

11-1-1931

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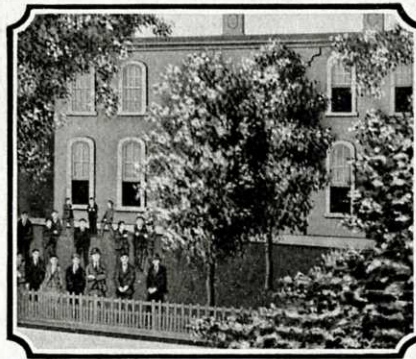
TEACHERS COLLEGE HEIGHTS

ANNIVERSARY NUMBER

*Celebrating the Twenty-fifth
Anniversary of the Founding of the
Western Kentucky Teachers College
1906 - 1931*

VOLUME
XIII

NOVEMBER
1931



THE BEGINNING

"MORE STATELY MANSIONS"

WESTERN KENTUCKY STATE TEACHERS COLLEGE
BOWLING GREEN, KY.

THE Twenty-fifth Anniversary Committee takes pleasure in presenting this Anniversary Edition of *Teachers College Heights* to the students, faculty, alumni and friends of Western Kentucky Teachers College.

F. C. GRISE, Chairman
A. L. CRABB
W. J. CRAIG
STERRETT CUTHBERTSON
M. C. FORD
J. R. ALEXANDER
A. M. STICKLES
MATTIE M. McLEAN
FLORENCE SCHNEIDER
T. O. HALL
W. L. MATTHEWS
E. H. CANON

Foreword

THE Western Kentucky State Teachers College belongs to the people of the Commonwealth. It is a Human Stock Company. The people are the stockholders. It was created in the interest of moral, intellectual, physical and industrial thrift. It seeks to accomplish the ends for which it was established by giving the teachers an opportunity to have more life to transmit to the children of the State and by offering courses of study built upon the educational needs of the people it serves. Its dividends go to all the people of the State and all the tax-payers contribute to its financial support. The Board of Regents, President, Faculty, and Students, and other persons held responsible for its management and work, have done everything within their power to make the institution an eminent success and a strong and efficient factor in the work of advancing education in the Commonwealth. We most earnestly and respectfully petition the people of the Commonwealth to investigate the educational service the institution is rendering and to give it such sympathetic support as it, in their opinion, deserves. We invite a careful study of this publication, which gives some interesting information concerning the work which was done for fourteen years prior to the establishment of State Normal Schools, and a synopsis of the work and development of the Western Kentucky State Teachers College during the first twenty-five years of its existence. The subject matter in this publication was organized, assembled, and edited by the Twenty-Fifth Anniversary Committee.

H. H. CHERRY.

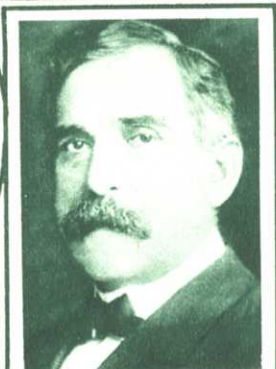
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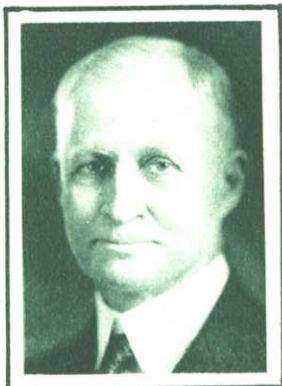
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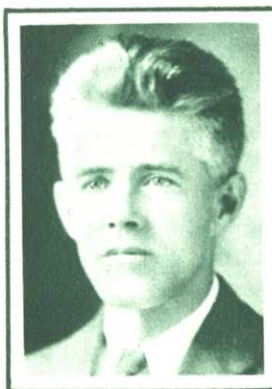
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Left: Captain Brinton B. Davis, Building Architect.

Right: Mr. Henry Wright, Landscape Architect.



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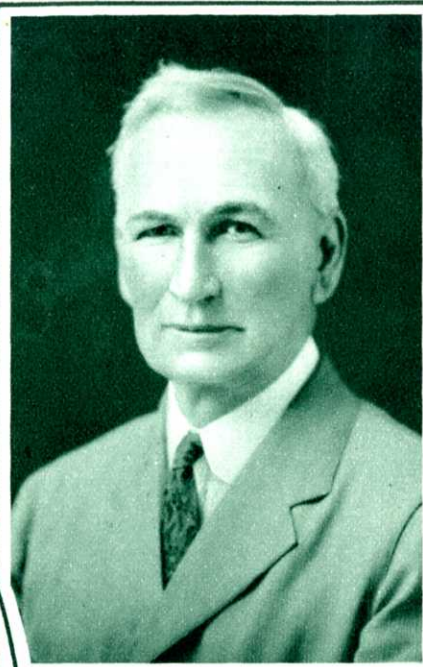
Miss Mattie McLean

The survivors of
the original staff
and of the group
added a year
later

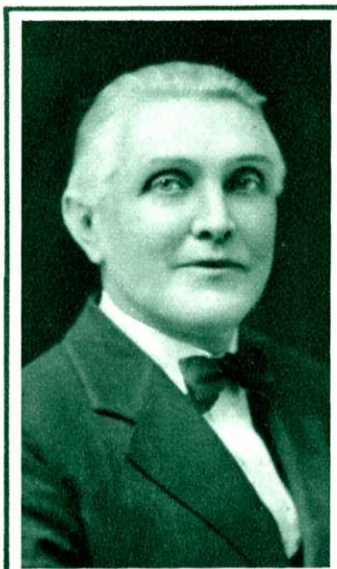
1906 - 1907



President H. H. Cherry



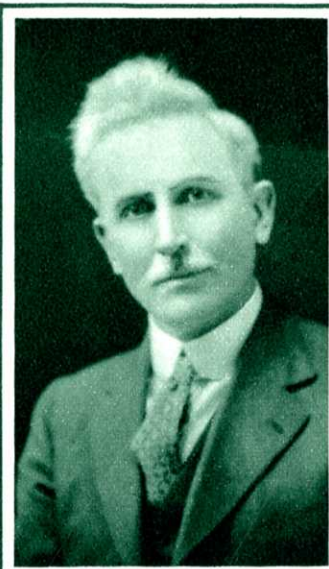
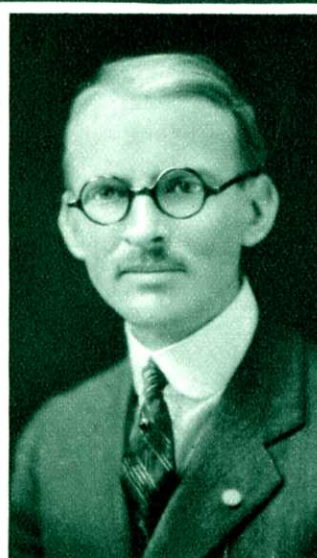
J. R. Alexander



W. J. Craig



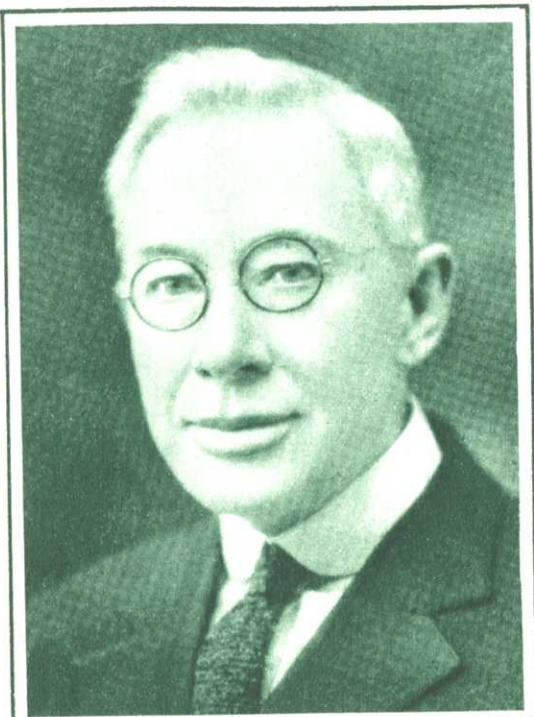
Right: J. H. Claggett



A. M. Stickles

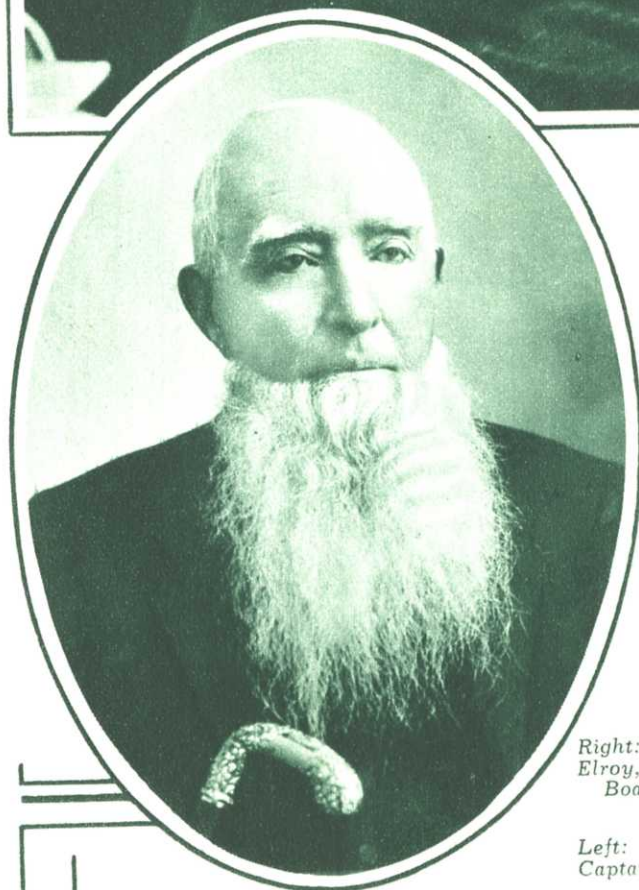
Left: M. A. Leiper

IN MEMORIAM



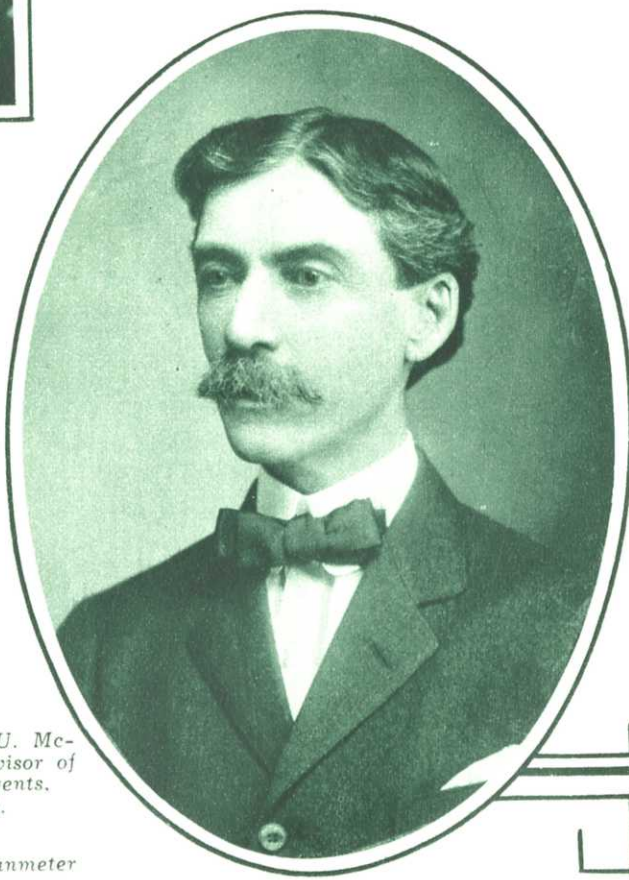
Dr. A. J. Kinnaman, Dean, 1906-1923.

Left: Mr. J. Whit Potter, Member of Board of Regents, 1906-1922.



Right: Mr. C. U. McElroy, Legal Advisor of Board of Regents, 1906-1928.

Left: Captain C. J. Vanmeter



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Photo of the city of Bowling Green, taken from College Heights. The heavy growth of trees proves that Bowling Green is deserving of the name, "Park City."

Bowling Green

Bowling Green is a city of 18,000 population, in which the Western Kentucky State Teachers College is located. It justly may be called one of the most beautiful of the smaller cities of America. It is located in the hills at the head of navigation on Barren River. The city commands a panoramic view of rugged, wooded hills and fertile valleys seldom surpassed. It has twenty-five miles of asphalt streets shaded by maple trees. Beautiful homes, splendid business houses, and fine public buildings adorn these streets. It has excellent public schools. The fifteen churches of different denominations welcome students and visitors. A system of parks and playgrounds is adequately maintained. A cultured and hospitable citizenry, the product of long-established institutions of higher learning, is its finest attainment.



Our Hill

TO BREAK the drab monotony of the Babylonian plain a small part was turned into a hill so that the beautiful Hanging Gardens of Babylon could emerge. These Gardens came to be lauded as one of the wonders of the ancient world. At Athens the Acropolis as a hill among hills meant little for protection or intrinsic value but it was destined to be, when covered with the finest symbolic architecture and sculpture of antiquity, a shrine before which all future ages would bow. Grecian culture carried to Rome lent itself to that mighty city to inspire it to cover its Seven Hills nestling along the Tiber with shrines. The shrines on the Seven Hills were the very heart and soul of an empire which was dominated by an imperial will to govern the world. The modern world owes debts to these ancient hills it can never repay. As it were, perpetual fountains of all that is noble, grand, and divine seem continuously to well forth and pay tribute to the shrines of Athens and Rome, testifying for and doing homage to the genius of man.

Nature for us through an exacting law of compensation has raised above the general level of a beautiful surrounding river valley, an abrupt, seemingly worthless elevation with a commanding presence. Only a poet with magic touch can adequately picture the beauty and charm of the landscape to be seen from this eminence. From so far back memory runneth not to the contrary, our rock-ribbed acropolis, now called College Heights, was apparently shunned as a jungle. Yet here and there were virgin blue grass plots, and from among the limestone's enriched

interspersions and crevices, sprang large forest trees of many kinds, but mainly cedars as fine as Lebanon's. Often these trees were laden with vines of wild grape, ivy, wistaria, and honeysuckle, exhibiting a wilderness as dense yet as majestic as any explored by Daniel Boone or the Long Hunters. In the springtime there was, and now is in the unbroken tracts, a riot of color and an extravagance of perfume. To add to its charm the hill has been a retreat for wild birds where

can be heard the limpid, liquid note of the wood thrush, the gay, cavalier call of the cardinal and the varied, ever-arresting, and continuous melodies of the Southern mocking bird. When wilderness was common, and Bowling Green a small hamlet nestling close to the river, this hill lay ignored. When streets finally did approach, its slopes could furnish only for short seasons excellent coasting for all the countryside. Not even an inspiration then to prophesy our hill a shrine.

As time rolled along relentlessly to the days when political turmoil in our fair nation clouded men's reason, a part of a desperate

civil war which should never have been, was fought on Kentucky soil. Bowling Green as a strategic point of defense was at once desirable to both sides. Our hill, owing to its size and height, would make a splendid fort to guard the near-by Barren River bridges. Naturally Southern leaders took advantage of the situation first, and some of the bravest troops the South ever called to the colors in Kentucky or elsewhere, under the command of Albert Sidney Johnston and Simon Bolivar Buckner, began build-



The Hill in its native state.



This picture of the Civil War encampment in Bowling Green was printed in Harper's Weekly about the year 1861. Arrow points to hill now occupied by Western Kentucky State Teachers' College.

ing the fort now to be seen on the east side of our campus. It was not long so held. The approach of Federal troops brought on a brief engagement, the Confederate army withdrew, the Union army finished the fort and held it until peace was restored.

So long ago had hostile armies left it, that Nature, seemingly resenting the martial spirit of destruction, and attempting to heal the animosities and errors of an earlier day, spread over the very fort itself a mantle of shrubbery, vines, and flowers. In this state, almost returned to its primeval condition, the hill was found when the public spirit of Bowling Green and vicinity saw the necessity for founding a private school for young women. Potter College was the result, and two buildings alongside the fort were erected on the east side. Potter College served its generation splendid until 1909, when the hill and its environs very wisely and fittingly became the property of the Commonwealth of Kentucky, dedicated to the acquisition of knowledge, unto wisdom and culture of soul.

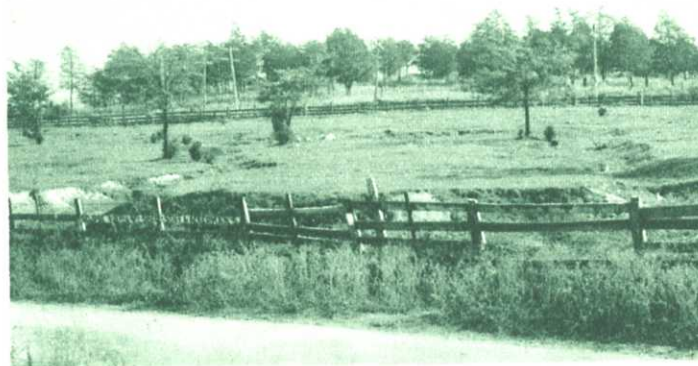
The covering of the hill with majestic buildings in keeping with its natural beauty has been no small task. But very fortunately men with vision, faith, and leadership have been in charge of its destiny and the result fills us with modest pride. A generous commonwealth, believing that the alumni of Western Kentucky Teachers College are contributing very materially to the aspirations and general welfare of her people, has earnestly supported this institution. The material plant, its libraries, laboratories, and faculty are endeavoring with militant earnestness to uphold the standards and rank thus far attained. We crave and yearn that the history of the second quarter-century may continue to have and to hold the confidence of the commonwealth to the end of a glorious service. The goal of righteous ambition is opportunity, and opportunity for intelligent youth is and should continue to be written upon every foot of College Heights. The civilization of Babylon which boasted of its Hanging Gardens has long since perished leaving but little to emulate. We would hearken to its warnings and ponder over its fate. The culture of the Athenians, fairest flower of antiquity, lives in the ruins on the Acropolis; the power

and grandeur that sat enthroned on Rome's Seven Hills very swiftly gave way to ruin and barbarism, yet the real Rome still prevails.

We are not striving for our hill to be a Babylonian wonder. We would emulate and strive rather to attain what the Greeks and Romans saw most worthy at their hill-shrines; we would use caution to the end that some of their spirit and conduct may not in our endeavors so cloud better judgment to real values, that we also shall yield to momentary, material splendor. We earnestly desire so to serve the present and future as a living force that we may avert the mistakes and fates of dead civilizations which teach only by mute appeal.

In the dedication of our Acropolis after having served us this far on our journey, we implore Venus as the goddess of vines, flower gardens, and of eternal spring in the

soul to hover ever near, to watch over us and lend us a full measure of her attributed love and consecration. We beseech Psyche as presiding over the principle of life at its best in the development of the human soul, to be charitable, never to frown or to feel remorse at our efforts. May our hill under the divine guidance of the God of the future provide neither material nor spiritual ruins for vain regrets.



An early photograph of the plateau on top of College Heights before the development of Western was started.

EDITOR'S NOTE—A considerable part of the fort referred to in the above article may now be seen

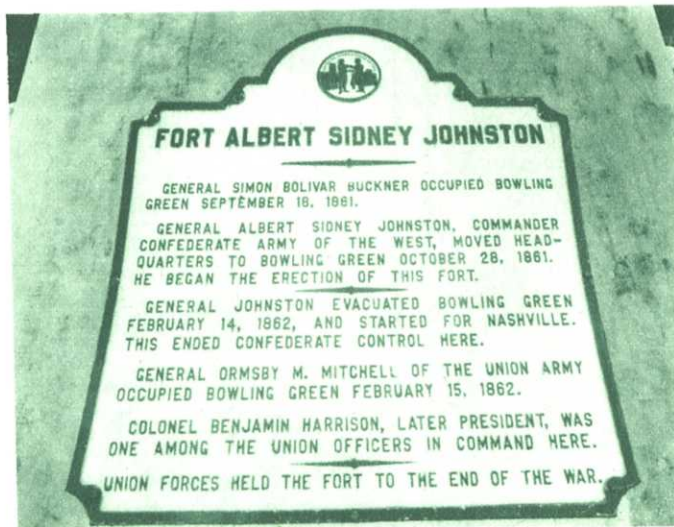
on College Heights. It and the accompanying trenches are in an excellent state of preservation. The Stickles History Club of the Teachers College led a movement to secure a suitable marker for the place. The tablet shown below embedded in solid stone briefly tells the story of the military activities on the Hill and is located within the fort.

Good churches, schools, and roads are fundamental necessities to economic and social efficiency.

Any community that is good enough to live in is good enough to fight for, and any citizen who is not willing to do this should move out of the community.



Rare photograph of the fort before the development of Western.



FORT ALBERT SIDNEY JOHNSTON

GENERAL SIMON BOLIVAR HUCKNER OCCUPIED BOWLING GREEN SEPTEMBER 18, 1861.

GENERAL ALBERT SIDNEY JOHNSTON, COMMANDER CONFEDERATE ARMY OF THE WEST, MOVED HEAD-QUARTERS TO BOWLING GREEN OCTOBER 28, 1861. HE BEGAN THE ERECTION OF THIS FORT.

GENERAL JOHNSTON EVACUATED BOWLING GREEN FEBRUARY 14, 1862, AND STARTED FOR NASHVILLE. THIS ENDED CONFEDERATE CONTROL HERE.

GENERAL ORMSBY M. MITCHELL OF THE UNION ARMY OCCUPIED BOWLING GREEN FEBRUARY 15, 1862.

COLONEL BENJAMIN HARRISON, LATER PRESIDENT, WAS ONE AMONG THE UNION OFFICERS IN COMMAND HERE.

UNION FORCES HELD THE FORT TO THE END OF THE WAR.

The tablet marking the site of the Fort.

1874-1892

The Glasgow Normal School

and

The Southern Normal School & Business College

Some early History

IN THE fall of 1874 a young Kentuckian, A. W. Mell, fresh from the Lebanon, Ohio, Normal University, opened, and for the next ten years operated in the town of Glasgow, Kentucky, what was known as The Glasgow Normal School.

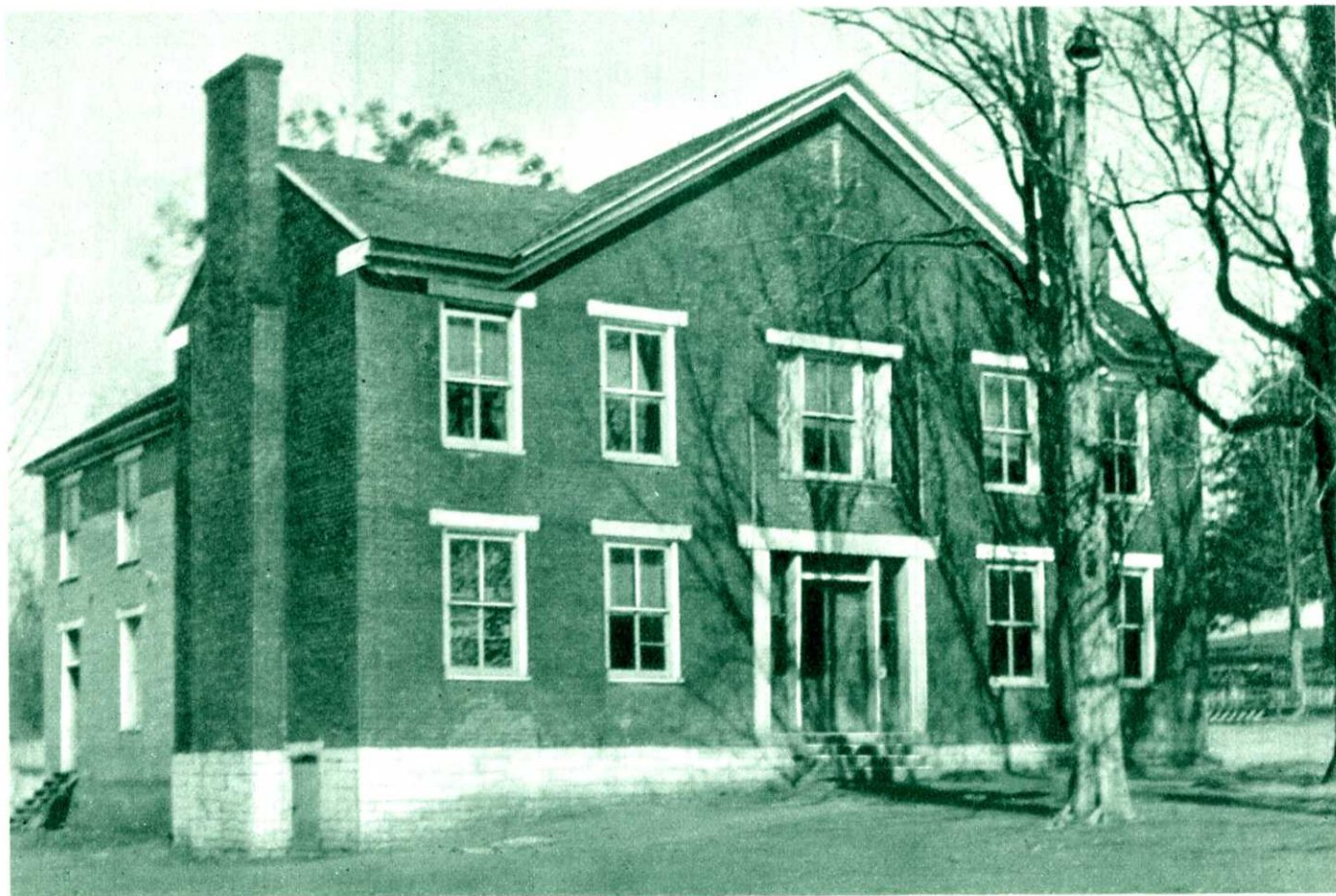
Beginning with a few scores of young men and women gathered from Barren and adjoining counties, the student body soon became large enough to be counted by hundreds. This group included representatives from every county in Kentucky and ultimately representatives from every state south of the Ohio.

