almost double its usual num-

ber. More students enrolled during the year, and by spring it was apparent that some adjustment of the situation would have to be made. An editorial in *The Glasgow Times* of April 9, 1884, reads as follows:

We believe the South is ripe for a big Normal School. . . . If Glasgow will not have a large Normal School, there are other towns in the South that will. . . . At present they [Mell and Williams] have rented all the houses accessible for the accommodation of pupils. The citizens of Glasgow should see to it that no one goes away unprovided for. A few thousand dollars invested in rooms for the use of our Normal would be the best investment we could make. The school is at present a source of much revenue to the town, and a school of one thousand, in ten years, would be the making of Glasgow.

A week later the editor suggested that subscriptions be taken for a new dining hall for the Normal, but the suggestion got no response from the citizens of the town. A month later Professors Mell and Williams were asking that the community stand good for a new building until they could pay for it themselves.⁶² The editor of the *Times* approved of the proposal of Professors Mell and Williams, and asked that the townspeople respond to it. Again the Glasgow citizens failed to come to the aid of the Normal. It was then that Professors Mell and Williams decided to move the school to Bowling Green.

The words of the editorial of April 9 proved prophetic: "If Glasgow will not have a large Normal School, there are other towns in the South that will." Bowling Green was the town. A week after Professors Mell and Williams had asked the community to underwrite a loan for a new building, *The Glasgow Times* printed the following brief notice:

Bowling Green having subscribed the stipulated \$3,000, has secured the services of Mell and Williams of this place.⁶³

The only other reference in that issue of the paper to the removal of the school was a record of the resolutions passed the previous Saturday night at a meeting of Glasgow citizens. The resolutions were in part as follows:

Whereas, We are informed that two of the professors are about to resign their positions as such in the Glasgow Normal School,

Be it resolved, By this meeting that the trustees of said school are requested to take immediate action to secure thoroughly competent teachers to fill the vacancies that may occur, and to use every effort to put said school on a firm basis. . . .⁶⁴

The two news items quoted above indicate the course of action determined upon by the Glasgow citizens who wished to keep the Normal in their city. Up to that time the Glasgow Normal had been regarded as a private enterprise. Professor Mell had started it under very adverse conditions, and had built it up through his own efforts. The local citizens not only had not helped him in his work; they had even discouraged him by their supercilious attitude toward the school, especially during the early years. By 1884, however, the school had grown in numbers until the money spent in Glasgow by its students contributed greatly to the economic life of the community. The threatened removal of the school made the local citizens acutely aware of this fact for the first time. In this hour of need the first section of the charter of the Glasgow Normal, a dead letter for years and almost forgotten, was recalled. Although the Glasgow Normal had been organized and operated as a private business, the terms of the charter granted it by the Legislature in 1876 actually placed the final authority over the school in the hands of the trustees. The attitude of the Glasgow citizens was perfectly natural; more important, their legal position was sound, and they proposed to take full advantage of that fact. The intentions of the Glasgow citizens were made emphatically clear by a newspaper article printed a week after the proposed removal of the school had been announced:

No one regrets the determination of Professors Mell and Williams more than ourselves. They are clever gentlemen, experienced teachers—earnest and able in their profession. This community would have greatly preferred for them to remain among us. . . . When, however, their intended removal is taken advantage of to give color to down right falsehoods, we must emphatically protest. Mell and Williams are *not* the Glasgow Normal School. . . . The absurdity of asserting that they can transfer the Glasgow Normal School to any other point is apparent; beyond affecting, to a yet-to-be-determined extent, the good will of the school, it is also false.

One thing, however, is certain: wherever Professors Mell and Williams may choose to go, the Glasgow Normal School, with all its special benefits of charter and situation, remains in Glasgow. If teachers wish to change the base of their labors—why there's no law against them so doing. There is a law, however, against the Glasgow Normal School changing base, and right here it must stay. We have the keys to the situation, and we propose to hold them until the American eagle turns to a buzzard, or the Legislature takes them away from us.⁶⁶

On the other hand, the attitude of Professors Mell and Williams was a natural one, too, and their position, although

unsound legally, was morally right. The school was theirs, although the legal title to it was not, because they had built it through their own efforts, with their own labor and money. Bowling Green offered better advantages for the further development of the school than did Glasgow, and Professors Mell and Williams wanted to move the institution which they felt was theirs to do with as they pleased.