Prior to the establishment of the Glasgow Normal, a few abortive efforts had been made to develop private normal schools in Kentucky, but none of these efforts succeeded in creating any considerable interest in or any great en-

thusiasm for this particular phase of vocational education.

Up to 1875 the only formal academic training possible for a majority of the public school teachers of the State was that offered by the elementary public schools. This meager mental equipment was most frequently supplemented by home study; and sometimes by a few days or weeks attendance in "cram" schools conducted primarily for the purpose of getting applicants ready for the county or state examinations.

The state of the public mind and the then existing educational condition in the state made the Glasgow Normal School essentially a pioneer enterprise. It began its work in an undeveloped field. With very poor building accommodations, with no physical equipment, and without money or credit, the Glasgow Normal School started with A. W.



Original building, Glasgow Normal School.

Mell as president, dean, registrar, secretary, janitor, and the rest. The school's deficit created by lack of physical equipment and money was more than balanced by the mental and spiritual equipment of its president. He had youth, vision and faith and gave himself to his task with absolute abandon. His enthusiasm together with his energy and tirelessness was a contagion. The public responded. The school increased rapidly in clientele and influence. In a few years Mr. Mell had associated with him J. Tom Williams, as business manager, and a teaching force including such men as A. C. Taylor, Tom McBeath and A. L. Peterman.

The rapidly increasing attendance soon demanded a larger school plant and more extensive rooming and boarding facilities. To meet this demand the institution was moved to Bowling Green in 1884 in consideration of a bonus of three thousand dollars, donated by the citizens of Bowling Green, and a promise of larger opportunities for expansion. From this date the Mell and Williams School was known as The Southern Normal School and Business College. The school's new setting was by no means ideal. The center of the school's activities was in an old building on College Street (originally Summer Street) which had recently been vacated by a Presbyterian Seminary. Chapel exercises and other public programs were conducted in the Opera House, while the Business College was quartered in Odeon Hall. The upper floors of the old Potter House, Rochester building and Commercial Hotel were leased and used as rooming and boarding places. All these buildings with the exception of the first were on the public square.

The Glasgow Normal School continued in operation for one year under the management of a Mr. Stalworth, who was succeeded in 1885 by R. N. Roark, who pushed the work of the older institution with vigor until the summer of 1889. Mr. Roark was succeeded by F. M. Malone, of Tennessee, who managed the school for one year, and who in turn was succeeded by J. R. Alexander and H. McD. Fletcher, who continued the work of the Glasgow Normal for one ten-week term, when they came to Bowling Green and took charge of The Southern Normal School and Business College.

The Southern Normal School and Business College opened its first session in Bowling Green in the fall of 1884. At the same time the offerings of the school were greatly increased and a number of additions made to the teaching force.

For the next six or seven years the institution prospered in every way except financially. The school was financed by tuition charges against its students at the rate of one dollar a week each, together with profits accruing from meals furnished to a part of that number at the rate of one dollar and fifty cents a week each. The small tuition fees were not sufficient to meet the growing demands of the institution. The financial stress became so great by 1890 that Professor Mell resigned, and was succeeded by J. R. Alexander and H. McD. Fletcher of the Glasgow Normal. The institution continued under the management of Alexander and Fletcher until the summer of 1892 when the undertaking was practically abandoned and gave place to a new venture under a new organization, and a new leadership furnishing material for a somewhat different story.

The history of these old institutions would be incom-

plete unless mention is made of the splendid work of J. Tom Williams. In spite of all the vicissitudes of fortunes through which the school had to pass, the unerring practical sense, and unflinching integrity of J. Tom Williams enabled him to so direct and manage its affairs that the school closed with its book in balance and all its obligations paid.

The old institution was not a Normal School in the modern sense. The demand for scholarship was imperative. Psychology, pedagogy, school management, and kindred subjects were more or less incidental. The major efforts of the teaching force were expended in intensive academic training. Stress was placed on the fundamentals of a general education, very little attention being given to specialization with the single exception of the business course.

Early in its history the school was granted a charter, by special legislative enactment, with a provision that graduates of the institution could teach in any public school of the state without further examination. This preference given the graduates of the school appealed particularly to those who desired to qualify as teachers and therefore gave the institution a great advantage over other institutions of higher learning in the state.

Cheap board and tuition appealed to another class that added much to the reputation and popularity of the older institution. Many ambitious young men desiring to enter the learned profession took their preparatory academic training in the old Glasgow and Southern Normal Schools. A large majority of these fine young fellows could not have met expenses in any other institution of equal rank.

Mr. J. Tom Williams, after resigning from his work connected with the Southern Normal School, accepted a position as instructor in the West Texas Military Academy. He is at the present time living at San Antonio, Texas.

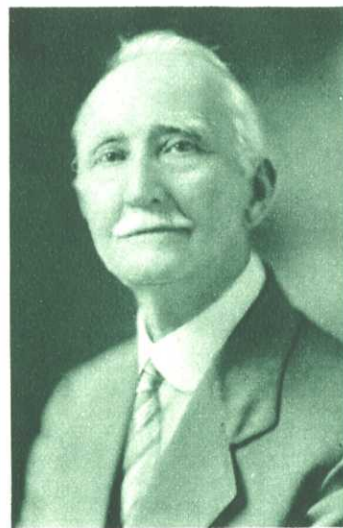
Mr. A. W. Mell, pioneer of Normalism in the South and founder of the Glasgow Normal School, was later connected with the National Bureau of Education, Nashville, Tennessee. For a number of years after leaving Nashville he conducted The American Teachers Agency at Louisville. He now lives with his daughters at Roanoke, Missouri.

Knowing that this is my country and that I am a joint owner, that I am in it and it is in me, establishes in my life a feeling of deep personal responsibility. Knowing that it is your country broadens my sympathies and responsibilities and emphasizes the importance of every human being. Knowing that it is our country develops a common interest, a spirit of unity, of brotherhood, of dependence and independence.

The people too frequently think of education as something remote, something that concerns the other individual, the other home, the other community, and the other state. Education is the most personal thing in a free country, and the extent that people have failed to respond to its need is measured by the failure of the school to become a positive factor in the social and industrial development of the community.



J. Tom Williams



A. W. Mell

Bowling Green Business College and Literary Institute

THE Southern Normal School and Business College closed its doors in the summer of 1892. In September, 1892, H. H. Cherry and T. C. Cherry, who had attended the Southern Normal School and Business College, organized a new institution known as the Bowling Green Business College and Literary Institute. This institution was incorporated in 1893. The Cherry Brothers conducted the new school under this name until 1895. During a period of three years much pioneer work was done. After five months of earnest endeavor the new school had enrolled only twenty-eight students. Only those who were responsible for its organization and management can have any idea of the sacrifice and suffering that entered into the beginning of its work. The new school grew in attendance and gained the confidence of the people of the community and the State.

The Bowling Green Business

Declaration of Principles and Policies

The following declaration of principles and policies was written thirty-nine years ago by President H. H. Cherry.

It pledged the institution:

- To be a live school and to impart to its students a burning zeal to do and be something.
- To be progressive, to use modern methods and equipment, but reject all worthless educational fads.
- To let the reputation of the school be sustained by real merit.
- To seek recognition of the public to the extent the school deserves it.
- To fight against ignorance, and for higher education and the liberation of the human soul.
- To cooperate with all educational institutions that do honest work and to bid them God speed in their efforts.
- To "ring the rising bell in the human soul" by inspiring all students who come in touch with the work of the institution.
- To teach that self-control is an imperative duty and the first great obligation that every person must fulfill, if he would succeed.
- To instill in the minds of the students the great truth that every person is created to do something, to be a producer.
- To teach students the power of earnestness and to warn them against all show and pretense.
- To make the school self-governing and to create a high moral sentiment among the pupils.
- To refuse to organize or permit the organization of any club or society that would foster caste and destroy cooperation, but rather to teach that the good of one is the good of all.
- To recognize no aristocracy except that of work and character.
- To lead the student to understand that a broad and liberal education is essential to the highest degree of success in any endeavor of life and that unless he has a purpose in life and is willing to pursue it closely and courageously, he will fail.
- To lead the student to see that success depends mainly upon his own efforts, and that he must discover the man in himself before he can become a being of power and influence.

College and Literary Institute existed as such for only three years, but its influence on the future course of educational affairs in the Commonwealth can only be surmised. It bridged the gap between the Southern Normal School and Business College, which preceded it from 1884 to 1891, and the Southern Normal School and Bowling Green Business College, which followed it in 1895.

Left: Four small, inadequate rooms in this building were

used following the closing of the old Southern Normal School in the summer of 1892. It was the beginning of the magnificent plant which has been developed on the Hill under the leadership of President Cherry and his co-workers. The student body shown in the picture below has grown to an annual enrollment of 4,253 different students doing college work.



The above picture was taken from an actual photograph and shows the part of the one and only building in which the Cherry brothers opened a business training school in 1892.

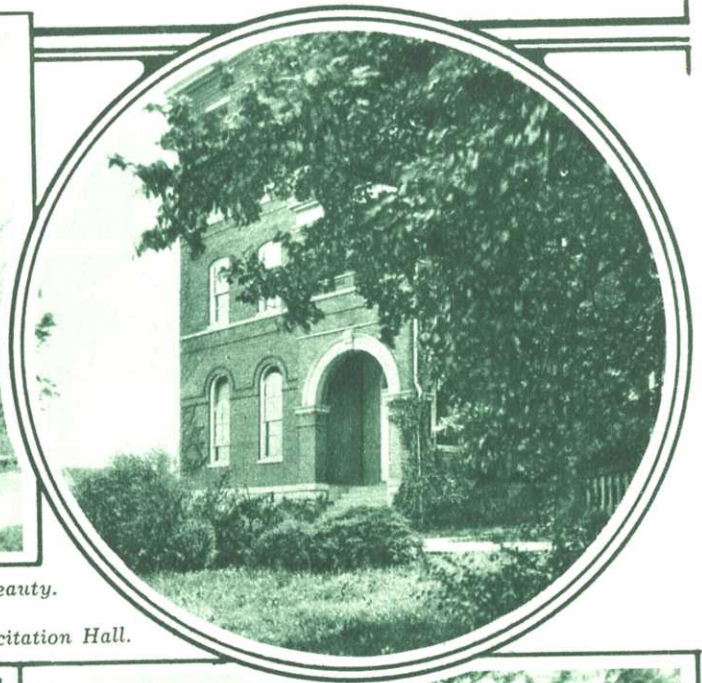


The above picture was made from an actual photograph taken in 1892. The school enrolled only twenty-eight students during the first five months of its history. The picture includes the students in attendance and members of the faculty.

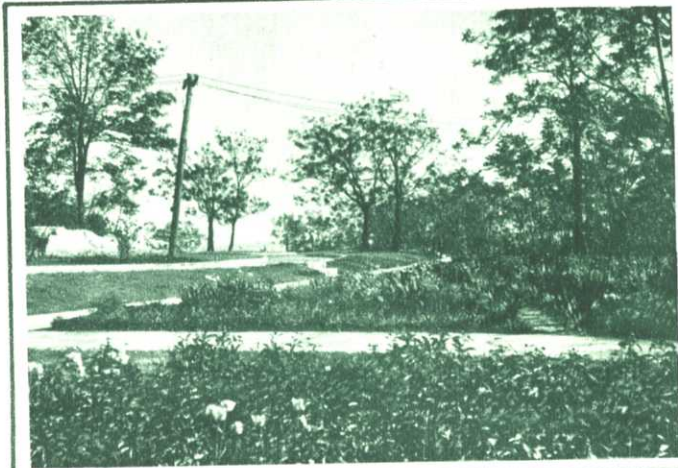
Western's Campus Ideal in Nature's Setting



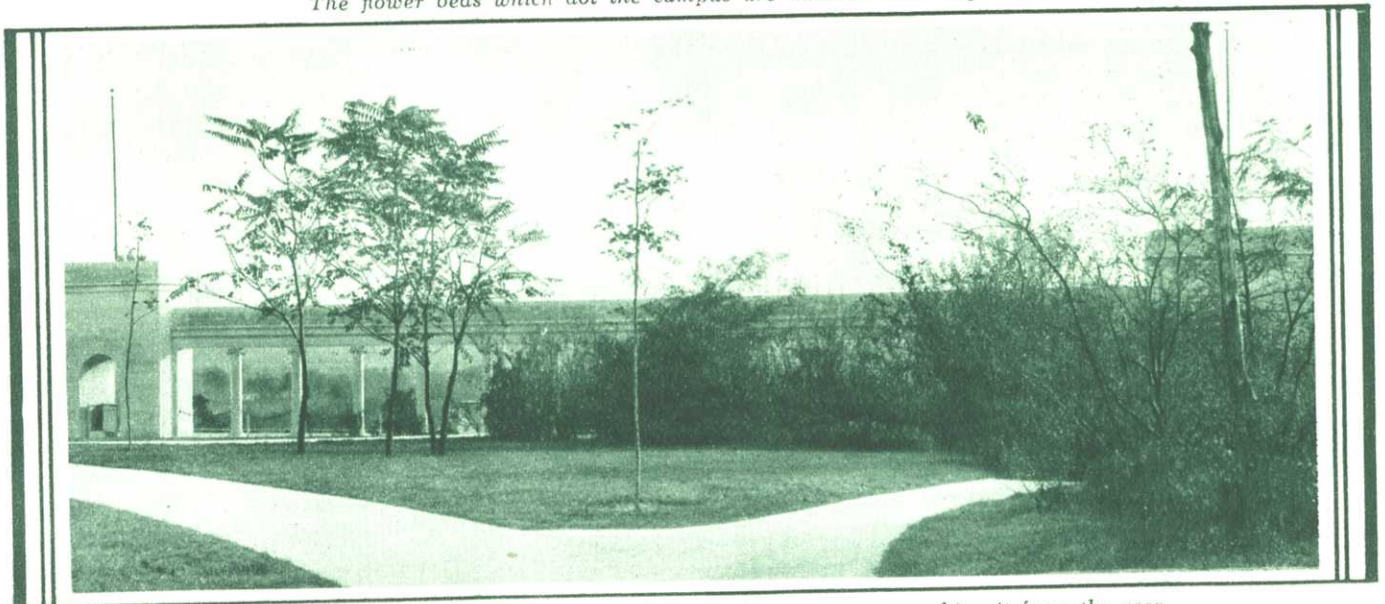
The Cedar House with its cloak of ivy is a thing of rustic beauty.



Right: A delightful view of the entrance to Recitation Hall.



The flower beds which dot the campus are nature's own inspiration.



One gets this interesting perspective of the Stadium upon approaching it from the rear.

1895-1906

The Southern Normal School and Bowling Green Business College

THE rapid development of the Bowling Green Business College and Literary Institute and the growing confidence of its friends in its future, led the Cherry Brothers to enlarge the scope of the school. In 1895, the school was reorganized under the name of the Southern Normal School and Bowling Green Business College. In 1898, the ownership and management passed to H. H. Cherry, who continued to own and operate the school as a private institution. In 1904, the school was reincorporated under the name of the Southern Normal School and Bowling Green Business University. Its course of study was extended to embrace numerous departments. Its board of directors consisted of C. J. Vanmeter, M. O. Hughes, J. E. Potter, H. H. Cherry, J. Whit Potter, M. B. Nahm and J. S. Dickey. President H. H. Cherry continued to direct the destinies of this school.

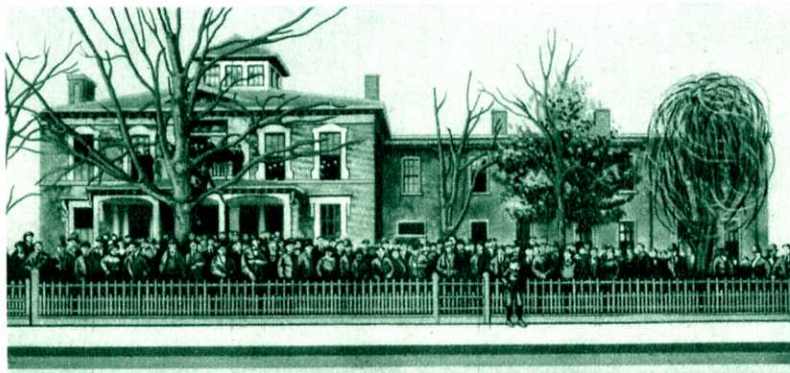
Educational history scarcely records a more substantial growth than that experienced by the Southern Normal School and Bowling Green Business College. From its humble beginning in 1895 it had grown to an institution of 1,082 students in 1906 representing eight states. It numbered among its alumni many prominent men and women

in the state and nation. This phenomenal growth of the institution was not an accident. The spirit of the educational missionary sent the story of the institution into practically every hamlet in the South. Practically all of the income of this private institution was turned back into service to the students and into advertising matter to carry the story of education to the masses. The students who attended the institution found courses of study suited to

their needs. The students were inspired with a zeal for leadership in education, statescraft and business.

The dauntless spirit that characterized both teacher and students of the Southern Normal School and Bowling Green Business College and the spirit of cooperation shown by the citizens of Bowling Green is probably best exemplified through their response to the emergency that existed following the disastrous fire of 1899

that destroyed the buildings and equipment of the institution. Quarters were made available in the business houses of the city. Class instruction continued without the loss of a single day. In order to provide for the permanent needs of the institution, the Southern Educational Building Company was incorporated in 1899. Sufficient stock



The above picture was made from a photograph taken in 1895. It gives some idea of the growth of the private institution. It was necessary to use the entire building in order to meet the demands of the institution.



On the night of November 16, 1899, the school building was destroyed by fire. The building, school furniture, equipment, records and all other property were destroyed. The school was \$16,000 in debt following the loss sustained by the fire, but notwithstanding the fact that it was a private institution and charged a very low rate of board and tuition it met within a reasonable time every financial obligation.



By ten o'clock on the morning following the fire the institution had leased rooms on the first, second and third floors of business buildings in the business section of the city. These rooms were located at different places and were wholly unsuitable for school work. The institution was successfully held together under great difficulties. A few of the rooms which were used were located in the building shown in the above picture.

was sold to restore the college buildings and equip them for the resumption of instruction. For the second time a determination to carry the message of education to the masses prevented the closing of an institution whose influence was already being felt throughout the South.

The Southern Normal School and Bowling Green Business University although a private institution was at all times actively interested in public education. Its faculty and alumni were active participants in the educational campaign which culminated in the establishment of the two State Normal Schools in 1906 by the General Assembly of Kentucky. When the Kentucky Education Association met in Maysville in June, 1904, a committee of three was appointed to devise a plan for the organization of the teachers of the state into a federation and to report its work to the Association at Mammoth Cave, Kentucky, in June, 1905. This committee consisted of the following persons: M. O. Winfrey, Middlesboro, Kentucky, chairman; E. H. Mark, Louisville, and J. A. Sharon, Paris.

In April, 1905, a large body of citizens and educators, recognizing the backwardness of Kentucky educationally, and realizing the importance of concerted action upon the part of the whole people, met in conference at Frankfort, in response to a call issued by Hon. James H. Fuqua, State Superintendent of Public Instruction. This conference appointed a committee with instructions to meet with the committee of educators appointed at Maysville; and, if possible, to form an educational organization embracing both educators and private citizens. The following persons were appointed: Dr. E. E. Hume, Frankfort, chairman; Dr. Burris A. Jenkins, Lexington; Dr. F. W. Hinit, Danville; President James K. Patterson, Lexington; Superintendent James H. Fuqua, Frankfort; President H. H. Cherry, Bowling Green. The committees met in joint conference at Mammoth Cave, Kentucky, during the session of the Kentucky Education Association in June, 1905, and, after due deliberation, formed the

Educational Improvement Commission in the following manner:

First: The Joint Committee recommended that the Kentucky Education Association select a State Campaign Committee of thirty-three members, three from each Congressional District, to serve for a term of one year. It outlined the duties of members of this committee as follows: to cooperate with all of the influences in their respective districts in the development of a more wholesome educational sentiment among the masses; to visit and address educational associations and teachers institutes; to aid in the distribution of educational literature, and in the

collection of funds for the use of the committee in all matters pertaining to educational conditions in the respective districts. This committee and the present campaign committee are identical.

Second: It recommended that an Executive Committee of five members be elected by the Kentucky Education Association for a term of three years. This Executive Committee was made custodian of all funds collected with authority to expend same in the promotion of the purposes above set forth. It was also authorized to act as a Legislative Committee to appear before the General Assembly, in the in-

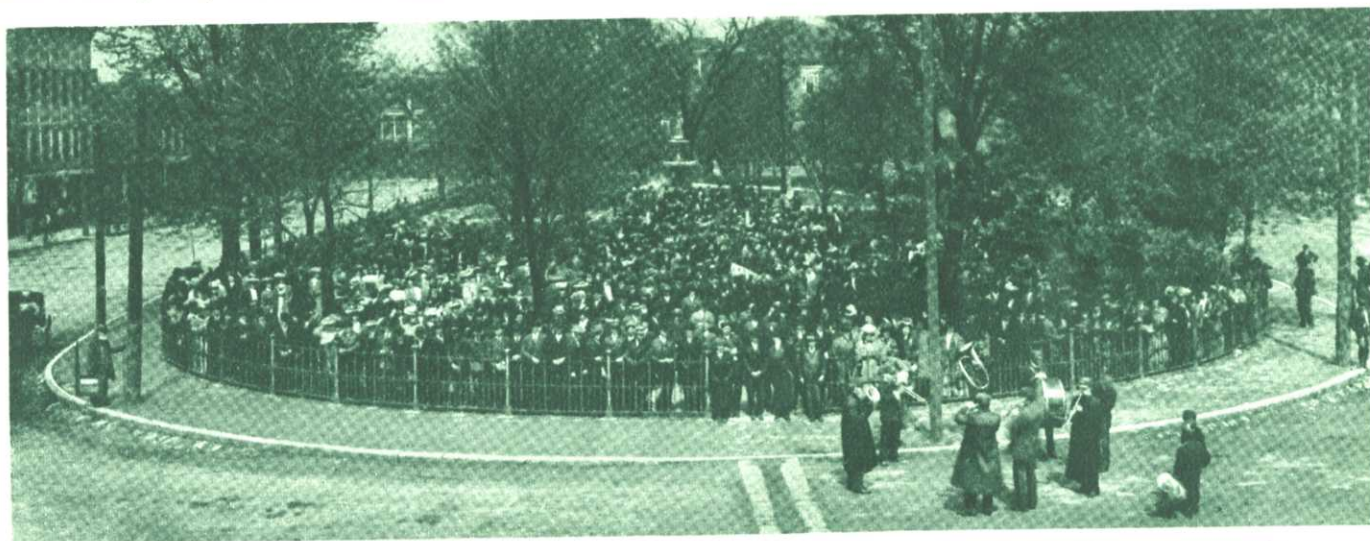
terest of such legislation as affects public education, and to direct the work of the officers of the Commission. The members of this Executive Committee as selected at Mammoth Cave were as follows: Dr. E. E. Hume, Frankfort, chairman; E. H. Mark, Louisville; J. H. Fuqua, Sr., Frankfort; H. H. Cherry, Bowling Green, and J. A. Sharon, Richmond.

Third: The joint committee recommended the election by the Kentucky Education Association of a president, a secretary and a treasurer of the Commission, these officers to be nominated by the Executive Committee of the Commission and to serve for a term of three years.

As a result of the first election, Superintendent M. O. Winfrey, of Middlesboro, was elected president of the Commission, and Superintendent E. R. Jones, of Frank-



The above building was constructed by the Student Home Corporation. It is one of the buildings donated to the State of Kentucky.



Students of the Southern Normal and Bowling Green Business University assembled in the City Park for a concert. This picture was made ten months before the establishment of the Normal Schools in Kentucky and gives some idea of the size of the institution immediately prior to the time it became the Western Kentucky State Normal School.

fort, was elected treasurer. As the Executive Committee was unwilling to make a nomination at that time for secretary, the Kentucky Education Association, by unanimous vote, authorized the committee to elect a secretary of the Commission. President M. O. Winfrey was authorized to act as secretary, which he did for more than two years.

At the first meeting of the Executive Committee, it was decided that no effectual reform in our educational system could be wrought except through those who teach, hence it was determined to make the first fight for the professional training of teachers. A fund of \$1,500.00 was raised by voluntary subscriptions at teachers' institutes. Suitable literature was collected and distributed to every corner of the state. Speakers were sent to various localities to arouse the people to the importance of local taxation with which to build and equip better houses and to pay better salaries to teachers. The press of the state was enlisted in the cause. The Commission furnished nearly 200 papers with educational articles weekly. A legislative committee consisting of the officers and members of the Executive Committee remained before the General Assembly during the entire session of 1906 looking after the interests of various educational bills, the most important of which was the State Normal School bill.

It is a difficult task to undertake to estimate the good work done for the cause of education by this commission. There is no method of computing the value of the educational sentiment aroused. Certainly there is no means for measuring its extent or the potency of its influence.

It is the duty of the educational statesman to create an enlightened public opinion but lawmakers must express these opinions in law. Wise and just legislation is the mirror image of enlightened public opinion. It is doubtful whether educational history records elsewhere than in Kentucky the establishment of two state educational institutions by a state legislature without a dissenting vote. The act became a law March 21, 1906. This is the history of the establishment of State Normal Schools in Kentucky.

Acting on the authority vested in him by the General Assembly of Kentucky, Governor J. C. W. Beckham appointed the Normal School Commission consisting of one representative from each of the Appellate Court Districts. The following composed the committee: Messrs. B. M. Arnett, Nicholasville; John Morris, of Covington; George Payne, of Paducah; George B. Edwards, of Russellville; Basil Richardson, of Glasgow; E. H. Mark, of Louisville, and M. G. Watson, of Louisa.

After due deliberation, the Normal School Commission met in Louisville on May 6, 1906, and unanimously voted to establish the Normal School of the Western District at Bowling Green and of the Eastern District at Richmond. The citizens of each of these towns agreed to donate cer-

tain property to the commonwealth for the use of the State Normal Schools. In the case of the Bowling Green Normal School, the property of the Southern Educational Building Company which was occupied by the Southern Normal School and Bowling Green Business University was deeded to the commonwealth for use by the Western Kentucky State Normal School. This property consisted of buildings and grounds now occupied by the Bowling Green Business University, Frisbie Hall and Bailey Hall. In addition to the property donated to the commonwealth, President H. H. Cherry gave to the commonwealth the Southern Normal School, its student body which had been built through costly advertising, and its good will. The Bowling Green Business University was sold by President H. H. Cherry to J. S. Dickey, J. L. Harman and W. S. Ashby.

The attitude of the faculty, students and alumni of the Southern Normal School and Bowling Green Business University toward the establishment of State Normal Schools is shown by resolution adopted during the spring of 1905, more than nine months before the General Assembly voted to establish State Normal Schools.

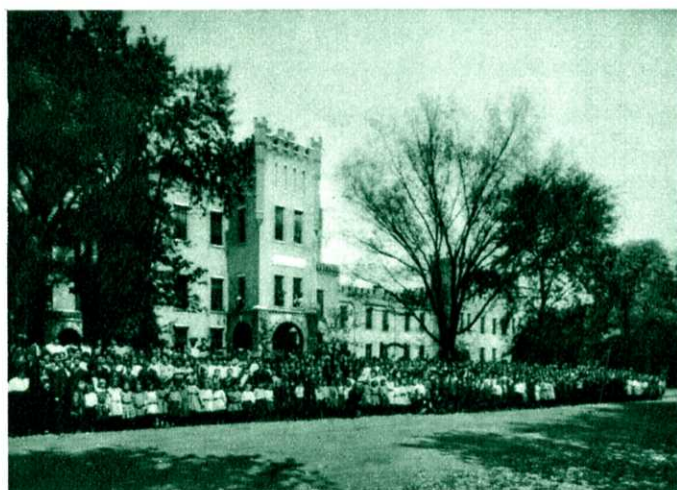
The following resolution was introduced at chapel exercises of the Southern Normal School and Bowling Green Business University, a private institution, and was passed unanimously. The alumni of the Southern Normal School also passed resolutions calling for the establishment of State Normals and offering every assistance in securing the enactment of such a law.

The resolution below was signed by 1,184 students and alumni and was presented to the General Assembly of 1906:

We, the undersigned students of the Southern Normal School and Bowling Green Business University, heartily endorse the present campaign which is being made in Kentucky in the interest of the child, and we most respectfully *petition* the General Assembly of Kentucky to establish State Normal Schools.

In case the General Assembly of Kentucky and the Board of Regents of the Southern Normal School and Bowling Green Business University decide to make the Southern Normal a State institution, *we most earnestly pledge to do everything we can to make it one of the great institutions of this country*—one that the State of Kentucky will regard as one of its greatest achievements. The thousands of former students who have attended this institution and who are unable to affix their signatures on account of absence join us through letters and communications in this statement.

The students who attended the Southern Normal School not only wrote letters and signed petitions, but made a personal canvass in the interest of State Normal Schools in every county in Kentucky.



The above building was put up by the citizens of Bowling Green and Warren County immediately following the fire and afterwards donated to the State of Kentucky. It gives some idea of the size of the institution developed under private ownership.



The above picture of a group of students was made soon after the locating of Western Kentucky State Normal in Bowling Green.

Pictorial Proof of "Ideals in Action"



Figure 1—Moving by student body.



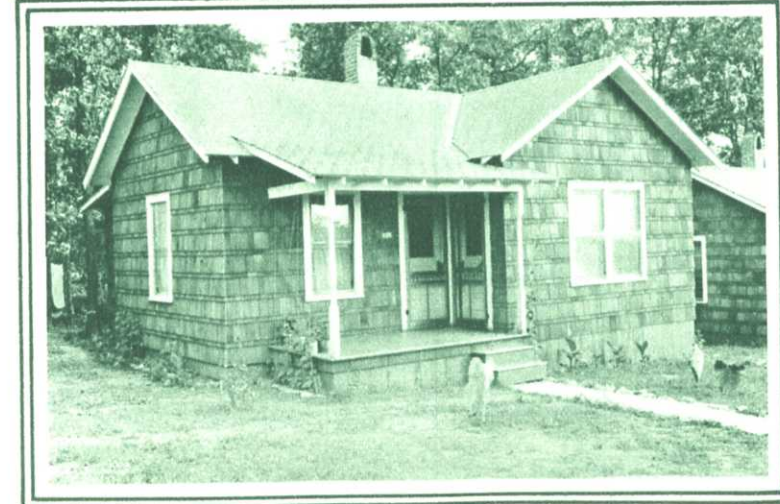
Figure 2—Cleaning up the campus.



Left: Figure 3—The Cedar House.



Figure 4—One of the cottages in Cherryton.



Left:
Figure 5—Another of the cottages in Cherryton.

Ideals In Action

Editor's Note: Pictures, which are numbered to correspond with descriptive matter in this article, appear on pages eighteen to twenty-three.

IN THIS section are suggested some of the ways by which the ideals of the college tend to translate themselves into reality. There is no inertia. The work of the institution goes on unceasingly. Institutions with ideals and the willingness to work for them never perish.

BY STUDENT POWER

The students of the institution have never failed to enter joyously into any activity whose results would add to the college's beauty or strength.

MOVING BY STUDENT POWER (Figure 1)

In 1911 the institution moved from its former location at Twelfth and College to the Hill. The funds of the institution were low but the spirit of the institution was high. And so, as the students marched up the hill to their new home they carried the equipment and furniture and all of the *lares et penates* with them.

CLEANING UP THE CAMPUS (Figure 2)

The early years of the school's occupancy of the Hill found the campus in a ragged and unkept condition. In the main, the only source available for its improvement was student power voluntarily contributed. The picture above indicates the students so engaged. It was due to their generous support that the initial steps toward the present organization and beauty of the campus were taken.

THE CEDAR HOUSE (Figure 3)

Nature covered the Hill with magnificent cedars. But

there came a blight and they were left destroyed. Some with the gift of vision saw in these further capacity as materials of beauty. So, by student power, the cedar logs were hewed into form, stone was quarried, and, by student power, gradually the Cedar House took form. Today it offers a home of rare beauty for the social events of the college.

MEETING CHALLENGES

One of the tests of an institution's greatness is the way in which it overcomes its obstacles. Many crises have threatened at Western, to be averted by the exercise of wisdom and courage.

THE VILLAGE

Early in 1919 it became apparent to the administration of the institution that a crisis was imminent in the rooming situation, due to the sudden increase of Bowling Green's normal population because of the oil boom. Even with the completion of the girl's new dormitory the emergency would become acute. To meet this condition President Cherry conceived the idea of The Village.

The plan adopted for financing the scheme was as follows: The student paid to the institution the exact amount of the cost of the building; the house then became his property without further assessment; he retained possession, if he so desired, from four to eight years, the time depending upon the cost of the house, and at the end of the period it reverted to the State. If the occupant wished to relinquish the house at the end of one year, one-half of the purchase price was refunded; at the end of two years, one-fourth; and at the end of three years, one-eighth.

(Figures 4 and 5 are photos of two types of student cottages in the village of Cherryton.)

Seventy-six cottages soon appeared among the cedars



Figure 6—The old gymnasium. So great was the need for accommodations for students that at one time this building was used as a girls' dormitory.



Figure 7—The office of the College Heights Foundation.

Pictures On Memory's Wall

Events mellowed
by years become
sacred traditions.

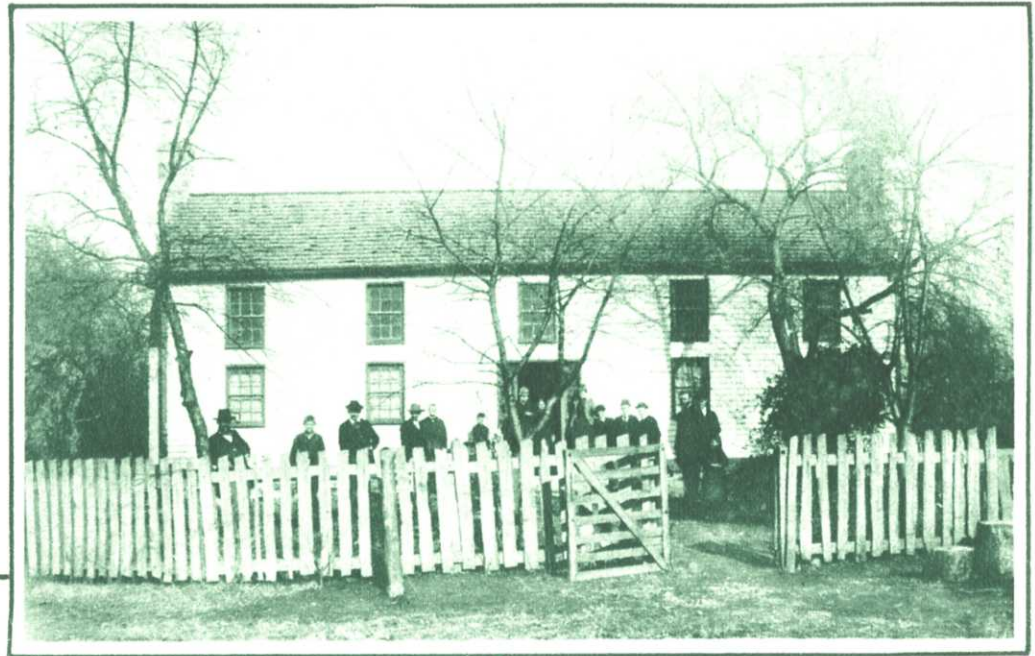


Figure 11—Dr. Cherry's old homestead, the scene of the annual chestnut hunt.

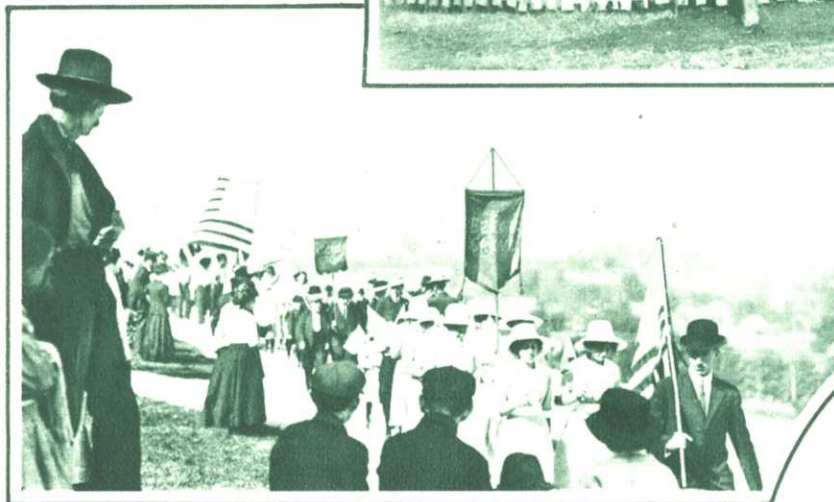


Figure 10—Photograph taken during one of the annual county superintendent's conferences.

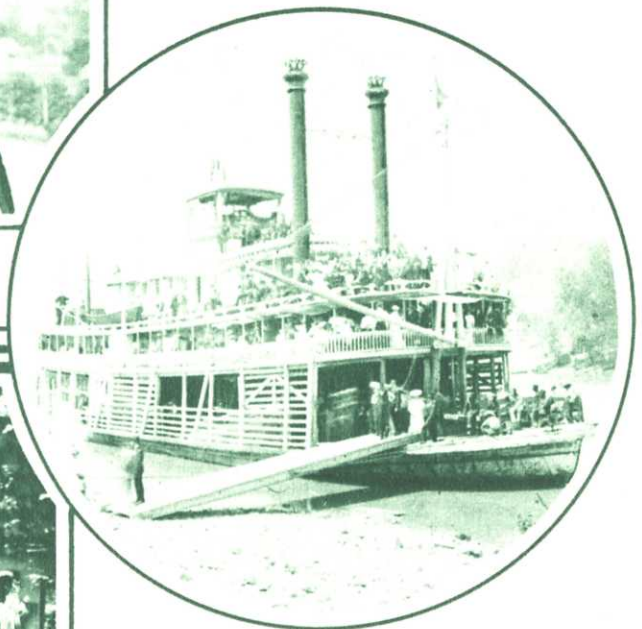


Figure 12—The steamboat excursion.



Left: Figure 13—Photograph of group taken during one of the annual trips to Mammoth Cave.

and vines on the back of the hill. The simple houses of one, two, three, or four rooms offered to the students an opportunity to have a home at a very moderate cost. The plan immediately became popular and before a house was completed occupants were waiting to move in. Streets were made and lighted with electricity; a central bath house with two wings, one for men, the other for women, was equipped with modern fixtures. Every effort was put forth to make the village attractive and comfortable.

The Village soon developed into a town with a post office; it was managed by a mayor and other officials elected by the people; and it was given the name of Cherryton by the students composing its population. Cherryton became a community of kindred spirits and common aims. It was Western's solution to the problem of a congested condition and the high cost of living.

THE OLD GYMNASIUM (Figure 6)

In the lean days of the institution, an old shell of a gymnasium was built to take care of the ever-increasing classes in Physical Education. The building was hot in summer, cold in winter and leaked like a sieve in wet weather, but such was the uniformly devoted and loyal attitude of the young women who made up its clientele, neither heat, cold or moisture affected their fine spirit or their good will. They shivered through their exercises in winter, panted through them in summer, hopped from puddle to puddle and dodged from drip to drip in rainy weather, but always with smiling faces and good humor.

During the summer of 1921, when no dormitories had yet been built and the oil boom in Bowling Green had made the housing problem acute, more than forty young women arrived for the summer term to find no accommodations available. The gymnasium was hastily divided up into improvised bedrooms, canvas was used for partitions, a few cots and chairs thrown in for good measure, and these

young women dwelt together harmoniously and happily for six weeks, all the better and richer in understanding for their novel experience.

THE COLLEGE HEIGHTS FOUNDATION (Figure 7)

The spirit of the Teachers College is its greatest asset. The College Heights Foundation is one of the manifestations of this spirit. When the Foundation was launched and a call was issued for financial support, this same spirit prompted students and friends of the school to respond with alacrity to the extent of subscribing \$225,000.00. If

they could not give much, they give little. They gave according to the size of their pocketbook, their education, and their earning capacity.

Since the organization of the Foundation eight years ago, it has afforded proof of its utility, having made 4,000 different student loans, amounting to \$135,000.00. In addition to this, the Foundation is sponsoring the erection of the Kentucky Building, the exterior of which is nearing completion. When finished, it will be a "thing of beauty" and a "joy forever" in the hearts and minds of those who may visit

it in the years to come. This, then, is the Foundation's contribution, thus far, to the institution and the Commonwealth of Kentucky.

WESTERN IN THE WAR (Figure 8)

When the news came to Western that the United States had declared war against Germany, the students and faculty gathered in a great chapel assembly. They talked of the gravity of the situation, sang patriotic songs, and the old hymns which our forefathers had been singing in the churches of Kentucky for more than a century; they



Figure 8—The barracks which occupied a part of Western's campus during the World War period.



Figure 9—Photograph of Farmers' Chautauqua held in Warren County.

prayed to the great God of Peace and War to strengthen their hearts for the conflict and to bring victory with honor.

On that day several hundred students volunteered for military service. They could have waited for the draft, but their feeling of responsibility and the spirit of College Heights prompted them to get into the conflict. The entire institution entered the war in some capacity.

Nineteen of those students who entered the war never came back. They gave their lives for human freedom, the ideas of democratic government, and for the worthwhile institutions of American life. Truly they are Western's gold star men. The college prays for continued peace, to escape hereafter the tragic hours of war but it must consecrate its students to the service of their ideals, wherever they may lead.

NO INSULATION HERE

Western's interest is never purely academic. It insistently reaches out into the field the institution serves. The two projects mentioned below serve to illustrate:

RURAL CHAUTAUQUAS

(Figure 9)

"The newest thing in trail blazing for the movement in better methods in farming was done in Warren County, Kentucky."—*Collier's Weekly*. This refers to the first Rural Chautauquas held in the summer of nineteen hundred thirteen with President Cherry as director.

These meetings were planned by Mr. John B. McFerran, of Louisville, the president, and the faculty of the college, but they were made possible by the hard work and co-operation of the student-teachers in the rural districts.

The programs consisted of instructions by lecture and demonstration in better methods in farming, sanitation, home-making, community singing, and rural education. In addition, first class talent in platform entertainment was furnished. The social side of the meetings, which centered around the noon-day community luncheon, was one of their outstanding features.

Three or four chautauquas were held simultaneously in a county, and a great county convention was held at a central point as a formal concluding program for all. This plan was accepted and used in practically all the counties of the state.

COUNTY SUPERINTENDENTS' MEETING

(Figure 10)

Before the superintendents' section of the Kentucky Education Association was organized, annual meetings of the county superintendents of Western Kentucky was held at the Western Kentucky State Teachers College. The student delegations from the different counties have always had more or less permanent responsibility of entertaining their superintendents during the meetings, and practically all of the superintendents of Western Kentucky attended.

The meetings were of an informal nature, and they were devoted to the discussion of the problems which seemed of greatest importance to the superintendents at the time. The best results, however, came from the fact that the meetings brought the students here in college in closer contact with their schools at home, and gave the superintendents a better understanding of the college and its methods of training teachers for service in the rural schools.

EXTRA CURRICULAR

This uses a new term to present some of the institution's hallowed traditions. These not only offered surcease from labor, but brought staff and students into a closer unity.

THE CHESTNUT HUNT

(Figure 11)

A beautiful picture on "memory's wall" in the minds of the old students of the college is that of the annual chestnut hunt. There are painted the glorious autumn day, the gracefully winding road, the peaceful river, quiet eternal hills, and old cabin home with rail fence, an orchard, rich with its autumn fruitage, the gold tinting of the broom-sedge, persimmon bushes, wild grapes hanging in purple clusters, rich brown chestnuts, under the withering leaves, a glorious band of enthusiastic youths, greeted by a loved and loving old couple—parents of the two brothers who established the institution—hours spent in God's out-of-doors, the spirit of beautiful fraternity, of teachers and students. Then, there was the long and joyous ride in the twilight back to the city and to work. It was called The

[Continued on page 63]



Figure 14—The Kentucky Building, now under construction

The Western Kentucky State Normal School

THE act of the General Assembly establishing State Normal Schools provided for appropriations of \$5,000.00 to each school for equipment and \$20,000.00 a year to each school for maintenance.

The terms of the agreement under which the Western Kentucky State Normal School was located at Bowling Green provided that the Southern Normal School, its student body and its good will should be transferred to the State Normal School. The regents appointed by the Governor for the Western Kentucky State Normal School were E. H. Mark, J. Whit Potter, H. C. Miller and H. K. Cole. These men assembled in the office of Hon. James H. Fuqua, State Superintendent of Public Instruction, on June 2, 1906. The oath of office was administered. The Superintendent of Public Instruction was made ex-officio chairman of the Board of Regents under the terms of the act establishing State Normal Schools.

The newly organized Board of Regents elected H. H. Cherry President of the Western Kentucky State Normal School, fixed his salary to begin July 1, 1906, and defined certain duties of the President. The President was directed to open the State Normal School some time during the month of September.

At least one other act of the Board of Regents at its first meeting deserves special mention. A motion was adopted authorizing the President of the State Normal School to nominate the members of the faculty, subject to the approval of the Board of Regents. The resolution is as follows:

Resolved—That the President of each school shall nominate the members of the faculty for the school of which he is president, subject to the approval of the Board of Regents of that school for which they are nominated. This is in keeping with the best principles of school administration. It is believed to be, in a large measure, responsible for the steady development and growth of the State Normal School.

The second meeting of the Board of Regents was held in Frankfort on June 19, 1906. The Auditor of Public Ac-

counts had been enjoined from paying a warrant for \$5,000.00 to the Treasurer of the Board of Regents of the Eastern Kentucky State Normal School. The action was taken in Franklin County Circuit Court. The suit was styled Marsee against Hager, Auditor (101, Sec. 332, 31 Ky.). The constitutionality of the act of the Kentucky Legislature establishing State Normal Schools was questioned. The Board of Regents of the Western Kentucky State Normal School and the Eastern Kentucky State Normal School, by resolution, asked to be made parties to the suit. Council was engaged to represent the interests of the State Normal Schools.

The third meeting of the Board of Regents of the Western Kentucky State Normal School was held in Frankfort on July 25, 1906. Due to the failure of the Board of Regents to secure funds from the State Treasury it was decided to delay the formal opening of the State Normal School until January, 1907, except for the Model School, which was to be opened in September, 1906. At this meeting J. Whit Potter presented to the Board of Regents, deeds to the property of the Southern Educational Building Company which embraced the buildings and grounds occupied by the Southern Normal School and Bowling Green Business University.

The injunction suit inaugurated to test the constitutionality of the Normal School Act was decided on April 24, 1907, when the Kentucky Court of Appeals held that the Normal School Act is not in conflict with the State Constitution. This litigation seriously interfered with the Board of Regents in its efforts to conduct the State Normal School. The Board of Regents operated the Southern Normal School until January 2, 1907, when the State Normal School was formally opened. On the same day, the Business University was moved to the McCormick Building on State Street. The separation of the two schools was so amicably and effectively carried out that neither school lost any students who had been enrolled in the two respective divisions of the Southern Normal School and Bowling Green Business University.

President H. H. Cherry transferred the Southern Nor-

Ogden College Board of Directors

*Deceased



*Mr. Will McElroy



Max B. Nahm



Mr. R. C. P. Thomas



Mr. John B. Rodes



*Mr. Carl D. Herdman

mal School, its equipment, its student body and its good will to the State Normal School. In so doing he gave to the Commonwealth a school variously estimated at \$50,-000.00 to \$100,000.00 in value. In addition to this donation President Cherry subscribed liberally toward the purchase of property to be donated to the Commonwealth by the citizens of Bowling Green.

The Bowling Green Business University was sold to J. S. Dickey, J. L. Harman and J. S. Ashby in the spring of 1907. The Bowling Green Business University was incorporated on April 18, 1907.

The catalogue of the State Normal School issued in 1907 contained an educational creed written by President H. H. Cherry to guide the educational policies of the Western Kentucky State Normal School.

The State Normal Schools had scarcely begun their work when it was decided that fundamental changes in the laws governing public education in the commonwealth were necessary to the development of an efficient public school system. The Kentucky Educational Improvement Commission, which was active in the campaign which preceded the establishment of State Normal Schools, continued its efforts to secure needed legislation. During a meeting of this Commission on June 20, 1907, the following resolution was offered by President H. H. Cherry:

Be it resolved by the Educational Improvement Commission of Kentucky: First, that we invite the governing boards of the State A. and M. College, the Eastern Kentucky State Normal School, and the Western Kentucky State Normal School, each to appoint a committee of three of their members to meet with the Executive Commission at its next meeting to be held at the Galt House, Louisville, during the session of the State Development Association for the purpose of discussing needed legislation looking to the unifying and uplifting of our entire educational system.

Second, that we invite the Federation of Women's Clubs of Kentucky to appoint a committee of three to meet the aforesaid Commission at the same time and place and for the same purpose.

LATER HISTORY

The progress of education in Kentucky since 1906 is scarcely paralleled elsewhere. The high schools of the State increased in number from forty-one public and forty-nine private high schools in 1906 to 278 in 1922. Standards for teachers were raised. It became evident that the State Normal School must extend the course of study to comprehend a four-year college course. Accordingly, the Kentucky Legislature of 1922 passed an act elevating the State Normal Schools to the rank of Teachers Colleges.

The course of study was extended to provide opportunity for majors in all fields of study which led to the preparation of teachers for the elementary and secondary schools of the Commonwealth.

The Western Kentucky State Normal School and Teachers College was admitted to membership in the Southern Association of Colleges and Secondary Schools in December, 1926, and to membership in the American Association of Teachers Colleges February, 1928.

Ogden College was conducted for more than fifty years on income derived from endowment funds established under the generous will of Robt. W. Ogden. This will provides that instruction shall be maintained for the youth of Warren County and of Kentucky. After the elevation of the State Normal School to the rank of a standard four-year college, embracing extensive offerings in the Arts and Sciences, the Regent of Ogden College, Hon. R. C. P. Thomas and the Board of Trustees, M. B. Nahm, Will McElroy, deceased; John B. Rodes and Carl Herdman, deceased, voted to entrust the Western Kentucky State Teachers College with the property of Ogden College and a portion of the income from the endowment funds for the purpose of better carrying out the wishes of Robert W. Ogden. Accordingly the Ogden College property was leased to the Board of Regents of the Western Kentucky State Teachers College for a

An Educational Creed, 1907

By PRESIDENT H. H. CHERRY

(Indicating his conception of the function of the institution)

IT STANDS for a principle that will make the school approach as nearly as possible an ideal democracy, a principle built upon human needs and reflecting the spirit of our government and social requirements and preparing boys and girls, young men and women, for a higher citizenship and a more useful life by bringing them into contact with community life and making it a part of the school program.

IT STANDS for a nominal expense by keeping board and tuition and other items within the reach of the masses.