The result of the two irreconcilable positions and interests of the Glasgow citizens and Professors Mell and Williams was a controversy which lasted all through the summer of 1884, and even afterwards, and became increasingly hot and bitter as the weeks passed. Bowling Green became a party to the dispute, since Glasgow's loss was to be her gain, and all through the summer war was waged through the editorial columns of *The Glasgow Times* and *The Park City Times*, the Bowling Green paper. In reply to the article quoted stating that Professors Mell and Williams had merely "resigned" from the Glasgow Normal, *The Park City Times* printed an editorial which read in part:

Resigned indeed—the idea is an absurdity and child's talk. How is a man to resign to himself—how would the proprietor of the *Glasgow Times* go about resigning his editorship of that paper—to whom would he resign? Mell and Williams are just as much the proprietors of the Glasgow Normal School as he is of the *Times*, and have just as good right to remove to Bowling Green as the proprietor of the *Times* to remove his paper, his office, and his business—the resignation dodge should not for a moment be talked of—it's folly, it's silly, it's irrational and senseless. . . .⁶⁷

In refutation of these claims the Glasgow paper cited the first section of the original charter granted the Glasgow Normal in 1876. And so the dispute went on through the summer.

The students of the Normal were drawn into the controversy, too, and it would seem that most of them sided with Professors Mell and Williams. In July some of the members of the graduating class of 1884 published an article in *The Park City Times* attacking the Glasgow paper, and a committee from the class appeared before the editor of *The Glasgow Times* to remonstrate with him concerning his attitude toward the removal of the school.⁶⁷ This meeting only made matters worse. The editor of *The Glasgow Times* referred to it in the following terms: "Last week a committee from the Glasgow Normal



THE GLASGOW NORMAL CLASS OF 1884

The members of this class came to Bowling Green for a part of their graduating exercises. Two of the members of the class, Miss Frances Bohannon and Miss Anna Gardner, are not included in the picture.

First row, left to right: I. N. Alvis, J. Porter Craddock.

Second row: E. E. Owsley, W. L. Eagleton, T. J. McBeath, W. Campbell Roaten, J. Mark McBeath.

Third row: Lizzie Young, Stella Thompson, J. L. Chandler, Lela Tolle, Fanny Owsley.

Fourth row: Lizzie Adams, Mary Purcell.

School waited, in all the dignity of sprouting moustaches and all-fired self-conceit, on the editor of the *Glasgow Times*.⁷⁶⁸ The feeling ran so high that on graduation night in July there was actually a pugilistic encounter between one of the students, W. L. Eagleton, and the editors of the Glasgow paper, Richardson and Smith. The account of the affair as first printed in the Bowling Green paper displeased the editor of the Glasgow paper; so the following correction by Mr. Eagleton appeared the next week in *The Park City Times*:

Mr. Eagleton, the gentleman who was attacked by the editors of the *Glasgow Times*, requests us to state that he did not succeed in knocking down Smith, although he struck him three times, failing to get a fair lick at him. As for Richardson, he only fell on all fours and he hardly considers that a knock-down. Mr. Eagleton says that as two of them jumped upon him he could not handle them as scientifically as if they had come one at a time. . . .

The editors of *The Glasgow Times* printed the "correction" with the following comment: "The correction made by Mr. Eagleton in *The Park City Times* is an unmitigated lie." So it's really impossible to tell what did actually occur.

The above quotations are given not with any idea that the incidents described are worthy of record, but because the language used in the editorial columns of the two papers is a reflection of the bitterness of the controversy over the removal of the school.

The result of the struggle was that Professors Mell and Williams removed to Bowling Green in the late summer of 1884, taking with them nearly all of their school except the buildings and the name "Glasgow Normal School." The members of the graduating class of 1884 were taken to Bowling Green for a part of the graduating exercises, and were received "in open carriages and by a brass band as guests of the city of Bowling Green."⁷⁹ As soon as school was out, Professors Mell and Williams started moving their equipment to Bowling Green preparatory to the opening of their school there. To this institution they gave the name "The Southern Normal School and Business College."