IT STANDS for a self-governing school whose disciplinarian is a moral opinion and desire expressed by an earnest faculty and student body.

IT STANDS for such courses of study as will secure thoroughness in scholarship and the power to teach.

IT STANDS for a more efficient system of public schools upon the conviction that the State Normal Schools were created primarily for the children of Kentucky.

IT STANDS for a harmonious and articulated school system reaching from the primary grade to the university.

IT STANDS for a relentless campaign in the interest of the education of the masses and for a system of local taxation that will secure better and more secondary schools, qualified and better paid teachers, efficient supervision of schools, proper consolidation of rural schools, longer school terms, and better school houses and equipments.

IT STANDS for a professional awakening among the teachers by calling on them to make a conquest of the territory of their own minds and hearts, and to plant and nourish in their lives professional pride, ambition and scholarship.

IT STANDS for such courses of study, literary programs and general policies as will make of every student who attends a loyal, able and aggressive champion of education.

IT STANDS for a live school, whose policy not only offers its students an opportunity to acquire scholarship and the power to teach, but inspires them with a burning zeal to do and to be something—a school that teaches that self-reliance and self-government are the first great obligations that every person must fulfill if he would succeed.

IT STANDS against the organization of any club or society that fosters caste and destroys cooperation, and it recognizes as the real disciplinarian of the institution the student who works, thinks and has character, whether he comes from the hovel or from the mansion.

IT STANDS for a policy that will make the institution a leader in the work of making a strong public sentiment for education, in the work of shaping character of the state, and in the development of the public school system.

period of twenty years. This lease became effective on January 1, 1928.

Probably no act of the Board of Regents of the Western Kentucky State Normal School and Teachers College in this later period of its history is of greater significance than the leasing of the Ogden College property. In addition to acquiring the use of valuable college property and farm lands. The State Teachers College is the beneficiary of the traditions and good will of Ogden College.

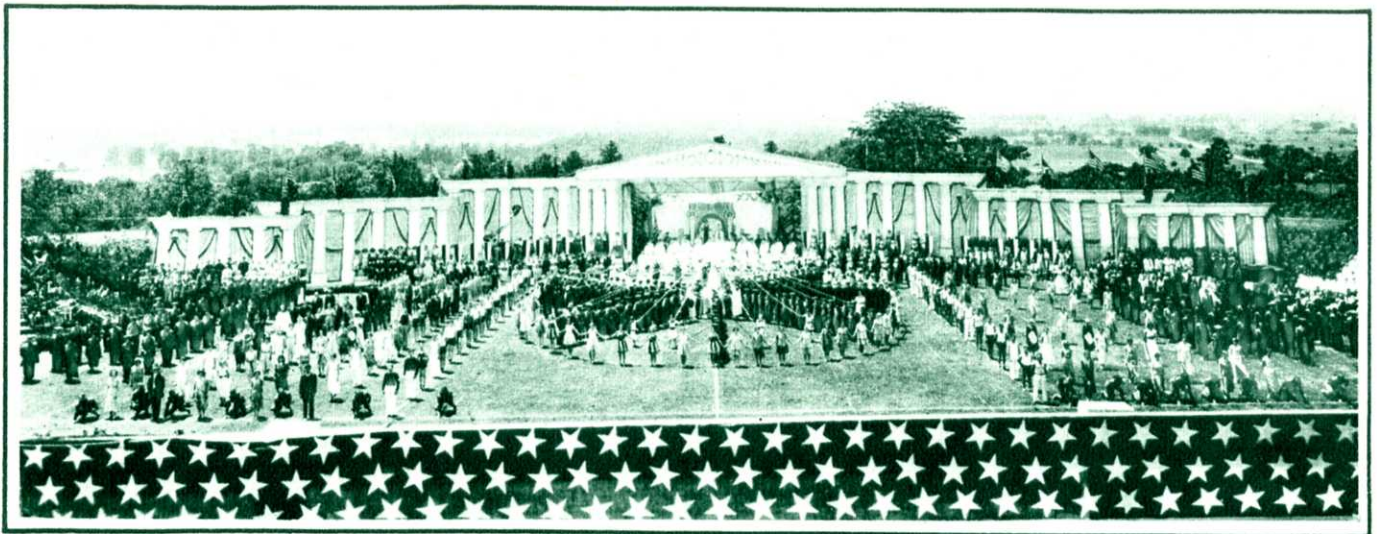
The academic and professional standing of the Western Kentucky State Normal School and Teachers College has advanced with the demands made upon it for higher training for Kentucky teachers.

The Kentucky Legislature of 1930 passed an act empowering the State Teachers Colleges to extend their curricula whenever the need of the commonwealth so required. Early in 1930 the Board of Regents of the Western Kentucky State Teachers College ratified the recommendation of President Cherry and faculty by the inclusion of a year of graduate work in the institution's program. Courses of that level were offered beginning with the summer session of 1931.

The school and the community are tied together by the spiritual and economic laws of life. If the school lives, the community lives; if the school dies, the community dies.

Western's Pageant of Progress Spectacle

The Most Gorgeous Event in the History of the College



The above scene pictures the "Grand Finale" to the gorgeous "Pageant of Progress" which was staged on Western's Stadium on the evenings of June 1, 2, and 3, 1931, with a cast of nearly two thousand people. In the center of the picture the "Spirit of Education" forms the hub of the "Wheel of Progress," Symbolic of education's progress in Kentucky. As combined bands and orchestras of more than two hundred musicians played "The Star Spangled Banner," the stirring strains were sung by the entire cast and audience, a chorus of nearly eight thousand voices, the "Wheel of Progress" revolved in the light of brilliant red flares, while from above flashed a brilliant pyrotechnical display of fireworks. The Pageant of Progress was pronounced the most beautiful spectacle ever presented in Kentucky and was witnessed by thousands of people of all parts of the state.

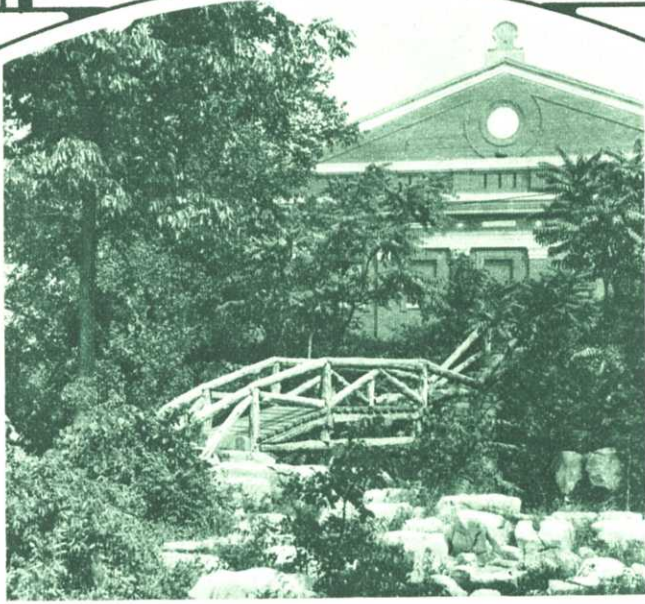


Western's school band which plays a prominent part in all of the college activities was one of the features of the "Pageant of Progress."

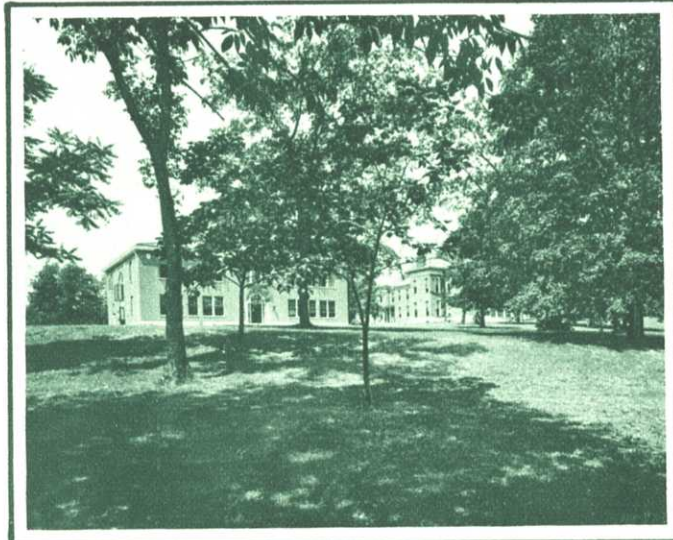
Random Shots on College Heights



J. Whit Potter Hall and a portion of the Administration Building as seen from the top of West Hall.



The true beauty of nature is found in this picture of the rustic bridge over the old fort trench.

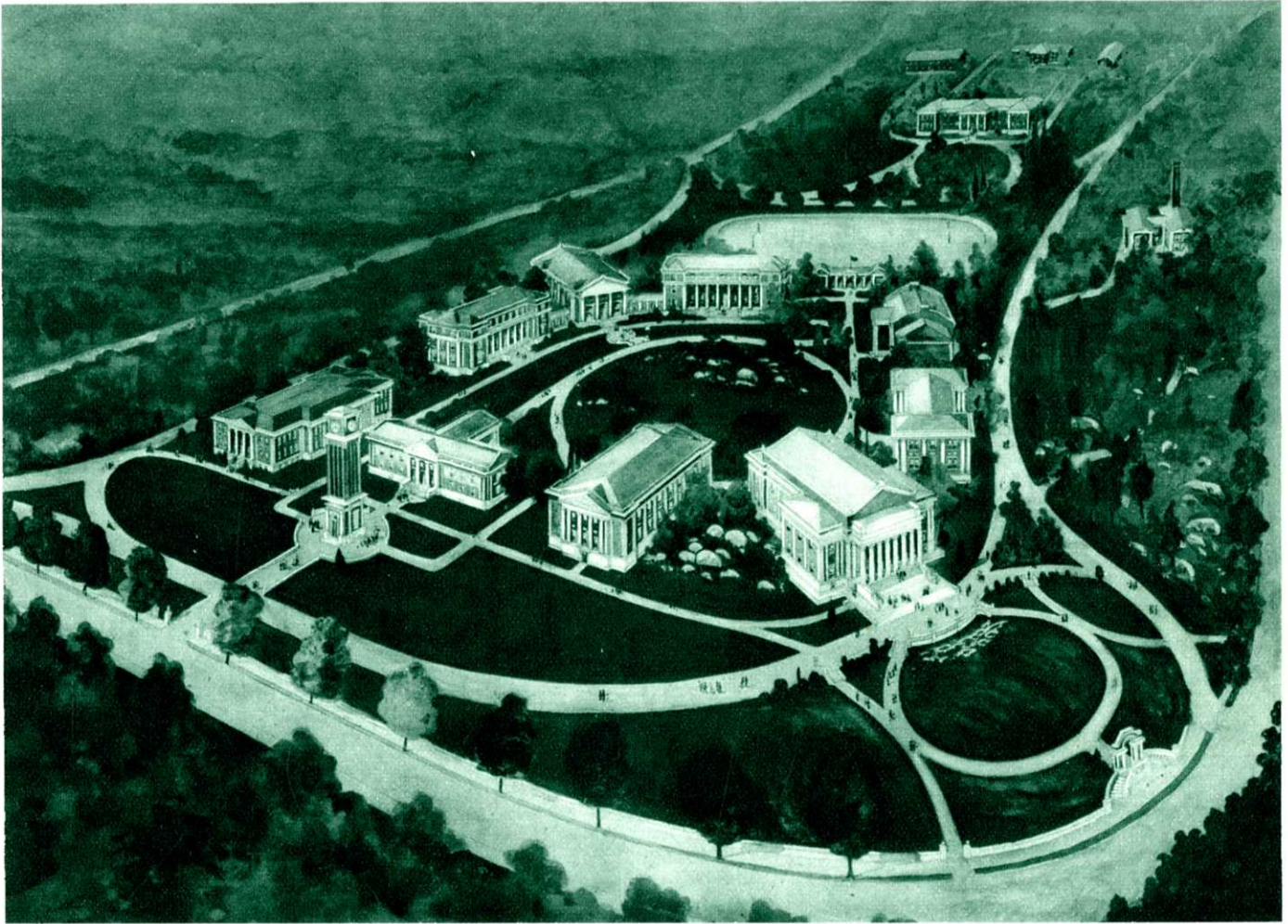


A lovely mid-summer campus scene on College Heights showing Snell Hall and Ogden Hall.



Ample shade offers the student cool retreat from the summer sun.

The Plant



THE FIRST VISION OF THE PLANT OF COLLEGE HEIGHTS

Above is a perspective, showing the proposed plant of the Western Kentucky State Teachers College which was visualized and drawn twenty-three years ago. This was done before a single building was constructed. This part of the plant and several additional buildings not shown in the picture have been completed.

The institution is putting every dollar into a plant that will have, at its completion, economy, convenience, harmony and sanitation. Plans for the future development of the plant are given on the following pages of this publication.

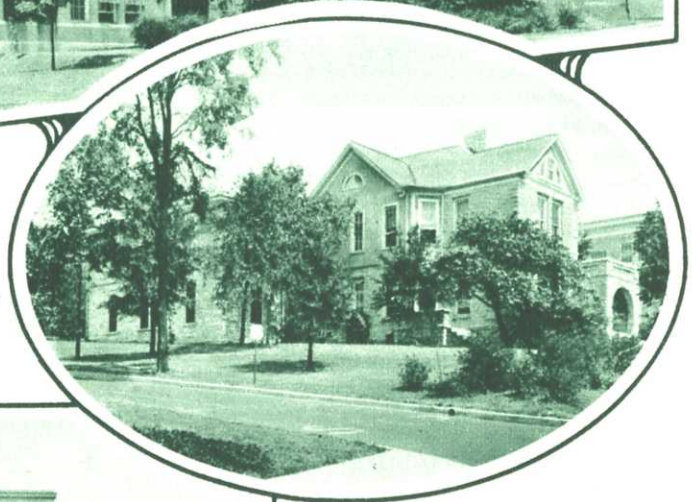
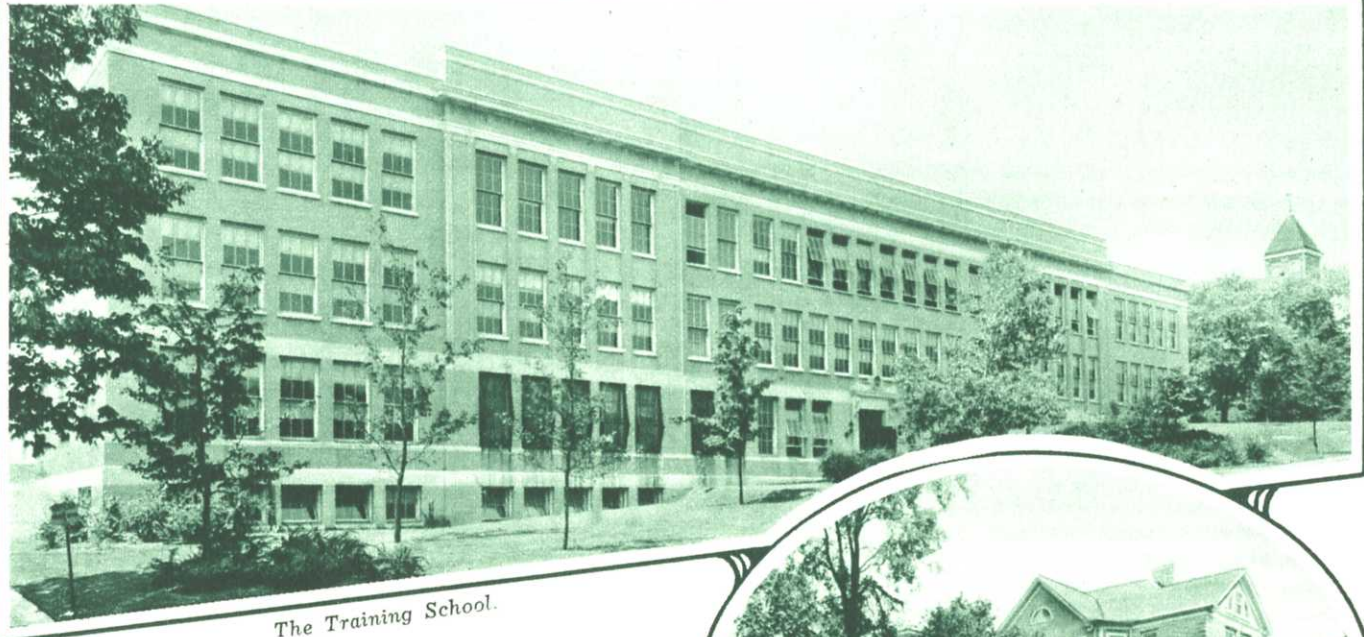
THE General Assembly of 1908 appropriated \$150,000.00 for buildings and \$50,000.00 a year for maintenance for each of the State Normal Schools. It also changed the name of the Agricultural and Mechanical College to Kentucky State University. This change in the name of the Agricultural and Mechanical College caused Henry James, auditor, to question the constitutionality of appropriations made to all of these institutions. The suit was styled James, auditor, against State University; same against Eastern Kentucky State Normal School; same against Western Kentucky State Normal School. This suit was decided by the Kentucky Court of Appeals in 1908, Judge Settle writing the opinion unholding the constitutionality of the act. No other legal obstacles interfered with the development of the act. No other legal obstacles interfered with the development of the State Normal Schools. The Western Kentucky State Normal School grew rapidly in attendance and influence. In the fall of 1908 it became obvious that the site occupied by the Western Kentucky State Normal School was inadequate. Numerous sites in and near Bowling Green were investigated. On February 27, 1909, after lengthy deliberation, the Board of Regents took options on the Potter College property and

several adjacent tracts. The Board of Regents ordered deeds made for these properties on March 12, 1909. In due time these deeds were delivered to the Board of Regents. The wisdom of locating the Western Kentucky State Normal School on the commanding site of Potter College Hill has long been fully vindicated.

The Board of Regents recognized the potentialities of the new school site. To insure its proper development, a contract was made with Geo. E. Kessler & Company of St. Louis, landscape architects. It was agreed that a comprehensive campus and building plan should be drawn. In carrying out the terms of this contract, the Kessler Company sent Mr. Henry Wright to study the new school site and to develop campus plans. The campus plans developed were so comprehensive that they have been both an inspiration and a guide to the President and the Board of Regents in developing the present physical plant. No major physical development has since been undertaken by the Board of Regents without the council of Mr. Henry Wright.

Immediate steps were taken by President H. H. Cherry and the Board of Regents to develop the new school site. Contracts were drawn for the remodeling of the Potter

Western's Buildings Embody Beauty, Strength



Left: Western's Library.



College building and for the erection of an auditorium and Administration Building. Captain Brinton B. Davis of Louisville, Kentucky, was chosen as architect of the classic Administration Building that now crowns the Hill. Captain Davis is an artist as well as an architect. His artistic taste has given beauty to all of the buildings which he has designed for College Heights.

The vision of a great institution had taken form in the minds of President H. H. Cherry and the members of the Board of Regents. The new Administration Building conforms to the vision of a great Western Kentucky State Normal School to be. After securing bids for the erection of the Administration Building, the contract was awarded on August 25, 1909, to J. Bornstein of Louisville, Kentucky.

The plans for the purchase of the new school site, the erection of the Administration Building and the remodeling of the Potter College Building involved a financial outlay much in excess of funds appropriated for the purpose. The Western Kentucky State Normal School was extremely fortunate in having as members of its Board of Regents men of vision and courage. Because of the large responsibilities involved in decisions to be made the names of the members of the first Board of Regents are given: Supt. J. G. Crabbe, ex-officio chairman; J. Whit Potter, E. H. Mark, H. K. Cole and Senator Conn Linn. Under the leadership of President H. H. Cherry, the Board of Regents voted to undertake this large program of development which required the use of all state funds available and in addition a large loan which was secured through the Potter-Matlock Trust Company of which J. Whit Potter was president. In granting the loan to the Western

Kentucky State Normal School at that time Mr. Potter acted more the part of a philanthropist and friend to education than that of a banker engaged in business pursuits.

The Board of Regents of the Western Kentucky State Normal School held its first meeting in the new Administration Building on College Heights on April 5, 1911. On February 4, 1911, the State Normal School had moved physically and spiritually to College Heights. Students and faculty marched up College Street carrying the furniture and equipment from the old site to the new. Although the physical surroundings on College Heights were then rough and unattractive the spirit that has always characterized the students of the institution overcame all difficulties. The school marched on during succeeding years to new achievements, increasing in enrollment and in influence in the commonwealth.

ITS PRESENT PLANT

The college campus embraces an area of sixty acres. This includes the area known as College Heights. In addition to this, a farm of sixty-five acres, adjoining the campus, is maintained to provide the instructional facilities in agriculture. Other farm lands including 140 acres that became a part of Western's plant when Ogden College was consolidated with it and an additional farm of 500 acres are maintained for production purposes. The school furnishes

a market for practically all of the produce of the farms.

College Heights, on which the college buildings are located, occupies an area of approximately twenty acres on an eminence overlooking the city of Bowling Green. To the north and west, College Heights commands a view of the most beautiful valley to be found throughout the cavernous limestone regions of the State. The Barren River hills in the distance lie north and west of this valley. The golden sunsets, seen from College Heights, fill this valley with a mellow glow that warms the heart of aspiring youth and weaves its golden strands into the fabric of his dreams and aspirations.

The plant now consists of the Administration Building, the Library, Recitation Hall, Training School, Music Hall, Home Economics Building, Cedar House, Stadium, Industrial Arts Building, Physical Education Building, Rural Demonstration School, Farm Pavilion, President's Home, Kentucky Building, Swimming Pool, Central Heating Plant, Ogden Hall, Perry Snell Hall, Home Management Cottage and Italian Garden, besides the office of College Heights Foundation, and a few small frame cottages in Cherryton.

The Administration Building is monumental in proportion and design, resting on the axis of the Heights and commanding a view of the valley below. It is brick, trimmed in cut stone and is fireproof. Its porch of Ionic columns is known and loved by all alumni. This building houses the offices of administration, some class rooms and an auditorium.

The Library Building is one of the finest in the South. Its architecture is modified Renaissance. It is three stories high and is faced with Bowling Green cut stone. Its ten Ionic columns on the

facade overlooking the city add remarkable beauty and dignity to the design.

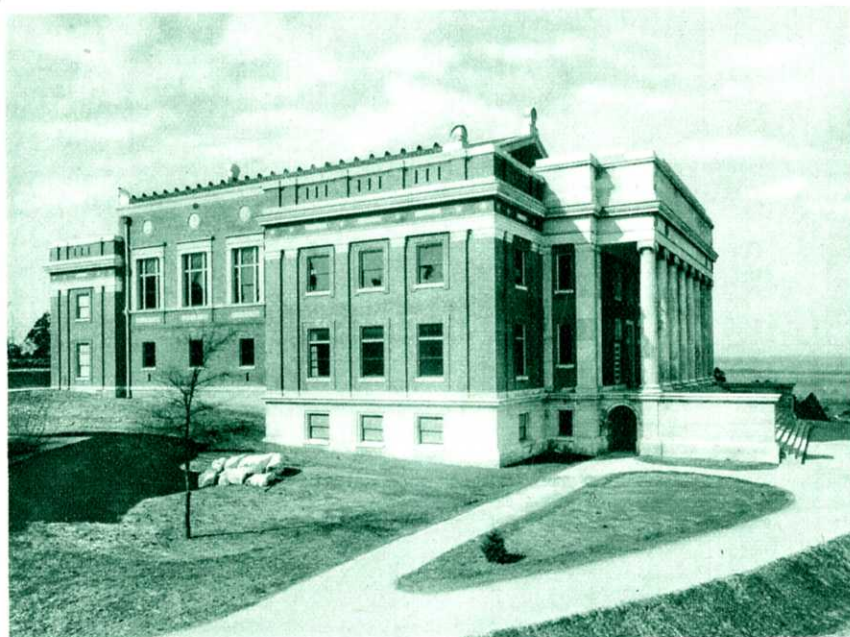
Recitation Hall, a three-story brick building, has more than forty classrooms and offices. This building was, before it became a part of Western's plant, a boarding school for young ladies.

POTTER COLLEGE

In the early nineties Potter College was one of the leading institutions of learning for young women in the South, its site having been selected after careful consideration upon the historic grounds crowning what was known in earlier days as Vinegar Hill. A tangle of wild undergrowth covered the rocky slopes under a forest of cedars, and on its summit stood the old Confederate fort, looked upon at that time as one of the strong strategical points in the South.

Here flourished for twenty years Potter College, and in its halls the Southern belles met their fair sisters from the North, on the border ground where the clouds of war had formerly burst around their ancestors. Here with the advantages of a college residence and a fine course of study many young women received their degrees and passed out into the world to positions of dignity and honor.

In November, 1930, many of these former graduates and students met at the Cedar House on the campus for the



The Administration Building.

Another Page of Western's Buildings



Home Management Cottage.



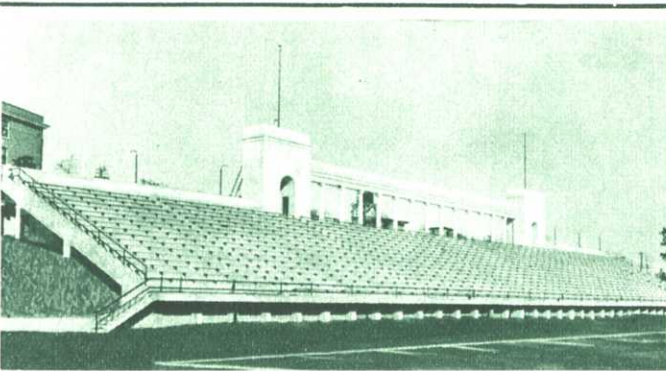
The Cedar House.



Industrial Arts Building.



Ogden Department of Science, Snell Hall and Ogden Hall.



The Stadium.



Right: Physical Education Building.

purpose of forming an organization to affiliate with the Alumni Association of Western Teachers College. After an enthusiastic meeting the alumni of the two colleges passed resolutions and adopted a program bringing the two together in close harmony and with a fixed unity of plan and purpose to work together for a common interest in the future.

The Training School Building is one of the best proportioned and arranged demonstration school buildings in this country. It is equipped with laboratories for science, agriculture, and home economics and also has a student clinic and a large gymnasium. It gives observation and practice work in all of the grades from the kindergarten through the junior and senior high school.

The Music Hall is a handsome two-story stone and concrete building which contains the studios of piano, voice and violin teachers, a number of practice rooms and an auditorium.

The Home Economics Building is thoroughly modern and well equipped. It is a three-story structure. The staff offices, reception rooms, clothing and applied arts laboratories are on the main floor. On the second floor is a large foods laboratory arranged in the unit-kitchen plan. A dining room, kitchen, and pantry form another group for food preparation and service. The textile chemistry laboratory is also on this floor. The lower floor of the building contains a large household equipment laboratory, lecture room, and storage room.

The Home Management House, which is located on the Ogden campus, is a modern well-equipped six-room bungalow. This house is used as a workshop where theory and experimentation may be tried out and converted into actual homemaking activities. It also develops an appreciation and a fine regard for home life. The senior home economics girls live here for a period of eight weeks. Each girl takes her turn in organization and supervision. Con-

stant study is made in the effort to eliminate household drudgery and unnecessary waste of time and energy in the performance of house work.

The Cedar House is constructed of hewn cedar logs, chinked and pinned. The interior is of rustic finish. The building is the center of various club and social activities of the school.

The Industrial Arts Building is of stone construction and is three stories in height. It is thoroughly modern in equipment and design. It houses the Industrial Arts and Maintenance Department of the institution.

In Snell Hall are located the Agricultural class rooms and laboratories, which are commodious and complete in every respect. Snell Hall also contains an attractive auditorium. This building is made of red brick, and is trimmed in white stone.

Ogden Hall, one of the older buildings on College Heights, is a brick structure. On the first floor are the three spacious offices of the Extension Department. Laboratories and lecture rooms occupy the remainder of the first and the entire second floor.

The Stadium, which has a seating capacity of 4,000, is crowned by a stone colonnade. It overlooks a landscape

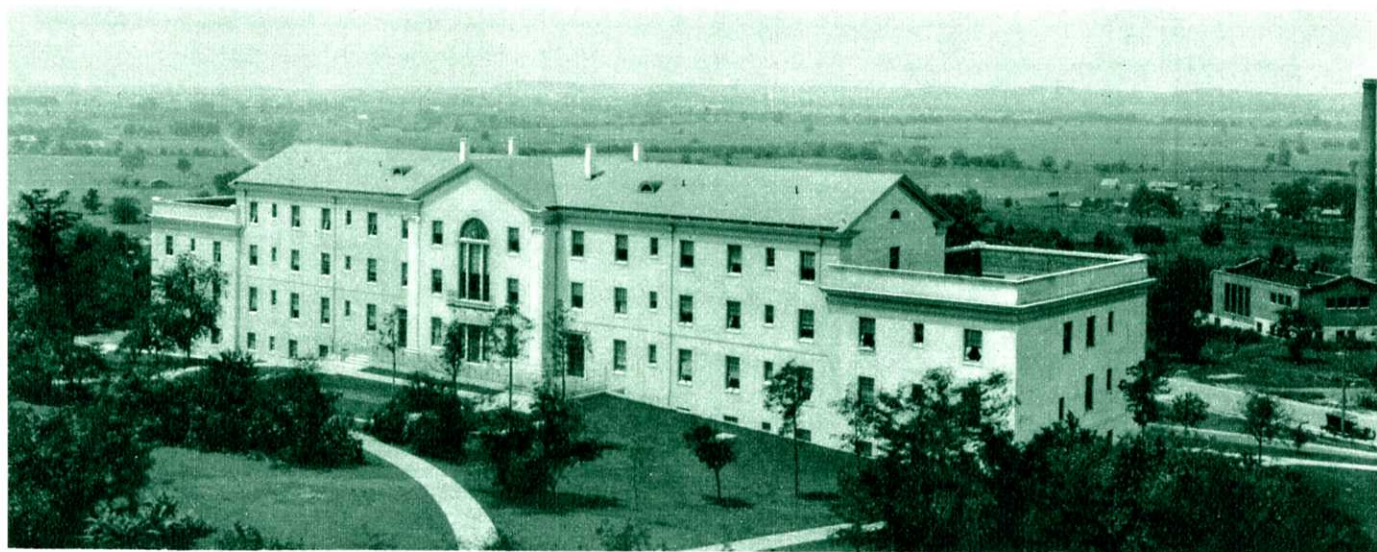
to the south and west of unusual range and beauty. The stadium is used extensively for out-door meetings and pageants.

The new Physical Education Building, which is fire-proof, is constructed of Bowling Green white stone. It includes three full floors and basement. It provides an auditorium with a seating capacity of 8,000, fifteen or sixteen classrooms, and additional rooms for lecture instruction, besides locker and shower accommodations for more than 600 women and 500 men.

The J. Whit Potter Hall is a thoroughly modern, fire-proof home for girls. It has accommodations for 250 girls. A spacious parlor with an open fireplace gives a homelike



J. Whit Potter Hall, dormitory for girls.



West Hall, one of the dormitories for girls.

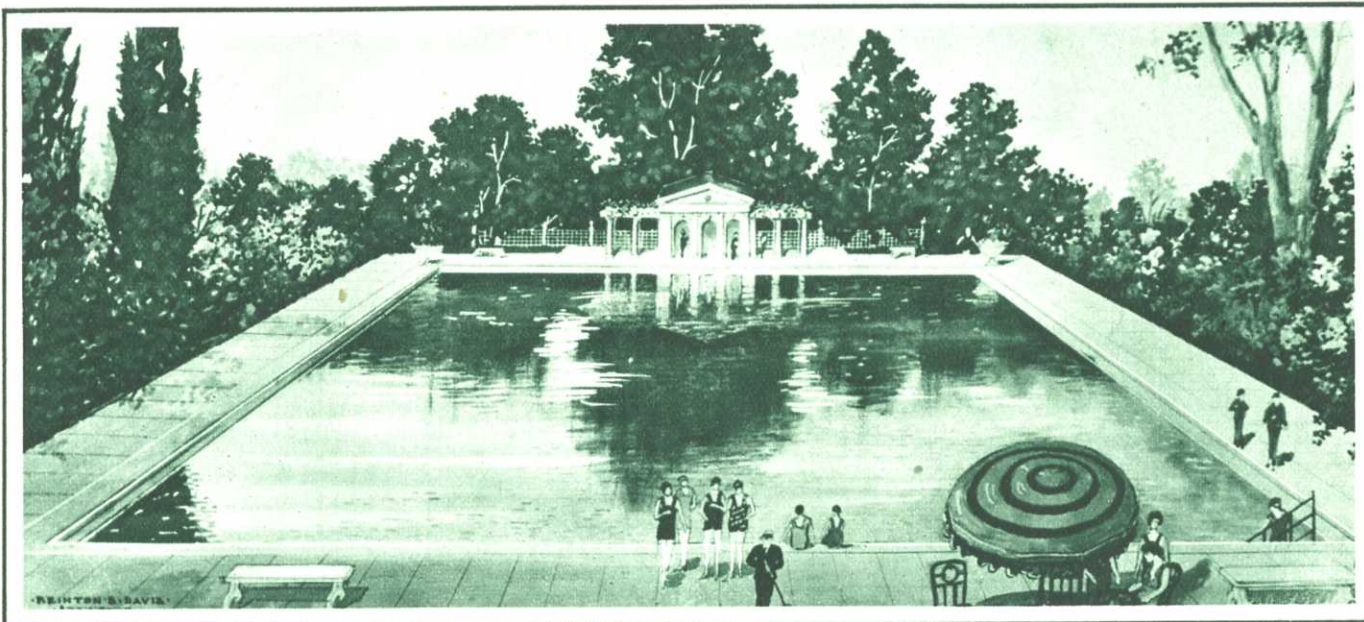
Some Newer Additions To Western's Campus



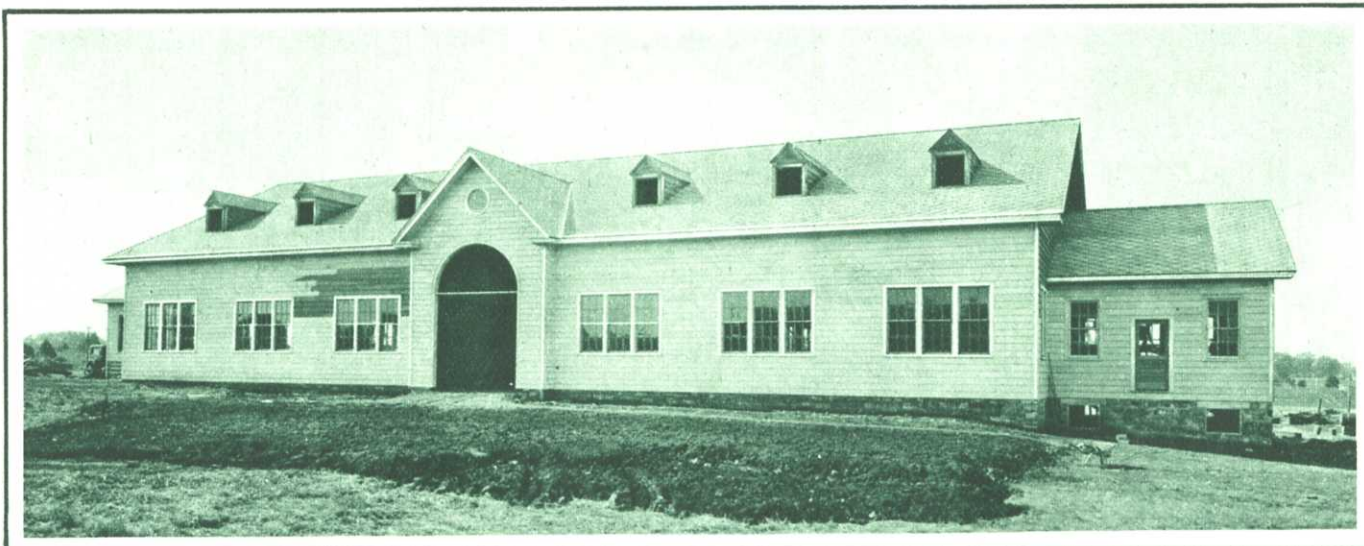
A part of the Italian Garden.



The President's home, under construction.



The swimming pool.



Agricultural pavilion.

atmosphere to the place. The basement floor is occupied by the main dining rooms of the institution.

West Hall is a new dormitory for girls. This building is of stone construction, absolutely fireproof, beautiful in design and modern in every respect. It has rooms to accommodate 200 girls.

The Rural Demonstration School is located on an adequate campus at the back of the Hill. This building is of stone and is arranged for observation and practice in the management of one-teacher schools.

The Central Heating Plant is modern and adequate and serves the entire campus.

The Agricultural Pavilion is a modern structure which will be used for the dissemination of agricultural programs. The structure consists of a large judging pavilion, a poultry room with an incubator cellar, a creamery, and two cattle barns. Another feature of the Agriculture Pavilion will be the classrooms and a limited number of dormitory rooms where students majoring in the Department of Agriculture will be given the opportunity of living and assisting with the care of the livestock.

The Italian Garden, with its beautiful marble statues of the seasons, is a gift from Mr. Perry Snell, of St. Petersburg, Florida, as is also the magnificent collection of paintings, tapestry, and other handsome European museum pieces, temporarily placed in the Library Building.

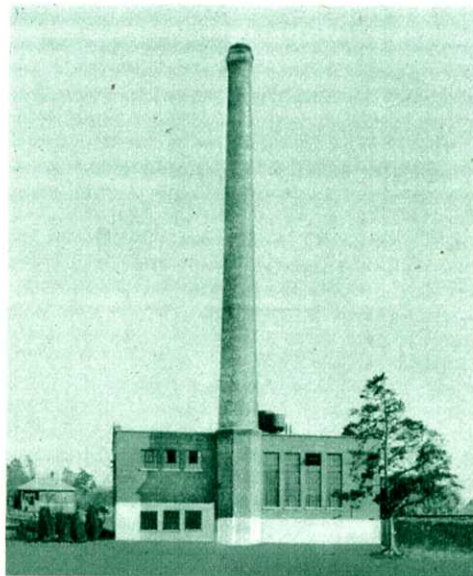
The President's Home is of brick and stone and was recently built on the western slope of the campus. It is one of the handsomest and most essential of all the structures on College Heights.

The Kentucky Building is of large dimensions and beautiful material. It is unique in its purpose and imposing in design. Already a splendid collection of rare books and heirlooms typical of early Kentucky history has been made. Messages from all over the state indicate that many other valuable contributions will be received at an early date.

The Swimming Pool is lined with beautiful colored tile

and has been made thoroughly sanitary. It is supplied with a complete circulating water system and also with an adequate heating system. Arrangements have been installed for under-water lighting as well as lighting above the surface of the water. The pool is sixty feet in width and 120 feet in length.

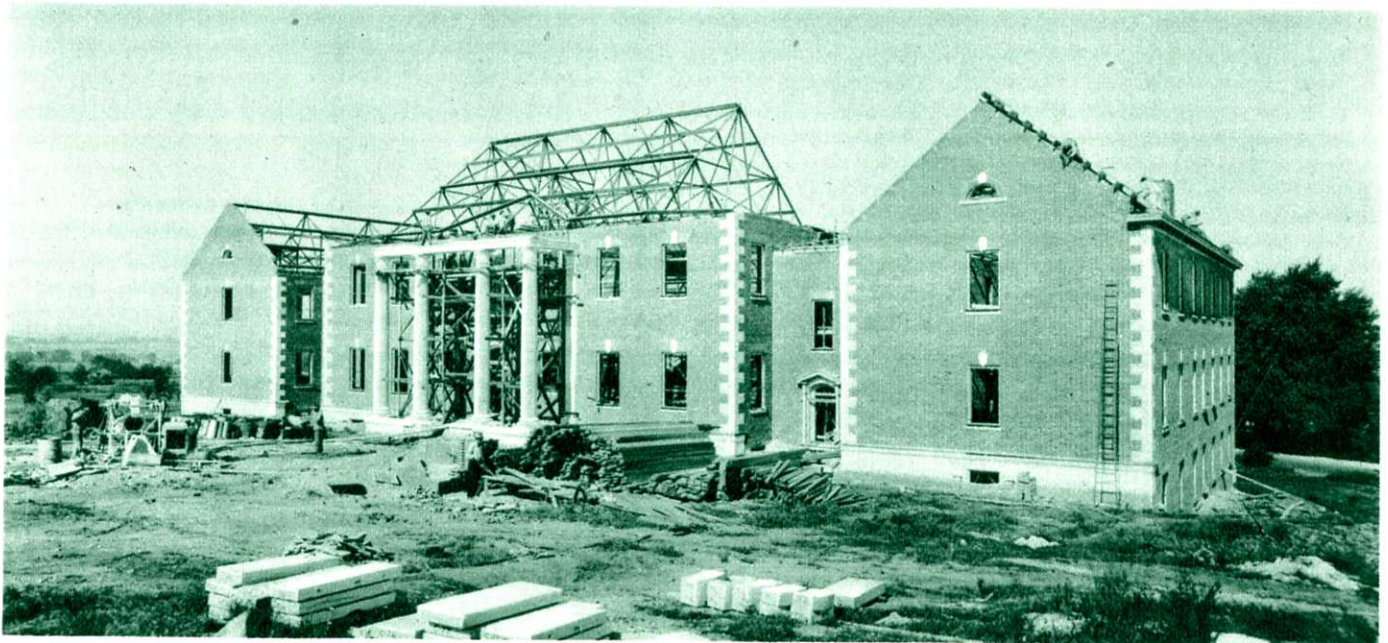
Cherryton, at one time a village of sixty-eight cottages, was erected during a period of extreme scarcity of suitable rooms for students in the city and before dormitories were erected. Without these accommodations at the time the buildings were erected—at no cost whatever to the state—the school would have been seriously handicapped and would have doubtless been unable to care for its large attendance of young men and women who were unable to pay the price asked for rooms in the city during the oil boom of 1919 and 1920. The institution faced the possibility of being forced to turn away hundreds of students unless the erection of these buildings could be accomplished. A few of the cottages remain in Cherryton and are making attractive small homes for married couples and others who desire to keep house while attending college.



The heating plant.

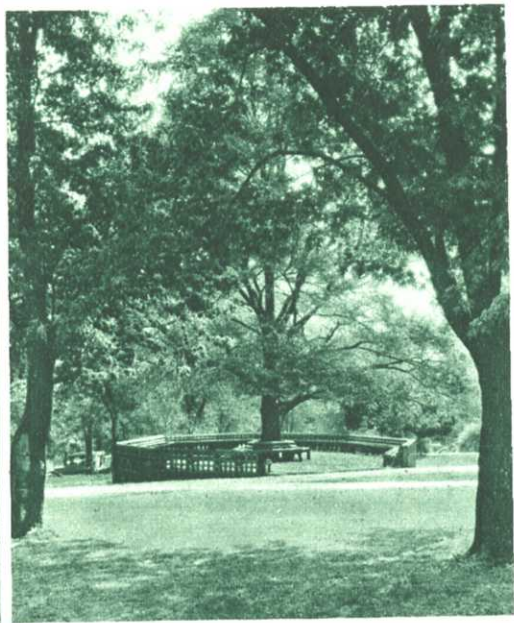
COLLEGE HEIGHTS FOUNDATION

The College Heights Foundation is an integral part of the working units of the Teachers College. It was organized and incorporated under the laws of the Commonwealth of Kentucky in 1923. The idea back of the establishment of the Foundation was the recognition of a strong desire to serve others. Until the launching of the Student Loan Fund, there was no practical way for the great mass of students to help the institution, to give tangible evidence of their loyalty, or to have a share in making possible for others the availability of a fund for use by needy students. The launching of the Foundation created a channel through which every student, graduate, and friend of the institution might express his or her devotion to the college. The Fund not only embodies the love and loyalty of students and others, but



The Kentucky Building, under construction, October 3, 1931.

Beauty Spots On the Campus



Students spend many "pleasant" hours here with their studies between classes.

Right: Lovely Iris.

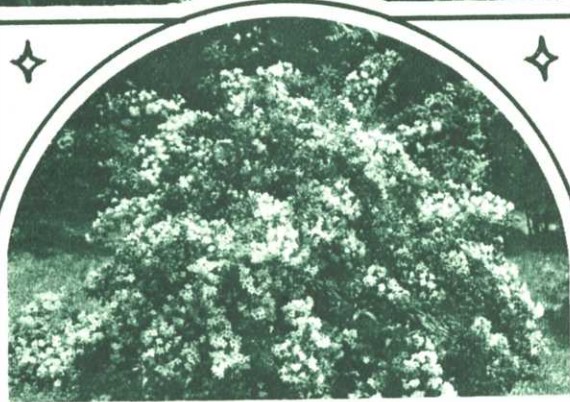
Perennial and variegated plants
do much to beautify the campus



A flagstone walk through the old fort.



Left: A veritable sea of daisies and iris.



Weigela.



Handsome Peonies.

also their self-denials and sacrifices. It is also sponsoring the Kentucky Building, which is being constructed at the present time.

SOME BENEFACTORS OF THE WESTERN KENTUCKY STATE TEACHERS COLLEGE

In the founding and development of the Western Kentucky State Teachers' College many people have participated. Every phase of the school shows the careful thought and devoted service of some person, known or unknown. It would be impossible to name all of the benefactors of our institution, but we can name a few of the hundreds who have made possible the buildings, the grounds, the courses of study, the library, and the general atmosphere of the school. Here are some of our benefactors who are either dead or else are no longer connected with the Western Kentucky State Teachers College.

Governor J. C. W. Beckham was serving his second term as governor of the Commonwealth when he signed the act of 1906 that created the two State Normal Schools: Eastern at Richmond and Western at Bowling Green.

Colonel J. M. Williams taught mathematics and grammar in the Southern Normal School and held the same position in the Western Kentucky State Normal School until 1911, when he resigned to teach in the Georgia State Normal School at Valdosta, Georgia. Later he taught at Berea until his retirement a few years ago.

Professor R. P. Green taught Latin and geography in the Southern Normal School and geography and geology in the Western Kentucky State Normal School until 1920. He served on the Kentucky State Tax Commission, was State High School Inspector, was private secretary to United States Senator Fred M. Sackett, was a member of the United States Bureau of Indian Affairs, and is now Educational Advisor to the Federal Farm Board.

Mrs. Nat B. Sewell, formerly Miss Mattie L. Reid, taught English at the Western Kentucky State Normal School from January, 1908, until January, 1918. She died in 1925.

Captain C. J. Vanmeter, of Bowling Green, Kentucky, was a friend and benefactor of the Southern Normal School. In consideration of the great interest Captain C. J. Vanmeter manifested in the success of the Normal School movement and his generous contribution to the construction and maintenance of the buildings now owned by the Teachers College, the Board of Regents, in appreciation of his interest and beneficence, nominated and elected him chancellor emeritus of the Western Kentucky State Normal School.

Dr. A. J. Kinnaman, engaged as Dean of the Western Kentucky Normal School in 1906, served as head of the Education Department and Dean until 1924. He became ill in 1926 and died in June, 1928.

Dr. M. A. Leiper was the head of the Latin Department from 1906 until 1918 and the head of the English Department from that time until 1926. He is now living at his home in Bowling Green, Kentucky.

Miss Mary Stallard was engaged by the institution in 1911 as the private secretary of Dean A. J. Kinnaman. She served as Registrar until 1925 and as Assistant Registrar until her death in 1930.

Mr. V. O. Gilbert was engaged by the institution in 1906 to teach arithmetic and civics. He served as State Superintendent of Public Instruction from 1916 to 1920. He is now a resident of Louisville, Kentucky.

Dr. Fred Mutchler was engaged by the institution in 1908 as the head of the Science Department. In 1913 he became connected with the College of Agriculture of the University of Kentucky. For several years he has been the Kentucky representative of D. C. Heath and Company.

Miss Iva Scott was engaged in 1911 as the head of the Home Economics Department. She taught there until 1919. She died in 1920.

Miss Laura Frazee was engaged as director of the Training School in 1908 and served in that capacity until 1914. She is now Assistant Superintendent of Schools, Baltimore, Maryland.

Mr. W. J. Gooch, of Franklin, Kentucky, Speaker of the House of Representatives, was in the General Assembly of 1906 that established the State Normal Schools. He served on the Board of Regents from 1912 until 1917. He died in 1917.

Mr. Leon B. Stephan was the director of the Training School from September, 1926, until his death in 1929.

Mr. C. U. McElroy, attorney of Bowling Green, acted in many capacities as friend and advisor to the school. The legal phases of the College Heights Foundation were worked out by him. He died in June, 1928.

Miss Mattie Hatcher served the school eight years as the director of the Training School. She is now director of Elementary Education in the Paterson, New Jersey, State Teachers College.

Dr. Guy C. Gamble came to Western in 1922, when the four-year college was established, and

was Dean until 1925. He is now connected with the Department of Interior at Washington, D. C.

Dr. A. L. Crabbe, one of Western's own boys, was Dean of Western from 1925 to 1927. He is now Professor of Elementary Education in George Peabody College, Nashville, Tennessee.

Dr. J. G. Crabbe was the State Superintendent of Public Instruction for four years and then served as President of Eastern Teachers College. At the time of his death in 1927 he was President of the Greeley, Colorado, State Teachers College.

Miss Hattie Funk was matron of the J. Whit Potter Hall for four years. She now lives in Bowling Green during the summer and in Florida during the winter.

Mrs. W. A. Lee succeeded Miss Funk as matron of J. Whit Potter Hall. She served in this capacity for four years and is now living at her home in Bowling Green.

Mr. J. Whit Potter, banker of Bowling Green, served for years on the Board of Trustees of the Southern Normal School and was a member of the Board of Regents of Western from its foundation until 1922. Mr. Potter died in 1923. His son, Mr. Julian Potter, banker of New York, took an active interest in every phase of the school, especially the College Heights Foundation. At his death, in 1925, he left his property as a loan fund for students, to be administered by the Potter-Matlock Trust Company of Bowling Green.

Superintendent T. C. Cherry, of the Bowling Green

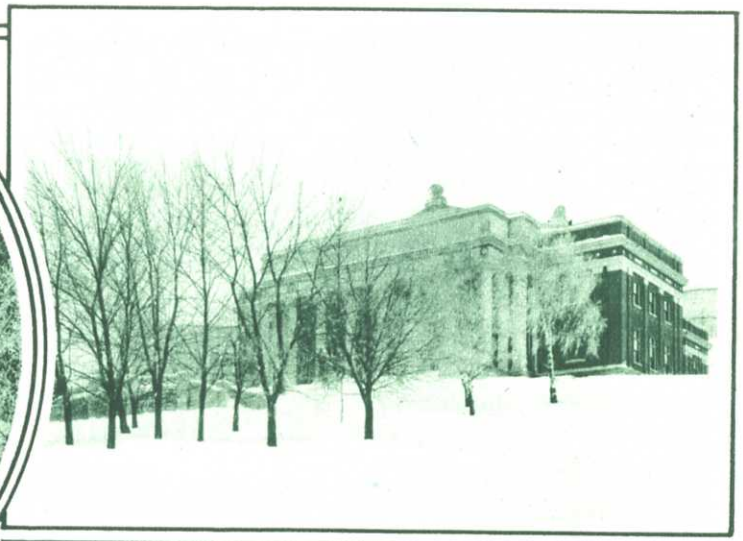
[Continued on page 59]



The office of The College Heights Foundation.