Before taking up the history of the Southern Normal School and Business College, it might be well to give a brief statement

of the fortunes of the Glasgow Normal School after Professors Mell and Williams left it and went to Bowling Green.

The controversy over the removal of the Glasgow Normal School aroused the Glasgow citizens as to the value of the school, and they supported it much better after Professors Mell and Williams had moved to Bowling Green than before. A new beginning was made in the fall of 1884 under the management of J. M. Stallworth.⁷¹ In 1885 Mr. Stallworth was succeeded by Ruric N. Roark, who remained in charge of the Glasgow Normal until 1889, when he went to the State College at Lexington as dean of the Normal Department.⁷² In 1906 Professor Roark became the first president of the Eastern State Normal School founded in Richmond, Kentucky. Professor Roark was followed by F. M. Malone, who managed the school for only one year.⁷³ In the summer of 1890 Mr. Malone was succeeded by J. R. Alexander and H. McD. Fletcher. After one ten-week term at the Glasgow Normal Mr. Alexander and Mr. Fletcher went to Bowling Green and assumed the management of the Southern Normal School and Business College.⁷⁴ References in the Glasgow newspapers of the 1890's show that various "Training Schools" and "Summer Normals" were held in the old Glasgow Normal building for several years after 1890, but none of them could be properly regarded as a continuation of the Glasgow Normal.

CITATIONS FOR CHAPTER II.