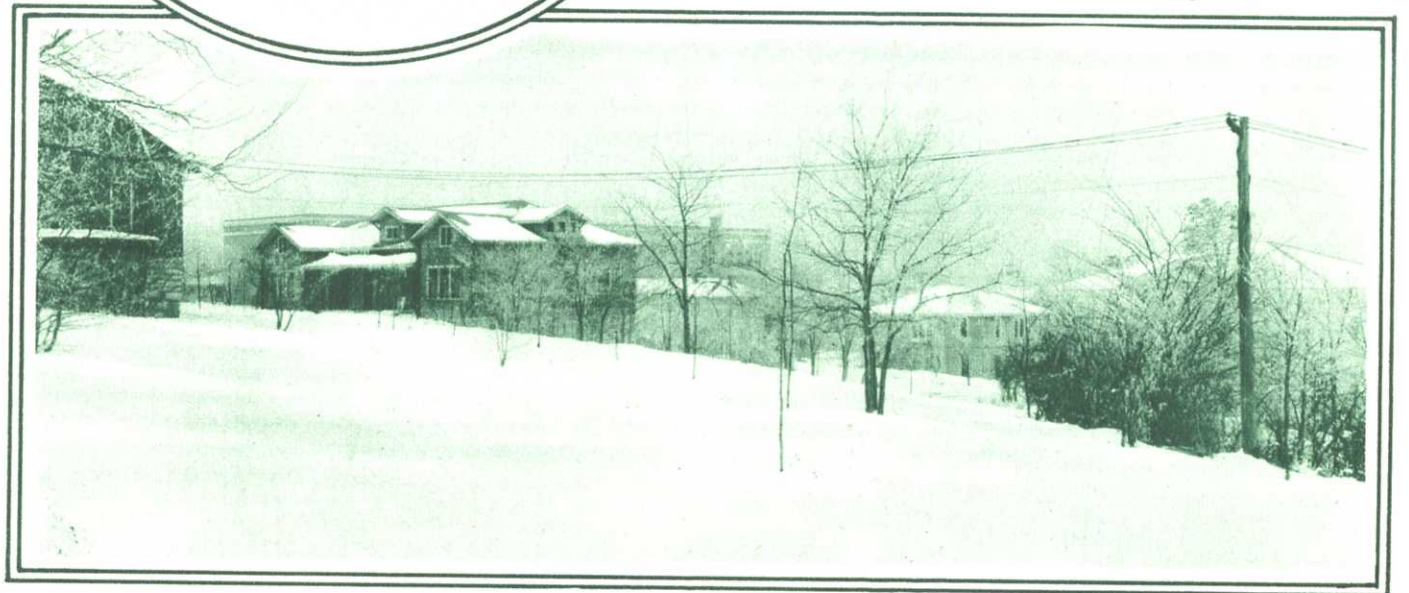
Scenes on College Heights in Winter

Winter Vies With Other Seasons in Beautifying Western's Campus



An enchanting view of the Administration Building.

Left: Winter presents a picture of matchless beauty here.



A lawn of white.



Two winter views of the Ogden Campus.

Western and Rural Education

IN 1906-07 Kentucky had eighteen men and women teaching in rural schools who held State diplomas based on examination; 310 who held State certificates based on examination; 5,419 who held first class county certificates; 3,060 who held second class county certificates; 918 who held third class county certificates.

In 1915-16 there were 50 rural teachers with diplomas based on examination; 370 who had state certificates based on examination and 8,956 who held county certificates of the three classes. But in this year 734 rural teachers held certificates based on college training in the university and the Normal schools.

In 1925-26 the state had 12,937 elementary teachers, three fourths of whom taught in the country and the villages. Of these 1,815 had certificates based on four years of college training; 2,278 had certificates based on two years of college work and 7,704 had four years' work in high school. Of these high school graduates a very large majority made their certificates by college work of less than two years; either one, two or three semesters.

In 1931 there is in force in Kentucky 3,386 certificates based on four years in college; 7,910 based on two years' college work, and 6,206 based on sixteen or more hours of college work but less than sixty-four hours. If every elementary position in all the cities were filled by these there would be left more than nine thousand to teach in the country and villages.

In order that you may see what part Western Kentucky Teachers College has played in this evolution of teacher preparation we give the following figures based on official reports. In our twenty-five years, Western has issued 9,320 certificates: 5,769 elementary, 2,729 standard or life certificates and 200 based on four years of college. At least two-thirds of these have been and are teaching in rural schools.

For an example of what we do for the country schools, take the 979 teachers who teach in the county schools of the ten counties of the Third Congressional District.

Eighty-four elementary teachers are college graduates, 248 have permanent certificates based on two years of college work. Four hundred and thirty-seven others are full four-year high school students, and ninety per cent of them were certified on the basis of sixteen or more hours of college work. Twenty-five years ago, ninety per cent would have had no high school work and no teacher training.

The figures for the Second, Fourth and the rural section of the Fifth Congressional Districts would run about like those for the Third District. And almost as large a percentage of their teachers were trained at Western.

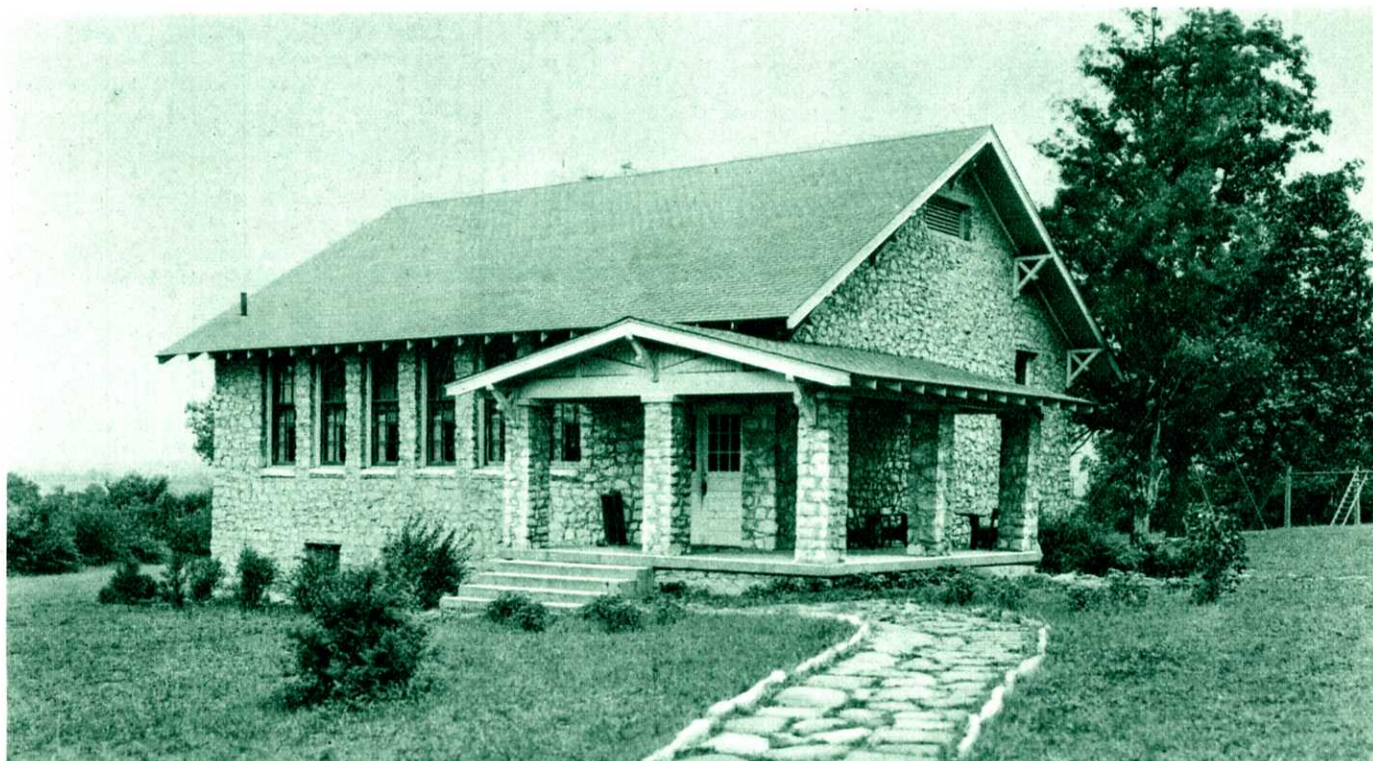
In addition to this our students are found in large numbers all over the state and hundreds are teaching in other states.

From the figures given above it will be easy to understand that rural school standards for teachers may easily be raised. Should the legislature raise the minimum qualifications to thirty-two hours for beginning teachers in 1932 and to two full years of college in 1934, Western Kentucky will be able to meet the standards. This should be done by all means if it can be shown that teacher training over a longer period is essential for rural teachers. Of this there can be but little doubt, as the rural teachers have the biggest and the hardest job in the teaching profession.

◆
If a citizen in a community is down, a part of the community is down.

◆
The value of a citizen is measured in the terms of thinking and acting.

◆
Democracy values a good citizen for the same reason that the heart desires good digestion and red blood.



The Rural Demonstration School.

A Condensed Biography

By The Anniversary Committee

PRESIDENT HENRY HARDIN CHERRY was born in the country nine miles from Bowling Green.

He has been president of an educational institution in Bowling Green, his native city, for thirty-nine years, the only position he has ever held. He was president of a private institution for fourteen years and has been president of Western for twenty-five years—during its entire existence.

He has had the satisfaction of enrolling on an annual basis, counting no student twice in a single year, 52,015 students during the twenty-five years of the work of Western Teachers College. This does not include the large number who attended the private institution over which he presided for fourteen years nor students in the Extension Department, the Training School, or Model Rural School.

He was a member of the Board of Directors of the Kentucky Education Association for thirty years.

He was a member of the Executive Committee of the Improvement Commission of 1905 and one of the speakers of the state-wide campaign which was carried into every county in the state during the administration of Superintendent of Public Instruction, J. G. Crabbe.

He was a member of the committee that organized and led a state-wide campaign for the establishment of Normal Schools in the commonwealth.

He was a member of the executive committee which organized a state-wide campaign for better educational conditions and which memorialized the General Assembly of 1908 which enacted more constructive legislation possibly than any legislature in the history of the state.

In 1913 he and J. B. McFerran launched the Farmers' Chautauqua movement which spread over the state and into other states.

He was a member of the Illiteracy Commission established by the legislature in 1914.

He was president of the Kentucky Education Association in 1902-1903; and again in 1926-1927, during which time he reorganized the association on a more efficient basis.

He and the institution he represented led the movement that prompted the legislature of 1922 to extend the curriculum of the Normal Schools to include both junior and senior years, elevating the institution to a Teachers College.

During his incumbency as president of the Kentucky Education Association, he called a meeting of a number of the leading educators of the state at his summer camp, at which time was launched the movement in the state for "Equal Educational Opportunities for Every Child in Kentucky." This culminated in the passage of a law by the General Assembly of 1930 to equalize the distribution of the school per capita among the counties of the state.

He has always been recognized and honored by the citizenship and patriotic organizations of his native county and state and they have given him loyal support in all of his efforts.

He and all others connected with the institution have given much of their time to helping different communities in developing their educational programs and in improving life in rural communities.

He has believed in the policy of carrying the work of the institution beyond the area of its campus and in making it a strong factor in the work of solving community problems.

When the United States recognized that a state of war existed, he was appointed by the governor as a member of the Council of Defense. He attended a number of national war conferences held in different parts of the United States. When the state campaign to aid in winning the war was organized by the legislature he was made chairman of the Publicity and Speaker's Bureau Committee. He

threw his whole life into winning the war and there were held under his direction 3,217 different patriotic meetings in Kentucky. He made many addresses himself. The entire institution entered the war in some capacity. The Council of Defense at a meeting held in Louisville October 23, 1918, passed the following resolution on his work as a member of the Kentucky Council of Defense:

The Kentucky Council of Defense views with the greatest regret the resignation of Dr. H. H. Cherry as a member of the Council and as Chairman of the Committee on Publicity and Speaker's Bureau. Since the organization of the Kentucky Council of Defense under the act of the last session of our Legislature, Dr. Cherry has given his time without stint in patriotic labor and endeavor.

As Chairman of the Committee on Publicity and Speaker's Bureau he accepted the burden of arranging and carrying out war conferences through the state of Kentucky and the success of these conferences was due entirely to him. His unbounded energy, his mastership of detail, and his equable disposition rendered him most fit to carry forward these plans for the Kentucky Council of Defense.

The Council realizes fully the work devolving upon him as President of the Western Normal School, of which he is not only the head but the guiding spirit, and has graciously yielded to the demands of that institution upon his services in accepting his resignation. But not only has the Council thus suffered a distinct loss, but the loss is personal to each member of the Council by whom his companionship, experience, and wisdom will be sorely missed.

Dr. W. S. Taylor, dean of the College of Education, University of Kentucky, former member of the faculty of Western and one of the leaders in education today, made an address at an educational meeting in Louisville several years ago on which occasion he asked the question: What are the qualifications essential in educational administration? He answered it as follows:

He must have ability to select capable men and women to serve as members of his staff.

He must have ability to supervise intelligently and to discriminate between good work and poor.

He must have ability to delegate details and to obtain the wholehearted cooperation of associates in carrying them out.

He must have a broad vision of the needs of the constituency to be served.

The good administrator must be a skillful organizer and must be equally skilled in evaluating services in the organization.

He must possess practical business and political sense.

He must have enough of general culture to enable him to meet people easily in all walks of life and to insure him a certain mental alertness.

He must have enough of human sympathy and human understanding and he must know enough of the psychology of the human mind to enable him to get along harmoniously with his faculty and the public; to enable him to adjust to the reactions of the public and of his colleagues; and to help him to maintain his own equilibrium in the face of daily stresses.

He must be able to make decisions. He must be prompt, unvacillating, courageous, and his decisions must be based on principle rather than policy.

He must be progressive, able to grow with his job and he must be able to avoid mechanical routine.

A good administrator is tolerant of the opinions of others. He is loyal to superiors, associates and subordinates, he possesses frankness combined with courtesy, and he has a

[Continued on page 59]

The Beginning and The Present

The Faculty and Courses of Study

THE FACULTY

THE BEGINNING

When Western began its work twenty-five years ago it had sixteen regular teachers on its College and Training School faculty, including the president of the institution. Of this number, two held the Ph. D. degree, two the M. A., two the A. B., and nine held no degrees.

In the beginning the faculty was small, inadequate in number, and with very few of the staff holding advanced degrees. They were, however, men and women of strong personality, teaching power, and devotion to their tasks. Following is a list of the entire faculty in 1906: H. H. Cherry, President; A. J. Kinnaman, Ph. D., Dean; Fred Mutchler, Ph. D., Science; Frederick W. Roman, A. M., History and Literature; J. W. Williams, A. M., English and Mathematics; J. R. Alexander, A. B., Mathematics and Physics; R. P. Green, A. B., Geography and Ancient Classics; Sarah E. Scott, Primary Supervisor; W. L. Gebhart, Public School Music; C. W. Fulton, Drawing and Penmanship; Irene Russell, Instrumental Music; Annie Marie Egenhoff, Expression; Susan Irving, First Grade, Training School; Anna Barkley, Second Grade, Jennie West, Third Grade; Lydia Flenniken, Fourth Grade; Mattie McLean, Secretary; H. H. Egner, Registrar and Bookkeeper; Josephine Fayne, Hostess, Students Home; Parthenia Weller, Librarian.

THE PRESENT

There are now 105 regular members of the faculty engaged in offering instruction in the institution. Of these, one holds the LL. D., seventeen the Ph. D., seventy the M. A., fourteen the A. B. or B. S., and four hold no degrees.

Of the seventy members of the faculty holding the M. A. degree, six have practically completed requirements for the doctorate and many others have done work beyond the Master's degree. Most of those holding the Bachelor's degree will secure the Master of Arts or Master of Science degree at an early date.

Regular members of the administrative staff and the thirty or more temporary teachers employed each year to take care of the increased enrollment during the spring and summer are not included in the above.

The present faculty members are splendidly equipped academically, having given themselves the most recent and thorough training available for the special work which they are doing in the institution. In addition, they are men and women strong in personality, effective in leadership, and have dedicated their lives to the cause of education in the commonwealth.

The Courses of Study

In the early years of the State Normal School, only five regular courses of study were offered: a Review Course, three other courses of one, two, and four years each; and a special course known as the County Superintendents Course.

The Review Course concerned itself exclusively with subjects not above the eighth grade, and was designed to prepare students for the county examination.

The work in the Two-year Course was not quite equal to that offered in a four-year high school today.

The Four-year Course was about the equivalent of four years of high school work, plus the freshman year of college.

A statement taken from the State Normal Bulletin, November, 1906, expresses very definitely the attitude of the management of the institution toward the course of study at that time:

"As a matter of necessity, the Executive Board retains the right to change the course of study at any time. Doubtless, the standard will be raised as rapidly as conditions will allow. We confidently expect to see great changes in education in Kentucky in the near future—a higher standing for the teaching force, better salaries, a rise in the requirements for graduation and for certificates to teach. For the present, we believe the course to be admirably adjusted to existing conditions."

Today the institution maintains ten separate and distinct curricula, which have been planned to prepare teachers and administrators for various types of public school service; and, also, to give students who are not preparing to teach the opportunity for acquiring a general higher education.

All of the courses are offered on the college level. With the exception of the courses of study leading to the College Elementary certificate and the Standard certificate, all of the curricula are either four or five years in length. They include a General Curriculum, providing opportunity for specialization in twenty-two different departments; special curricula for the training of teachers of Smith-Hughes Agriculture and Home Economics, Music, Art, Physical Education, Industrial Arts, Early Elementary Education, Later Elementary Education, Rural Education, and Administration and Supervision.

The institution also maintains a four-year Arts and Science Curriculum, leading to the baccalaureate degree, for those persons who do not plan to enter the educational field.

Beginning with the summer school of 1931, a Graduate Curriculum, leading to the Master of Arts degree, was organized. Graduate courses are now offered in eight departments of the institution.

Facilities as regards reference books, scientific equipment, and teaching staff are adequate for providing an efficient program of graduate work in these departments. Additional opportunities for graduate study will be provided as rapidly as the demands warrant.

Although the requests for graduate work had been very numerous before the organization of the Graduate School, the enrollment for the summer session and during the first semester of 1931-32 has been much larger than was anticipated. The outlook for the Graduate School is in every way very encouraging.

The Western Kentucky State Teachers College exists for the purpose of training teachers and administrators for every type of school at present supported by the state. In its program of education, the institution aims to develop both culture and skill in teaching. It is trying to keep in mind and to harmonize as far as possible both the general and professional aims of a modern teacher-training institution. Its curricula have been planned for the realization of these objects.

The institution has at all times been alive to the changing needs of our public school system, and has endeavored to meet these needs by keeping its educational program abreast of the times. From its beginning, the school has striven, through the best physical equipment available, high standards of scholarship, well-organized courses of study, and a superior teaching staff, to provide the very best opportunities possible for young men and women of Kentucky to achieve their educational objectives.

Through a definitely planned program of curriculum revision, and improvement of classroom teaching, it will continue to be the aim of those concerned with instruction to keep these opportunities second to none for those who are preparing for the various kinds of educational leadership in our Commonwealth.



The Administration Building, among first major buildings to be erected on College Heights, is still one of the most imposing.

DEPARTMENTS

Below is condensed information showing the academic development of the Western Kentucky State Teachers College over a period of twenty-five years.

Ancient Languages

| THE BEGINNING | THE PRESENT |
|--|--|
| Only a portion of the time of one teacher was devoted to instruction in Latin and Greek. | During the regular year, one full-time and one part-time teacher offer courses in Latin. Two teachers are required for the summer session. Greek is no longer offered in the institution. |
| Practically all of the work was offered on the high school level. | The department is now offering a full four-year program of college Latin, and sufficient graduate courses to provide a minor in this field. |

PURPOSE

The Department of Latin provides a program of courses designed to meet the needs of the following classes of students: Those who are teaching or preparing to teach the subject in high schools; those who desire a knowledge of the language as a background for other studies; and those who desire for general and cultural purposes to become acquainted with the language, life, and literature of ancient Rome.

Art Department

| THE BEGINNING | THE PRESENT |
|--|--|
| In the beginning Art and Penmanship were taught by one instructor. | Now the departments are separate. There are two instructors of Art in the college and one in the training school. |
| Only two courses were offered in Art, one semester hour being given for each course. | The department offers ten courses in Art, equivalent to thirty semester hours. |
| There was no special equipment or laboratory to be used by art students. | The permanent equipment includes individual lockers, display cases, and lanterns with slides and hundreds of color prints, to be used in teaching the appreciation of art. In addition to this laboratory the classes in Art Education observe children's art activities in the training school. Another advantage open to art students is the interesting collection of paintings located in the library. |
| There were only three books on Art in the library. | Today there are more than three hundred books on Art in the library, representing some of the most recent publications. |

It is the purpose of the department to serve three distinct groups of students:

1. The student who desires to major with a view to teaching the subject in graded or high schools.
2. The grade teacher who wishes to become more efficient in teaching Art Education.
3. The student who desires to acquire some knowledge, skill, and appreciation of the fundamental principles of art as applied to everyday use, and to recognize and enjoy beauty in masterpieces of painting, architecture, sculpture, and the minor arts.

Biology and Agriculture

THE BEGINNING

Biology was taught here first in 1908. The courses consisted of Botany, Zoology, Physiology and Nature Study. Agriculture was taught first in 1911. The courses consisted of one year of work.

Biology equipment consisted of twenty-eight microscopes, autoclave, incubator, microscopic slide and lantern slides, and a large projectoscope. The agricultural equipment was very meager.

Instructional staff consisted of one teacher; when agriculture was introduced a second teacher was added.

THE PRESENT

The Biology Department now offers twenty-three courses embracing the principal division of biological science. The agriculture department now offers courses totaling sixty-five hours.

Biology equipment now consists of microscopes, standard autoclave, incubator, extensive collections of prepared slides and lantern slides, mounted and preserved specimens. The agriculture equipment now consists of extensive laboratory equipment, 800 acres of farm lands, extensive herds of cattle, sheep, hogs, and poultry. An agricultural pavilion is nearing completion.

Instructional staff now consists of eight full-time teachers and numerous student assistants.

Three objectives are sought in the teaching of Biology; viz: First, to provide a biological basis for general education and to develop appreciation for life forms; second, to prepare teachers of biological subjects; and third, to prepare pre-medical students in the fundamentals of Biology.

The objective sought in teaching Agriculture is to prepare teachers of this subject for positions in the rural high schools and for rural leadership.

Chemistry Department

THE BEGINNING

The first class in Chemistry was taught in February, 1908. One teacher taught all divisions of science.

No laboratory space was available and only simple demonstrations with home-made equipment were possible. In 1909, teacher and students co-operated in building some desks suitable for simple laboratory study.

There were 19 students in the first laboratory class in chemistry, February, 1909.

In the beginning only one simple course in general chemistry was offered.

No chemical literature was available in the beginning.

No department activities were offered.

THE PRESENT

Now the Chemistry Department is a separate and distinct unit with three full-time instructors (one on leave of absence) and three student assistants.

Now there is a modern laboratory available, with extensive and complete equipment for the proper teaching of all divisions of undergraduate chemistry.

For the year 1930-31, a total of 443 was enrolled in the various chemistry classes.

Now a full college course of chemistry, with a total of 39 semester hours credit value, is offered. All chemistry requirements of students in Home Economics, Agriculture, Medicine, Dentistry, Engineering, and Industry are met. Majors from the department are successfully engaged in all of these fields as well as in teaching and in graduate study.

Now, in the general library, there is an extensive collection of chemical literature and reference material. This is being added to continuously.

The Chemistry-Physics Club, sponsored by the two departments from which its name is derived, now offers opportunities for further development in these fields to those who are interested.

The purpose to present the cultural side of chemistry to those who do not intend to use it directly; to train thoroughly those who are to teach chemistry or use it in any direct way; to offer such courses as will meet all requirements of every line of endeavor in which chemistry is an essential unit of preparation. Plans are now under way for expansion into the graduate field.

Economics and Sociology

THE BEGINNING

There were limited offerings in the departments of history and education.

Prior to 1924 the Principles of Economics and Rural Sociology were offered by departments of history and education. In 1924, Economics and Sociology became a division of History and Social Sciences with one part-time teacher.

The enrollment in 1924-25 was 223.

THE PRESENT

Offerings consist of 12 courses aggregating 32 semester hours to which there is a proposed addition of seven new courses of 21 hours for 1931-32.

Two full-time and three part-time teachers have carried the program the present year.

The enrollment for 1930-31 was 1,079.

All courses are on elective basis except for two departmental requirements.

The aim of the department is a program of studies that will in some measure comprehend and interpret the problems of modern life for teachers in the common and high schools of the state.

Education Department

THE BEGINNING

The Education Department was then a one-teacher department. Dr. Kinnaman taught education courses and acted as Dean. During busy terms a half-time helper was employed.

The library contained approximately one hundred volumes of Education books, many of which were out of date.

Half the courses in education were on high school level.

Nine courses were offered in the field of education.

One Elementary certificate was issued in 1907. Twenty Elementary certificates and twelve Standard were issued in 1908.

One brief course in practice teaching was offered.

Three-fourths of all students taking education courses had fewer than 16 high school units.

No work above sophomore college level was offered.

THE PRESENT

There are now nine full-time instructors in the Education Department, not including the Training School staff.

A library of several thousand books on education has been provided. This is augmented by a large number of reference books of graduate level.

All the courses in education are of college or graduate level.

Thirty-eight courses of residence work, all of college level, and eight courses of purely graduate level are now offered.