- ¹ *The Glasgow Weekly Times*, February 4, 1875, p. 3.
- ² *Acts of the General Assembly, 1876*, II, 266.
- ³ *The Glasgow Weekly Times*, October 18, 1882, p. 3.
- ⁴ *Ibid.*, August 20, 1874, p. 3.
- ⁵ *Teachers College Heights*, XIV (January, 1934), 11.
- ⁶ Letter from Mrs. Anna Mell Shide, Roanoke, Missouri, June 17, 1938.
- ⁷ *The Glasgow Weekly Times*, August 27, 1874, p. 3.
- ⁸ *Statements and Principles for the Beginning Term of the Glasgow Normal Institute* (Glasgow, Kentucky, 1875), p. 16.
- ⁹ *Ibid.*
- ¹⁰ R. A. Palmore, *The History of Education in Barren County, Kentucky* (Unpublished Master's Thesis, University of Kentucky, 1931), pp. 42-166.
- ¹¹ *The Glasgow Weekly Times*, July 2, 1874, p. 3.
- ¹² *Ibid.*, August 20, 1874, p. 3.
- ¹³ Palmore, *op. cit.*, pp. 67-68.
- ¹⁴ *Ibid.*, p. 69.
- ¹⁵ Statement by J. R. Alexander, personal interview, March 20, 1938.
- ¹⁶ *Ibid.*
- ¹⁷ *Statements and Principles for the Beginning Term of the Glasgow Normal Institute* (Glasgow, Kentucky, 1875), pp. 18-19.
- ¹⁸ *Report of the U. S. Commissioner of Education, 1876*, p. 142.
- ¹⁹ *Ibid.*, 1879, p. 82.
- ²⁰ *The Glasgow Weekly Times*, February 4, 1875, p. 3.
- ²¹ *Statements and Principles for the Beginning Term of the Glasgow Normal Institute* (Glasgow, Kentucky, 1875), p. 8.
- ²² *The Elevator*, VI (January, 1915), 129.
- ²³ *Statements and Principles of the Beginning Term of the Glasgow Normal Institute* (Glasgow, Kentucky, 1875), p. 12.
- ²⁴ Alfred L. Crabb, *A Study in the Nomenclature and Mechanics Employed in Catalogue Presentations of Courses in Education*, Contributions to Education No. 21 (Nashville: George Peabody College for Teachers, 1926), p. 9.
- ²⁵ *The Glasgow Weekly Times*, March 18, 1875, p. 3.
- ²⁶ *Ibid.*, June 17, 1875, p. 3.
- ²⁷ *Statements and Principles of the Beginning Term of the Glasgow Normal Institute* (Glasgow, Kentucky, 1875), p. 14.
- ²⁸ *The Glasgow Weekly Times*, March 7, 1883, p. 3.
- ²⁹ Statement of J. R. Alexander, personal interview, March 20, 1938.
- ³⁰ *The Glasgow Weekly Times*, June 10, 1875, p. 3.
- ³¹ *Ibid.*, July 8, 1875, p. 3.
- ³² *Acts of the General Assembly, 1876*, II, 266.
- ³³ *The Glasgow Weekly Times*, May 10, 1877, p. 3.
- ³⁴ *Ibid.*, July 19, 1877, p. 3.
- ³⁵ *Ibid.*, November 8, 1877, p. 3.
- ³⁶ *Ibid.*, September 6, 1877, p. 3.
- ³⁷ *Ibid.*, June 27, 1878, p. 3.
- ³⁸ *Ibid.*, December 16, 1875, p. 4; November 9, 1876, p. 1; August 23, 1877, p. 4; January 3, 1878, p. 4; September 12, 1878, p. 4.
- ³⁹ *Ibid.*, August 22, 1878, p. 3.
- ⁴⁰ *Ibid.*, July 10, 1879, p. 3.
- ⁴¹ *Report of the U. S. Commissioner of Education, 1879*, p. 82.
- ⁴² *Ibid.*, 1880, p. 115.
- ⁴³ *The Glasgow Weekly Times*, January 27, 1881, p. 1.
- ⁴⁴ Palmore, *op. cit.*, p. 169.
- ⁴⁵ *The Glasgow Weekly Times*, November 7, 1883, p. 3.
- ⁴⁶ *Ibid.*, April 1, 1875, p. 3.
- ⁴⁷ *Ibid.*, April 26, 1877, p. 3; May 16, 1878, p. 3.
- ⁴⁸ *Ibid.*, March 31, 1881, p. 3; May 5, 1881, p. 3.
- ⁴⁹ *Ibid.*, January 23, 1884, p. 3.
- ⁵⁰ *The Elevator*, VI (January, 1915), 129-130.
- ⁵¹ *The Glasgow Weekly Times*, September 12, 1878, p. 3.
- ⁵² *Ibid.*, September 4, 1879, p. 1.
- ⁵³ *Ibid.*, August 25, 1881, p. 3.
- ⁵⁴ *Ibid.*, July 5, 1882, p. 3.
- ⁵⁵ *Ibid.*, September 13, 1842, p. 3.
- ⁵⁶ *Ibid.*, January 31, 1883, p. 3.
- ⁵⁷ *Ibid.*, March 7, 1883, p. 3.
- ⁵⁸ *Ibid.*, April 18, 1883, p. 1.
- ⁵⁹ *Ibid.*, September 12, 1833, p. 3.
- ⁶⁰ *Acts of the General Assembly, 1887-88*, I, 95-96.
- ⁶¹ Personal interview, May 27, 1938.
- ⁶² *The Glasgow Weekly Times*, May 14, 1884, p. 3.
- ⁶³ *Ibid.*, May 21, 1884, p. 3.
- ⁶⁴ *Ibid.*
- ⁶⁵ *Ibid.*, May 28, 1884, p. 3.

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CITATIONS FOR CHAPTER II.—Continued

- ⁶⁶ Quoted in *The Glasgow Weekly Times*, June 11, 1884, p. 3.
⁶⁷ *The Glasgow Weekly Times*, July 23, 1884, p. 2.
⁶⁸ *Ibid.*
⁶⁹ Quoted in *The Glasgow Weekly Times*, July 30, 1884, p. 2.
⁷⁰ *Teachers College Heights*, XV (December, 1934), 27.
⁷¹ *The Glasgow Weekly Times*, August 13, 1884, p. 3.
⁷² William C. Jones, "The Administration," *Eastern Kentucky Review*,
XXIX (May, 1936), 61.
⁷³ *Teachers College Heights*, XIII (November, 1931), 12.
⁷⁴ *Ibid.*