Three hundred sixty-eight permanent certificates and 204 degrees carrying certificates were issued during school year of 1930-31.

Two full semester courses in practice teaching under trained teachers are offered.

All courses in education are offered to college or graduate students.

Four years of standard college work and one year of graduate work leading to the degree of M. A. are scheduled.

Under way at the present time is the re-organization of the courses in education to the end that theory may be linked to practice to a greater degree. With this in mind the Education Department is pledged to fullest co-operation with the Training School on the one hand and the academic departments on the other.

English Department

THE BEGINNING

The first program lists seven classes and four courses in English.

All of the courses offered in the beginning are now counted as high school work in rank.

The total number of credit hours, based on our present standards, was fifteen.

There were two part-time teachers with master's degrees.

There were no major students, since everybody took the same course.

Fewer than 300 were enrolled in the English classes offered in the first term of the school's existence.

THE PRESENT

Now there are 38 courses and, in the second semester of 1931, 59 classes.

Thirty-two of the courses now offered are of college rank and six of graduate rank.

The present offerings in the department total 95 hours; 77 in undergraduate work and 18 in graduate.

There are nine teachers: three with Ph. D. degrees, five with A. M.'s and two with A. B.'s.

Since the establishment of the four-year college 279 have completed the A. B. in English, 37 of these being in the 1931 class.

In the second semester of 1931 there were 1,875 students enrolled in the department.

By means of standard tests and other modern devices the instruction of freshmen has been greatly improved in the last two years.

Each teacher in the department, besides having classes in freshman and sophomore subjects, conducts classes in the specific field of English for which he was trained.

Extension Department

THE BEGINNING

It was not until June, 1920, that this department was established in the institution. At first there was no office equipment or clerical force. For the first year 415 students enrolled for correspondence study.

THE PRESENT

It is now established in Ogden Hall in three large, well-equipped offices with a stenographer, a secretary and a staff of instructors. For the year just ending there were enrolled 2,616 different students for correspondence study and in study centers.

There are two distinct purposes of the extension work: First, to give a service to those who are temporarily unable to attend school; Second, to carry the institution with its aims and ideals to every community and teacher, and thus enlarge its usefulness.

Geography and Geology

THE BEGINNING

One part-time instructor offered two courses.

Fewer than three hundred students were taught in one classroom.

THE PRESENT

Four instructors offer sixteen courses.

More than nine hundred students are taught in six rooms.

Geography and Geology—Continued

| THE BEGINNING | THE PRESENT |
|---|---|
| The scope of the first courses was limited to pre-college geography. | Standardized courses are offered in four recognized fields of the science. |
| Conditions limited library facilities to a small number of classic references and to a few geographical magazines. | Basal textbooks are supplemented by course bibliographies and current articles in the leading professional periodicals. |
| Teaching equipment received early attention and was accumulated as funds permitted. | Classroom instruction is facilitated by an amount and variety of modern equipment commensurate with the number and scope of the courses given. |
| Some laboratory instruction was given and occasional field trips were taken. | Laboratory courses are regularly scheduled and frequent industrial excursions and field trips of brief or extended duration are taken periodically. |
| Academic and extra-curricular activities could accord but little time to regional problems and local phenomena of geographic significance. | Local and regional aspects of geography are increasingly emphasized in special study and report, departmental club, geography council, and educational association. |
| Serious consideration to the cultural and vocational contributions of geography to the professional and social life of educator and layman was invited. | Thirty percent of the enrollment is elective and a small but growing group of majors and minors is specializing in this field. |

The department is organized to provide instruction and directed research with a view to (1) training an increasing number of teachers and supervisors of geography in the elementary and secondary schools, (2) developing the nature and character of the advanced courses so that coupled with the demand for it the granting of a graduate minor, and eventually a graduate major, will soon be justified, and (3) expanding the instruction offered in the geological sciences in the next quarter century as materially as the past one has witnessed the growth of the geographical.

The History Department

| THE BEGINNING | THE PRESENT |
|---|---|
| In the second semester of the year 1906-07 there were offered but three courses in History and these of high school rank. No course was offered in Government then. | For the second semester of 1930-31 there were offered ten courses in History and Government, all of college rank. |
| There was but one class in each course in History then. | For the last regular semester, in the ten courses offered, there were thirty-four classes. |
| The Library was very limited in 1907 in History and Government; probably not over 100 volumes, and these mostly of high school rank. | Now there is a well selected library of standard books in these subjects numbering more than 5,000 volumes. Besides this there is a growing collection of source material not included in the above. |
| The department had no maps at all then. | Today the History Department is equipped with the best maps for all countries. |
| In 1907, there was no History or Government club organized in connection with the school. | Today the oldest organized department group in the school is the History Club, which encourages the collection and conserving of historical data as well as fostering the spirit and zeal for research. |

The History Department—Continued

THE BEGINNING

In 1907, there was but one part-time teacher in the History Department.

In the classes in the three courses in History in 1907, there were but 26 students.

THE PRESENT

During the last regular semester there were nine teachers giving all their time to History and Government.

Last semester there were enrolled in this subject 1,066 students.

The History Department has a keen interest not only in the twenty-five years of the immediate past but has visions of greater expansion for social service in the training of citizenship as a part of the enlarged plans of the college.

Home Economics Department

THE BEGINNING

Home Economics was added to the curriculum in 1911. The department occupied three rooms on the second floor of Cabell Hall.

The equipment and facilities in the beginning were meager and were planned mainly for work in clothing and foods.

The first home management house was opened in 1924. One of the village houses was used by the department.

In the beginning, there was no home economics department in the training school. The pupils came to the college home economics department for instruction.

In the beginning there was one instructor.

THE PRESENT

The department is now housed in a beautiful three-story stone building.

Now the instructional facilities are three or four times as great. In addition to well-equipped clothing and food laboratories, there is a modern equipment laboratory, science laboratory, art laboratory, home kitchen, dining room, fitting room, class rooms, reception room and offices.

Now a modern five-room frame dwelling located on Ogden campus serves as a home management house.

Now the home economics department of the training school occupies three rooms on the main floor of the building. This department is standard and serves as a model for high school departments in the state.

At present there are six instructors with the minimum qualification of the M. S. degree.

The objectives of the Home Economics department are: (1) to train girls for better homemaking; (2) to train high school teachers of homemaking, and (3) to increase interest among all girls in improving home living.

The Industrial Arts Department

THE BEGINNING

The Industrial Arts Department was established in September, 1920, with two rooms of an army barrack building comprising some 2,000 square feet of floor space devoted to the program.

The original equipment included a few hand tools for woodwork and six benches which had been used in the psychology department and three small machines.

THE PRESENT

The present plant is a three-story fireproof white stone structure with 22,500 square feet of floor space, planned especially for industrial activities including all of the common industrial arts teaching units as well as a training school laboratory.

The present equipment consists of a complete mill room layout, forge shop and sheet metal equipment, hand tools and drawing equipment for wood work, farm shop and elementary gas engine work and concrete construction as well as a modern printing unit.

The Industrial Arts Department—Continued

THE BEGINNING

In 1920 the department staff consisted of one person who divided his time between athletics and industrial arts.

No industrial arts library existed in 1920 and only a few books could be found on elementary work in the reference shelves.

This department originally offered only a limited program supplementary to the teacher training curriculum.

Upon establishment this department did no student production work.

The first industrial arts class consisted of five students of high school grade and some twenty students did work in the department the first year.

The first industrial arts teacher was placed in 1922.

THE PRESENT

At present the full time of two instructors is required, with one full-time assistant in the production activities and two part-time workers in addition to supplementary help at times.

Today there is an extensive and ever increasing list of library references on this subject with current periodicals and the best professional journals to be found in the reading rooms.

At the present in addition to carrying out the original program it offers an opportunity for students to major or minor in this field and prepare to teach any of the commonly accepted industrial arts activities, in the elementary, junior and senior high school.

The production program has grown to unusual proportions and offers not only an opportunity for practical production activity for the student, but enables many students to earn a part of their expenses while in school.

The past year eight students were graduated from this department while some twenty-five others have selected this as their major field. The department enrolled two hundred and forty students last year not including training school pupils or production workers.

Since 1922 thirty-five teachers have gone out from this department to positions in the industrial arts field in ten different southern states. These men are working in elementary schools, junior and senior high schools and teachers colleges.

The purpose of this department is: (1) to offer an enriched and broadened educational program for the teacher of general education; (2) to provide an opportunity for principals and superintendents to prepare themselves to supervise and direct industrial activities; (3) to teach students habits of thrift and respect for skilled work; (4) to train teachers of industrial arts and elementary handwork.

The Library

THE BEGINNING

In January, 1909, one room was used for the Library.

The Library was organized with 3,733 books on the shelves.

The first year the Library subscribed to 95 magazines and 2 newspapers.

The circulation of books for library and home use was 33,179.

THE PRESENT

In 1931 the Library occupies two floors of a separate building with three reading rooms, three offices, and four floors of fireproof book stacks.

Today, the Library contains 32,000 books and approximately 2,500 public documents.

At the present more than 265 magazines, 19 daily newspapers and 35 Kentucky county newspapers are subscribed to.

The circulation of books for 1930-31 was 282,514.

The Library—Continued

THE BEGINNING

In the beginning the Library Staff consisted of one librarian with training and one untrained assistant.

THE PRESENT

The Library Staff for 1931-32 numbers nine: the head librarian with graduate and professional training and the assistants with college and library training ranging from six to thirty hours. During the summer term of 1931, thirty student assistants were also used for one or more hours per day.

In the beginning one class was taught by the librarian to acquaint student-teachers with the best reference books.

In 1929, a Library Science Department was organized as a separate department in the college curriculum. In 1931 thirty semester hours are offered. The department occupies the third floor of the Library building and trains students for school librarianship. One full-time teacher and two part-time teachers are employed.

The Library has three distinct purposes:

1. To supplement the work of all college departments by offering books for collateral reading.
2. To offer such assistance as is possible to the faculty in their teaching and in their research studies.
3. To foster the general cultural reading of students and faculty.

The purpose of the Library Science Department is:

1. To train librarians for school library positions.

Department of Mathematics

THE BEGINNING

In the first year of the school's existence as a state institution one teacher taught all the mathematics.

THE PRESENT

During the past year there were eight teachers in the department. Of these the Master's degree represents the minimum training.

At first there were fourteen ten-week courses in the curriculum. Seven of these were of college rank while seven were of high school rank, or below.

At present there are twenty-one courses in the curriculum, all of college rank.

Six classes were taught in college mathematics the first year. There was a total enrollment of 85 students in these six classes. Eighteen classes in mathematics of secondary rank or below were taught during the first year. There was a total enrollment of 810 in these classes.

Seventy-four different classes were taught in college mathematics during the past year, and these showed a total enrollment of 2,408 students.

There were no books of any value on mathematics in the library the first year.

A large number of valuable, well selected books on mathematics have recently been added to the library, and additional books are constantly being secured. Particular care is taken to select these books so as to meet the increasing necessities of the department.

It is the purpose of the department to raise the standard of teaching mathematics in the grades by providing a thorough training in the fundamentals for teachers in the elementary school. The more advanced courses provide opportunity for those who wish to prepare for teaching secondary mathematics, for applying mathematics to the practical affairs of life, or for pursuing the study of the subject in more advanced fields.

Modern Languages

THE BEGINNING

There was one part-time teacher.

One class in German was given during the term when there was sufficient demand.

There were usually five students in the class.

Two terms of work, or five semester hours, made up the program in modern languages.

THE PRESENT

There are three regular teachers with two assistants during the second semester.

In the second semester 1931, there were fourteen classes in French and German.

Four hundred and fifty-one students were enrolled in French and German in February, 1931.

The department offers thirty-nine semester hours in French and twelve in German.

The purpose of the department for the future is twofold: (a) to bring the student who wants only a reading knowledge of French or German into contact with the literature of the country and with material in his own field. (b) To train high school teachers of French by specialized courses and the French Club.

The Music Department

THE BEGINNING

In the beginning there were a few students taking Public School Music, with one teacher.

In the beginning there was no band.

The Applied Music Department had at the beginning a teacher of Piano and Violin, offering elementary instruction in these branches, a total equipment of two old grand pianos and three uprights.

In the beginning the school made an effort with an orchestra of 6 to 8 pieces.

At first the Music Department had no real chorus, Glee Clubs, Music Clubs, etc.

THE PRESENT

Today more than a thousand students are taking the course in Public School Music, which is compulsory for every teacher, and of the greatest value to the rural school teacher. This department has one director, and four assistant teachers and numerous helpers.

A band was organized four years ago, and is now an organization of 57 pieces, uniformed, fully equipped, and steadily improving.

Today the Applied Department has specialists in Piano, Voice, Violin, Composition, with an equipment of 5 grand pianos, 15 upright pianos. An entire building is used for this department.

At present a full orchestra of 40-50 players, with a library of over 100 different selections is one of the many fine features of the school.

Today, a mixed chorus of 100 to 150 voices are rendering the old classic oratorios. The various Glee Clubs, Trios, Quartets, Male and Female, a Music Club with a membership of 100, keep alive a genuine musical atmosphere.

The Music Department endeavors to equip its teachers and supervisors with a thorough appreciation of good music, a fundamental knowledge of its construction, and the necessary methods for teaching this art in the grades and in high school; to prepare orchestra and band leaders and private teachers in voice, violin and piano.

The Penmanship Department

THE BEGINNING

In the beginning there was one part-time teacher. Penmanship and drawing were taught by one instructor.

The department offered practice in writing to 161 students. All practice in copy books was of high school rank.

THE PRESENT

During the last year, two instructors were required to handle the work.

During the last year it offered Methods of Penmanship, and Lettering and Engrossing to 671 students. At present all work is of college rank.

This department has as its purpose the development of skill in executing good handwriting and an appreciation of its value on the part of prospective teachers, to the end that the children of the public schools may enjoy better instruction in this subject.

Department of Physical Education

THE BEGINNING

The first form of Physical Education and athletics was held in the chapel hall of the Training School, which was then located in old Potter College. The dressing rooms were in the old barracks, where the new Training School now stands. There were no full time coach or teacher of Physical Education.

The first classes in Physical Education were for girls, with only one instructor. Coaching classes and participation in football, basketball and baseball were the only activities for men. A very small per cent of the student body took part in Physical Education activities during the early years.

The facilities at first were very limited. There was practically no equipment and the chapel hall served a dual purpose as a gymnasium and assembly hall. Even after the building of the old gymnasium, which was an old frame structure, there were practically no facilities or equipment for physical education and athletics. The building was poorly heated; there were no locker rooms, dressing rooms or showers and no floor equipment. There was only one basketball court and there were seats for only a few hundred people.

THE PRESENT

Physical Education classes are now conducted in the new Physical Education Building, which is a modern structure in all respects with provision for all forms of physical education and athletics. A four year course for women and men has been introduced for the training of teachers for the teaching of physical education in the high schools of Kentucky as required courses for all students during their first two years of college work.

During last year over 600 women enrolled in the Physical Education classes while 300 men took part in the activities of the men's department. The staff has grown to four full time women instructors and four full time teachers in the men's department.

The Department of Physical Education is organized so as to take in teacher training courses, activity courses for both men and women, health examinations and physical ability tests and corrective exercise classes. The Physical Education Building has three basketball courts, volley ball courts, tennis and hand ball courts, a running track and adequate equipment for all phases of physical education. There is a well organized intramural program for both men and women as well as the inter-collegiate sports, in which there are representative teams in football, basketball, baseball and track. The gymnasium seats 4,500 people and the stadium has a seating capacity of 4,000. There is an outdoor running track, a practice field for football and baseball and a hockey practice field for women.

The Department of Health and Physical Education of Western Kentucky State Teachers College aims to provide skilled leadership and adequate facilities that will afford each individual an opportunity to receive adequate training for health; to engage in physical activities suited to his needs, and in situations which are physically, mentally, emotionally and socially wholesome; to create a wholesome attitude toward activity as a means of contributing to health, and as a means of recreation in leisure time; to develop enough skill so that the desire for activity will carry over into leisure time; and to develop leadership, loyalty, and cooperation, the qualities which encourage good citizenship.

The Physics Department

THE BEGINNING

In the beginning physics and chemistry were offered in the same department. Physics had only a part-time instructor. (Physics became a separate department in 1920.)

THE PRESENT

It now has two full-time instructors holding the M. S. degree and student assistants for laboratory work.

The Physics Department—Continued

| THE BEGINNING | THE PRESENT |
|--|--|
| In the beginning physics had no definite place of meeting and no laboratory space or equipment. | It now has two well equipped laboratories, one apparatus room and office space on the third floor of Recitation Hall. |
| In the beginning two courses of high school rank were offered without any experimental work. | There are now being offered ten eighteen-week courses of college rank. Nine of these are accompanied with experimental laboratory work. |
| The first year there was thirty-two dollars worth of equipment of tools purchased and with this the instructor and students made the original furniture and apparatus. | The present equipment is adequate for the performance of more than 150 elementary and advanced college experiments as well as many demonstrations. |
| There were eight students in physics the first year. | The past year there were 330 students taking work in the department of physics. |

At present the department of physics has as its goal:

- (1) The training of teachers for the high school field so that they can teach the subject well and equip their laboratories with usable apparatus.
- (2) Giving the academic training to those who wish to enter other fields such as medicine, dentistry, and engineering.

Psychology

| THE BEGINNING | THE PRESENT |
|---|---|
| Until the fall of 1931 the courses in Psychology were listed under the Department of Education. Six courses were offered aggregating thirteen semester hours. | Psychology became a separate department in the fall of 1931 offering eleven courses aggregating twenty-five semester hours. |
| Prior to the fall of 1931 there was but one teacher employed to teach Psychology. Many sections of Psychology (as many as seven per semester) were taught by the faculty members of the Education Department. | Two full-time instructors and one part-time instructor are now employed to teach Psychology. |
| The enrollment during the first year of 1907 under Dr. A. J. Kinnaman was fifty. | The enrollment for the year 1930-31 was 1,038. |

The courses in Psychology are planned to give the student the fundamental laws of human behavior which underlie social relations, and the methods and technique of teachings; and furnish the foundation of administration and supervision.

Placement

| THE BEGINNING | THE PRESENT |
|--|---|
| When the Western Kentucky State Teachers College was established, no organized work in Teacher Placement was done and no individual person had the matter in charge. | The placement work of the college is now under the direction of a member of the faculty with competent assistants. It has a comfortable office well furnished and conveniently located on the campus. Here students are advised in methods of making application and assisted in their efforts to secure positions of usefulness when they leave the institution. |

Placement—Continued

THE BEGINNING

No records were kept of what placements were made and there were no adequate means of keeping up with the mailing addresses of the graduates of the institution and no follow up work was done.

THE PRESENT

At present a record of all placements is kept by card index in the placement office. Addresses are kept up to date and quite a lot of successful follow up work is done by the director of the Department and certain members of the faculty.

In the early history of the school some assistance was given by individual members of the faculty but no record was kept and the amount of money saved to students through placement was inconsiderable.

Since the placement bureau was instituted in 1925 it has located or assisted in locating 1,550 graduates and undergraduates in teaching positions. Since no charge was made for this service, it is evident that according to the rate of charge made by agencies in this field, the department has saved to the students a total of \$75,758.00.

The Bureau not only gives assistance to the graduates and undergraduates of the college but through its methods of keeping up with their success in the field is able to give valuable assistance to them in securing better positions.

The Reserve Officers' Training Corps

THE BEGINNING

The S. A. T. C., which was the beginning of the R. O. T. C., at W. K. S. T. C. was organized August 22, 1918.

THE PRESENT

A junior unit of the R. O. T. C. was organized at W. K. S. T. C. January 28, 1919, by authority of the War Department at Washington, D. C.

In the beginning it consisted entirely of high school and junior college students.

It is now composed of college students of all classes, the freshmen acting as privates, the sophomores acting as corporals, and the juniors and seniors acting as cadet officers.

In the beginning it offered nothing but drill and physical exercise.

It now comprises a very complete course in military science and tactics, including topography, personal hygiene, sanitation and military law besides the drilling.

In the beginning the Rifle Team of the unit stood last in the Rifle Contest of the Fifth Corps Area comprising the states of Ohio, Indiana, West Virginia and Kentucky.

The Rifle Team of the unit has now held the intercollegiate championship of the Fifth Corps Area for five consecutive years; it has held the intercollegiate championship of the South for four consecutive years; it has held the individual intercollegiate championship of the entire United States for four consecutive years, and the team intercollegiate championship of the United States for three consecutive years.

In the beginning the unit averaged about 110 strong, of which number none secured reserve commissions in the U. S. army.

Now the unit usually averages about 110 and a large number secure commissions as second lieutenants of infantry reserve in the U. S. army after graduation.

The object of the course is to train leaders; to give the students who take it an idea of the principles which underlie leadership so as to make them valuable to their country in normal times of peace as well as to make them valuable as leaders in time of trouble.

The Rural Training School

THE BEGINNING

In 1920 a typical rural school building located on the Morgantown Pike, two miles west of Bowling Green, and known as Cedar Grove District, was used as the Rural Demonstration School. The building was owned by the county and was under the joint control of the County Board of Education and the Board of Regents.

Because of crowded conditions, two teachers were employed to take care of the eight grades.

The school had no classroom equipment except the bare necessities and the three-fourths acre of play ground was without equipment.

Approximately three hundred college students visited the school during the year.

THE PRESENT

In 1925 there was established a new four-room building located on Normal Boulevard, and known as "The Little Rock School in the Vale." It is under the control of the Board of Regents.

One teacher teaches the first six grades.

The playground, with its flag-stone walks, trees, ball-ground, swings and slides, makes it an ideal place for children to play. The school has an excellent library and other classroom equipment.

Each year fifty students take directed teaching and approximately 500 students from the directed observation classes visit the school.

The purpose of the Rural School is to offer observation and directed teaching for the rural teachers of Kentucky.

The Training School

THE BEGINNING

In the beginning there were four grades with one teacher for each grade. The school was located in four rooms of a single building which constituted the entire physical plant of the institution.

In the beginning it was under the joint control of the City Board of Education and the Board of Regents of the institution.

It offered observation and directed teaching to twelve students during the first year of its existence.

The Training School had 144 children in attendance the first year.

At first the Training School had no laboratories, no library, no gymnasium, no physical examination for the children.

In the beginning there were four teachers, one for each grade, which comprised the entire faculty.

THE PRESENT

It is now conducted in the Training School building, a modern structure throughout, arranged to accommodate all the grades, from kindergarten through a standard junior and senior high school.

It is now entirely under the control of the Board of Regents of the institution.

During the present year it offered observation to 1,250 students and directed teaching to 725 student-teachers, making a total of 1,975.

During the last scholastic year it had 776 children enrolled.

Today, in addition to the regular courses, the school has a home economics laboratory, agriculture and science laboratories, a catalogued library of 2,000 volumes, a well organized rural school, a large gymnasium, and a modern clinic in which each child is given a physical examination twice a year.

At present the Training School has 30 faculty members, with the minimum qualification of the M. A. degree.

At present the Training School has as its goal a new program that will bring about a closer co-operation between the laboratory school and the various departments of the college proper.

The Training School is making every effort to bring "theory" and "practice" closer and closer together to the end that every Kentucky child will have a well trained teacher.

THEN AND NOW

THEN—1906

NOW—1931

When Western first opened, only four students entered who had sixteen units of high school.

Last year 4,000 different students were enrolled who had finished all their high school work previously.

County superintendents were qualified by securing a certificate equal to a first class county certificate, a good eighth grade student could pass. City superintendents had no requirements. Anyone who could get the vote of the city board could serve.

County superintendents are required to have at least sixty-four hours or two years of college to qualify, in other words, six years more of schooling than was necessary in 1906. In no city in Kentucky does the superintendent have less than a Bachelor's degree. The majority have done one or more years of graduate work.

For rural schools there was no scheme for scoring schools or rating teachers. The only rating was by individual judgment.

We have a standard score card and teacher rating system. Every county superintendent is urged to use them and many counties score the schools at regular intervals.

We had a very poor record book for keeping the records of elementary pupils, none for high schools and a very inferior system for colleges.

Permanent records are provided for all schools and in almost every school of any size an excellent system of record keeping is in use.

There were no free high schools for country and village children.

More than three hundred high schools are maintained entirely for rural pupils.

High school teachers were selected without regard to training or scholarship.

Practically all rural high schools have one hundred per cent college graduates on their teaching staffs.

The state per capita was \$3.30 for rural school pupils and we had no county funds.

The state per capita for school maintenance is \$9.00 and all counties levy tax for schools. The average for the state is more than twice as much per pupil as the state pays.

The public free school term was six months.

The term is nowhere less than seven months, a few counties have a nine-months term and more than twenty others have eight-months schools.

The average salary of rural teachers was \$40.00 per month for six months.

The average salary is \$80.00 per month for seven, eight or nine months.

We had fewer than 8,000 pupils in all high schools, public and private.

We had more than 8,000 graduates from public high schools in 1931.

There were not more than forty-one high schools.

There are now five hundred and seventy high schools.

No consolidated schools were found in the rural districts.

More than 400 consolidated schools are in operation using from three to eight teachers each in the elementary grades.

Attendance was less than 50 per cent of the enrollment.

Attendance now is above 72 per cent of the enrollment and still far too low but a long way above 1906.

The old three trustee system was on its last round.

A non-political five-member county board everywhere. With a little increase of power as to the placing of teachers we shall have a county administration system equal to the best in the nation.

THEN—1906

NOW—1931

All teaching certificates were granted by examination and renewed in the same way.

Teaching certificates are issued on the basis of high school and college credits and are renewed for the completion of more academic and professional work in standard colleges.

The superintendents of county schools were elected on a partisan ticket by a direct vote of the people, and were ineligible for service in any county other than their own.

They are elected by a county board of education and there are no requirements as to their place of residence. As a result there is a fast growing up in the state a group of professional county superintendents, based on training and successful experience in their special field.

There was no system of bookkeeping provided or required in the offices of the school superintendents, and the state department of education had little or no supervisory authority over them.

Suitable books and record forms are provided by the department of education and the books of all superintendents are audited annually by trained accountants from the office of the state superintendent of public instruction.

No provision was made for the teaching of music in the rural schools of the state, and little music was taught in the schools of the cities.

The teaching of music in all the public schools of the state is now provided for by law. In a large per cent of all the schools of the state, music of some kind is now taught and in most of the cities and many of the counties regular music supervisors are employed.

Agriculture was not taught.

The teaching of agriculture is now required by law.

There was no systematic teaching of health and sanitation, as the textbooks used in teaching physiology were inadequate.

All schools teach in a very practical way the laws of health, personal sanitation and how to prevent the spread of contagious diseases.

Neither the state nor the counties provided any school supervisors and the cities had few.

The state has supervisors in the elementary and the secondary schools; in several special lines of educational work, all cities have some supervisors, and many counties are now employing them.

Physical education was not taught in the schools, and only in the largest cities was there any supervised play or directed athletics.

All secondary schools have supervised play and give some training in athletics, while physical education of some type is given in most of the graded schools of the state.

Home Economics was not recognized as a high school subject.

Many high schools teach home economics and give full academic credit for the work.

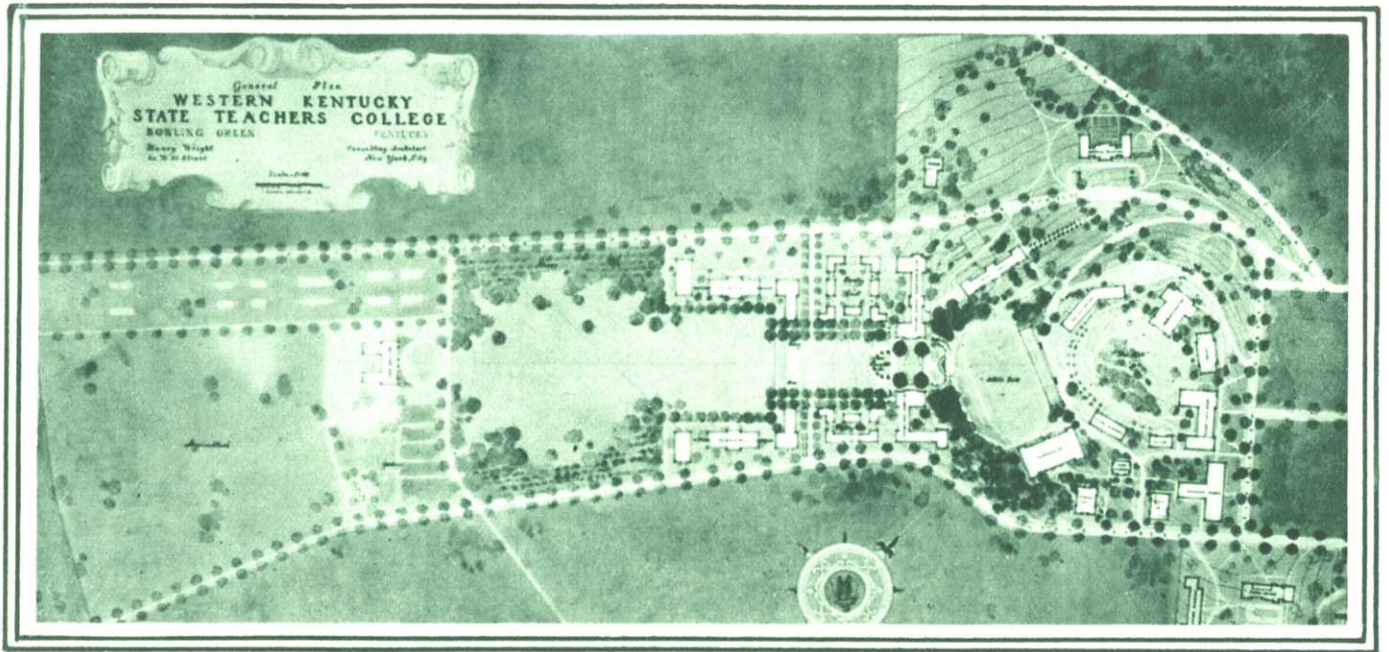
There were no academic or vocational requirements for school librarians.

A school librarian must have the same academic rating as the teachers in the school, with additional training in library science or an equivalent experience.

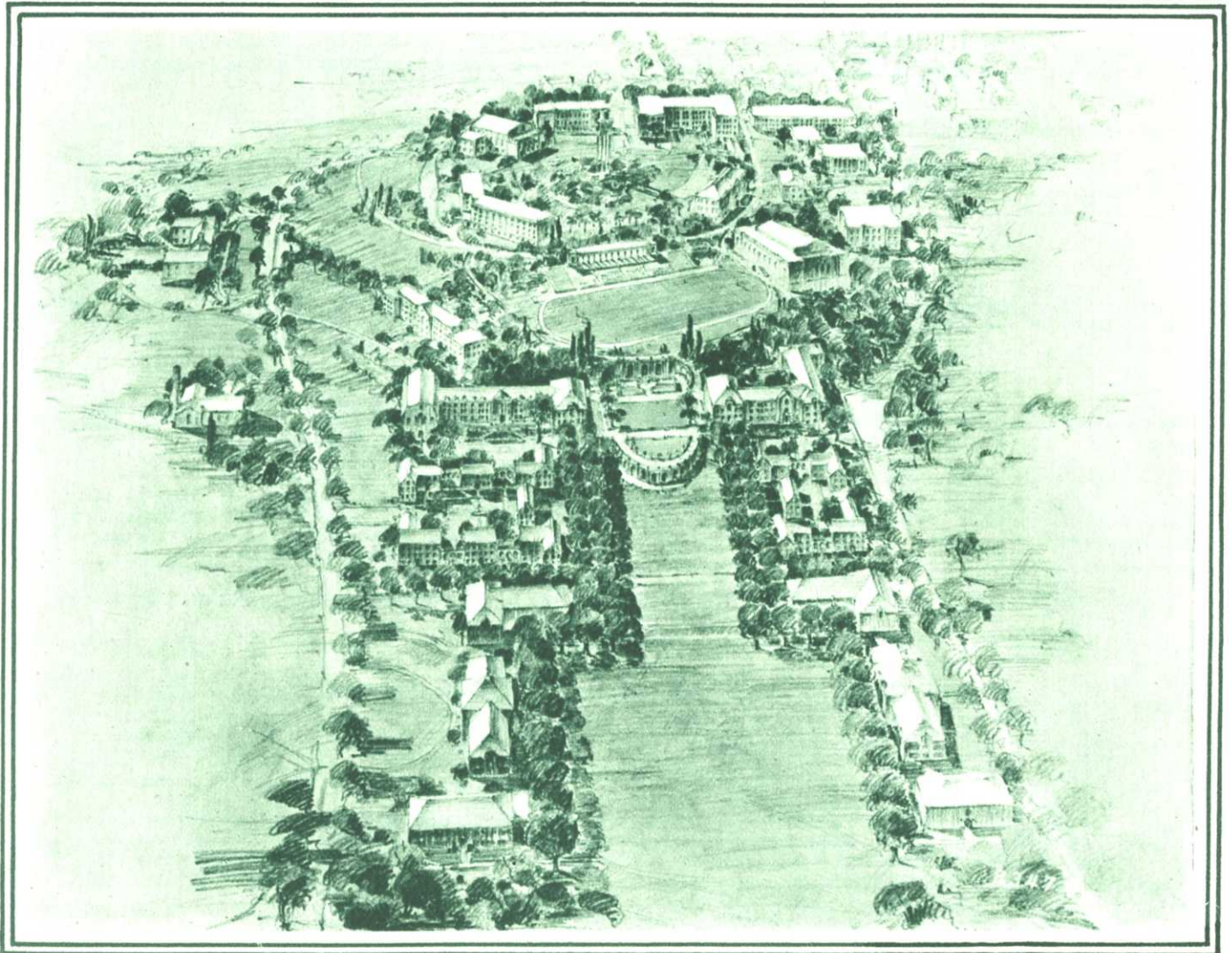
These manifestations of educational advancement extending as they do over a period of twenty-five years should be a matter of pride to any commonwealth. While the Western Kentucky State Teachers College does not claim undue credit for these achievements, it is fair to say that the courage of her leadership, the ability of her faculty and the idealism and enthusiasm of her student body has been a real factor in their accomplishment.

There is no feeling in Western Teachers' College that our work has been finished or that what we have done in these twenty-five years is good enough for the next quarter of a century. We do feel with, we hope, a pardonable pride that a part of the progress can be traced to our efforts and we hope to play our full part in the years ahead.

General Plans for Western's Development



General plans for development.



A vision of the future.

Western, Ogden, Potter and the Southern Normal

The following address was made at the 1930 Alumni Banquet

By JOHN B. RODES

a distinguished graduate of Ogden College.

Mr. Chairman, Ladies and Gentlemen:

As an alumnus of Ogden College, I extend in behalf of a long list of Ogden College graduates, many of whom have attained eminence in private business and in public affairs, fraternal greeting to all alumni of Western College. Most of you that are here tonight graduated upon this Hill Top. I graduated upon the eastern slope of the same Hill. Wandering in the old cemetery in Bowling Green a few days ago, engaged in the fascinating occupation of reading ancient inscriptions on ancient tomb stones, I found this—"Born in 1821," and underneath that "Born again in 1843." I had my natural birth at the foot of this Hill about one block from where I now speak. I experienced my educational regeneration on the eastern slope of this Hill about the same distance away. Thus my life has centered around this Hill, and in truth and fact, whether we are alumni of Ogden College, of Potter College, of the Southern Normal or of College Heights, we all are the offspring of the Hill.

As I look back upon my college career through a distance of forty years, I am convinced it was the most important period of my life. How dear to everyone of us are the memories of college; every trivial incident is treasured and indeed—

"O'er all these scenes my memory wakes,
And fondly broods with miser care,
Time but the impression deeper makes,
As streams their channels deeper wear."

I was deeply impressed with the personalities of the men who taught me, all of whom are now dead and gone, save one. Only the dead are fully understood; only the voiceless speak forever. It is only personality that is immortal with waves of unconscious influence breaking upon the distant shores of eternity.

My years at college were years of absorption; I was like a sponge and took in all that I could hold. It was a period for me of storage and I have never exhausted the material placed in the warehouse of my young mind. At that time my mind was thoroughly impressionable, and it received impressions which will last as long as life.

But these years were not only years of absorption; they were years of acquisition, and to my mind education means acquisition. My college years meant to me and I believe they meant to you the acquisition of refined tastes. They were years of the cultivation of the affections, and I learned to love the true and the beautiful and the good. In biography and in literature I learned to abhor the bad and to cleave to that which was good. I learned to love then, and I still love, the clear expression in beautiful language of high and noble thoughts. I acquired during these years a taste for good things in music and art and drama and poetry and biography, which to some extent I have continued to cultivate through the years and which have opened unto me some of the most delightful things of life.

It was also a period for the acquisition of good habits. I learned to work, to master my love for physical and mental ease and to conquer the problems whose difficulties confronted me. Thus educational training and its value is told in all subsequent life. A man's life is measured by what he subdues, and by the things that he conquers. Abroad travelers in Europe frequently hear the expression that "America is a great country." Such persons very well think when they hear this remark, though they might not utter it—"Americans are a great people, because they have conquered a great land." Were there mountains, we sur-

mounted them; were there mighty rivers, we crossed them; were there vast sun-burnt plains we traversed them; and then we irrigated them until they blossomed with the rose; were there precious metals, we brought them to the surface and used them.

For a hundred years we were pioneers and engaged in pushing westward an ever receding frontier. We were conquering a continent and subduing all primitive conditions that confronted us, and when there was no more of this continent for us to conquer, we did not sigh like Alexander, but we began to expend our enormous energies in a hundred industries, until like birds of the air, we flew into the skies above us.

It was a time for the acquisition of right standards. All human life is made of correct valuations. Happy is the man who can justly weigh mere money upon the one hand and true worth and being or character upon the other. The Master taught us this when he said that—"he that loseth his life shall find it, and what will it profit a man should he gain the whole world and yet lose his soul." In human affairs many difficulties confront us from time to time, and the solution of them will make for happiness or despair. That man is well equipped who is so well educated as to possess the standards, which will enable him to arrive at a correct solution. My college career was an opportunity for the acquisition of a right direction in life. Happy is that college graduate whose college years have enabled him to find himself and to know his course. Graduation is truly spoken of as a commencement. A hundred different paths confront the student; some are broad paths, whose ways lead to destruction and some are narrow and difficult and must be traversed with bleeding feet; but at the same time they may lead to higher altitudes with wider prospects.

"The heights by great men gained and kept,
Are not attained by sudden flight,
But they while their companions slept,
Were toiling upward in the night."

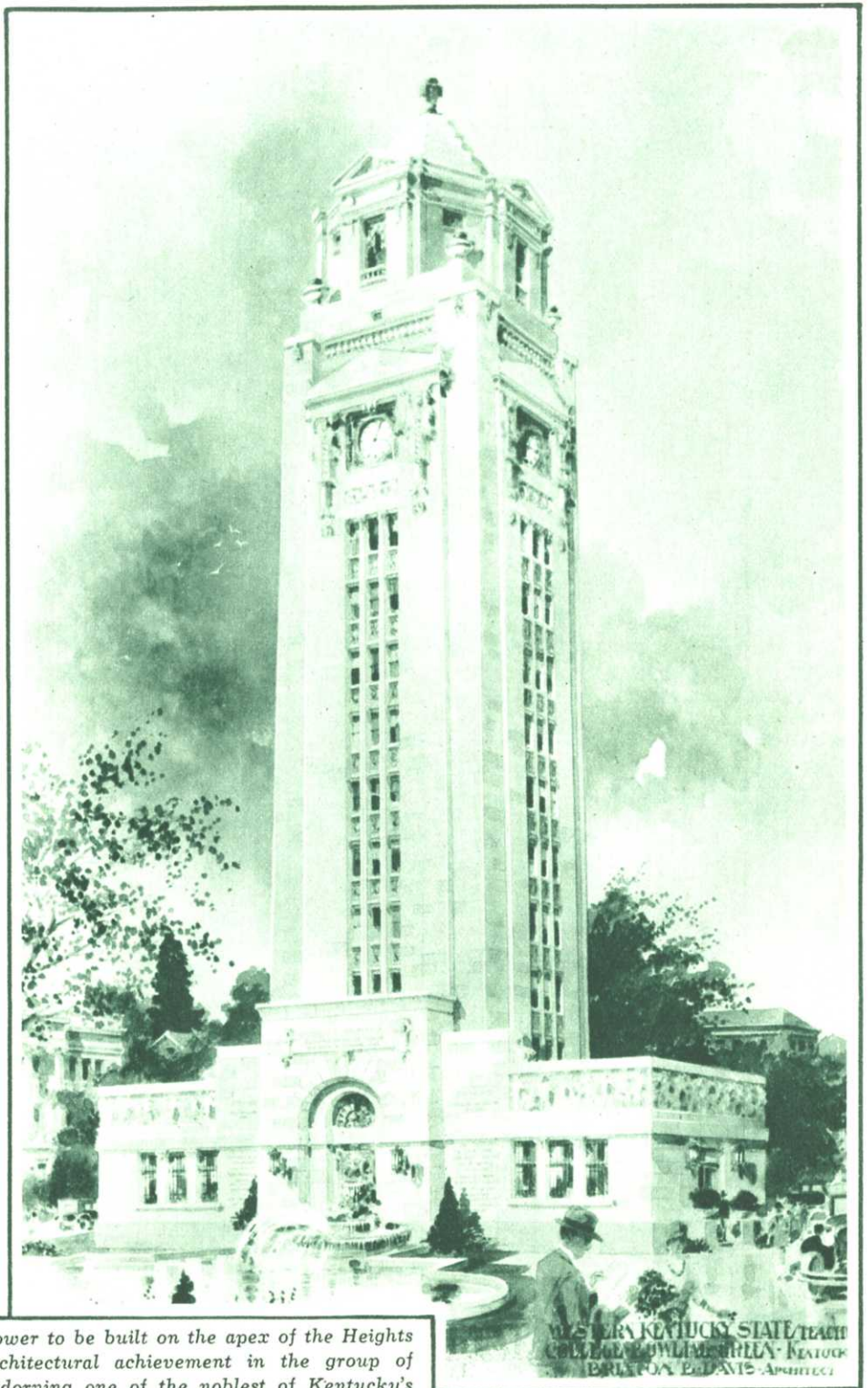
Now, if your college years have meant these things to you or any part of them, then I am asking you tonight, in common gratitude, what do you owe the Alma Mater, the great fostering mother who gave you birth?

I am suggesting to you that a man has lost a great part of what he should have secured in his college career if he loses his educational continuity, if he permits a break to occur in his educational life. Should he permit an ever broadening chasm to appear between his college life and his subsequent career, he is literally inviting disaster to the best and the highest and the sweetest things of human life. William Gladstone wrote to a college friend when he was ninety years of age declaring that he was still studying and still learning. As students of Ogden College or Potter College, of the Old Southern Normal School or of College Heights, we should ever "carry on." One of the most dreadful diseases that can afflict the human mind is amnesia. Shall we wipe out our college career and permit to develop a black spot in the mind, or shall we ever keep revived in our memories all the occurrences of our college life, grappling such memories to our souls with hooks of steel.

Speaking as an alumnus of Ogden College and for my wife as an alumna of Potter College, I declare for us an

[Continued on page 63]

The Proposed Memorial Tower



The proposed Memorial Tower to be built on the apex of the Heights will be the crowning architectural achievement in the group of beautiful buildings now adorning one of the noblest of Kentucky's hills. Graceful in outline, beautifully proportioned and chaste in design it will be built of flawless white stone towering above the present water tank which it is designed to cover and beautify. A winding stairway will lead to the observation gallery at the summit, a sweet-toned carillon will send forth a mellow greeting morning and evening and a clock with four luminous faces will occupy a space beneath. Fountains, statues, and flowers will adorn the base and the entire column will be flood-lighted—a veritable "pillar of fire by night."

The Plant SOME BENEFACTORS

[Continued from page 35]

public schools, was for many years the joint owner of the Southern Normal School, often called the "Cherry Brothers' School." He helped to form the school and give it the distinctive atmosphere that became from the beginning an integral part of Western. Since 1905 Mr. Cherry has been the city superintendent of Bowling Green.

Dr. John E. Younglove, druggist of Bowling Green, by his numerous gifts of geological specimens and curios, started our museum, which is to be a part of the Kentucky Building.

Mr. Perry Snell, of Florida, a graduate of Ogden College, gave the money for the building that bears his name and later added the great art collection now housed in the Library Building and the statuary of the Italian Garden.

Mr. J. S. Dickey, for many years associated with the Southern Normal School, was one of the pioneer teachers of that institution. When the Bowling Green Business University was established as a separate institution in 1907, he became its president and served in that capacity until his death in 1921.

All the Governors of Kentucky, from Governor J. C. W. Beckham, who signed the bill creating Western, to Governor Flem D. Sampson, our present executive, have given loyal support to the program of Western.

Mr. J. B. McFerran was a real friend of education. He was especially interested in giving every child of rural Kentucky an opportunity to secure an education. He always took an active interest in the work and programs of Western and gave it earnest moral and material support. He aided in organizing the Farmers' Chautauquas and in giving them liberal aid and financial support. He gave his energy, time and money for the advancement of education in Kentucky until his death.

To name the former students who have in some way added something to the school would extend this list indefinitely. Flowers for the campus, old books and relics for the Kentucky Building, support of the school's policies in their counties, contributions to the College Heights Foundation are only a few of the gifts they have made. Similarly, it would be an endless task to name the men in public life who have supported the policies of the school and have helped it to attain its remarkable growth. The president and the faculty of Western take this opportunity to recognize all these obligations and to assure all our benefactors, whether named in this list or not, that our lives and the life of the school have been blessed by their contributions.

NOTABLE FINANCIAL ASSISTANCE TO THE COLLEGE

Home Economics Endowed:

The Board of Regents by resolution on April 5, 1911, entered into an agreement with Wickliffe Rose, General Agent of the Peabody Educational Fund, whereby the sum of \$2,000.00 from this fund was donated to the State Normal School to be used in the establishment of a department of Domestic Science.

Boys and Girls Club Work:

In order to promote better country life conditions in Kentucky the United States Department of Agriculture, through the office of the Farmer's Cooperative Demonstration work, Bradford Knapp, special agent in charge, donated the sum of \$2,000.00 to the State Normal School for salary and expenses of a faculty member of the school engaged in organizing and directing boys and girls corn clubs. This work was conducted under the able direction of Dr. Fred Mutchler of the Department of Biology and Agriculture. This extension effort marked the beginning of Farmers Cooperative Extension work in Kentucky. This work was transferred in 1913 by agreement to the Kentucky College of Agriculture.

A Condensed Biography

[Continued from page 38]

sense of fairness which enables him to give credit where credit is due and to handle all situations without prejudice or partiality.

The good administrator must have poise, tact, personal force, sound judgment, honesty of purpose, vision, perspective and a personality which inspires respect and confidence.

The good administrator does not allow the members of his staff to fail. It is his duty to see that they succeed. He does not allow his students to fail. If they fail the institution has failed and he has failed.

The good administrator must be a man of great personality. There must be devotion to a plan, a program, an ideal. He must be unselfish. He never rejoices in the failure of any man or any program. He finds happiness and satisfaction in the success of men. He is a leader, an inspirer, a friend of teachers and students alike.

These are the qualities of a successful administrator and I know of no man who measures up to them so completely as President Cherry.

*Deceased



Perry Snell



*Julian Potter



T. C. Cherry



*J. B. McFerran

Special Appropriations

The following gives the amount Western has received for permanent improvement and the present value of the plant. It does not include the annual appropriations for current expenses.

Total appropriation for building equipment and all kinds of capital improvement from the beginning, twenty-five years ago, to the present time \$1,425,000.00

THE PRESENT VALUE OF THE PLANT

A Committee of Experts Valued the Plant as Follows:

| | | |
|--|--------------|----------------|
| Land, Landscaping, Roads and other capital improvements | \$207,923.56 | |
| BUILDINGS: | | |
| Potter College | 134,962.55 | |
| Administration Building | 157,032.76 | |
| J. Whit Potter Hall | 231,508.90 | |
| Cedar House | 12,619.89 | |
| Library | 197,172.85 | |
| Cherryton | 11,000.00 | |
| Rural School | 4,333.49 | |
| Farm Building | 14,971.22 | |
| Farm Residence | 16,482.20 | |
| Training School | 212,704.36 | |
| Manual Training Building | 68,576.79 | |
| Home Economics Building | 31,435.77 | |
| Music Hall | 20,454.27 | |
| Heating Plant | 126,859.39 | |
| West Hall | 211,452.82 | |
| Physical Education Building, Stadium, Swimming Pool, Etc. | 353,842.90 | |
| President's Home | 30,110.00 | |
| Agricultural Pavilion | 20,000.00 | |
| | | 2,063,443.72 |
| EQUIPMENT: | | |
| President's Home | 4,000.00 | |
| Training School | 27,047.30 | |
| West Hall | 22,975.92 | |
| Library | 30,733.89 | |
| Potter College | 5,977.70 | |
| Ogden Department of Science | 13,605.25 | |
| Home Economics | 4,897.89 | |
| Administration Building | 15,705.56 | |
| J. Whit Potter Hall | 12,997.00 | |
| Equipment Boarding Home | 8,913.22 | |
| Library—Books | 60,314.00 | |
| Geography Equipment—Potter College | 2,935.00 | |
| Rural School | 781.50 | |
| Music Department | 5,669.00 | |
| Industrial Arts Department | 10,975.65 | |
| Clinic | 437.52 | |
| Post Office | 225.00 | |
| Cherryton | 425.00 | |
| Farm | 9,330.65 | |
| Psychology Equipment | 629.70 | |
| Health Building | 18,219.84 | |
| Chemistry Equipment—Potter College | 8,575.00 | |
| Physics Equipment—Potter College | 6,135.00 | |
| Training School Library | 1,286.67 | |
| | | 272,793.26 |
| Total | | \$2,336,236.98 |

Note—The Ogden College property is not included in the above estimate.

EXTRA-CURRICULAR ACTIVITIES

DURING the early years of Western only three regular student organizations were conducted. Two were literary societies, one for freshmen and one for sophomores, and the other a Moot Congress or debating society which was open to all. Some of the student activities at the present time offer college credit. In the extra-curricula field the personnel of all committees is appointed from the members of the faculty. The President of the College appoints all sponsors. They assume responsibilities for an indefinite time. Every student is a member of his class group but attendance is not compulsory. A student is permitted to be a member of only two organizations other than his class organization. An outline of the many student activities now carried on in the College is given below:

OUTLINE

- I. Student Activities—Executive Management, Personnel Director and General Committee.
 1. Class Organizations.
 - a. Senior Class—Faculty Sponsor.
 - b. Junior Class—Faculty Sponsor.
 - c. Sophomore Class—Faculty Sponsor.
 - d. Freshman Class—Faculty Sponsor.
 - e. Graduate Class—Faculty Sponsor.
 2. Athletics—Special Committee.
 - a. Interclass—Faculty Sponsor.
 - (1) Girls' Basketball.
 - (2) Boys' Basketball.
 - (3) Track and Field Contests.
 - (4) Tennis—Singles and Doubles.
 - (5) Girls' Hockey.
 - b. Inter-College—Athletic Committee.
 - (1) Football—Coaches.
 - (2) Boys' Basketball—Coaches.
 - (3) Girls' Basketball—Intra-Mural Coaches.
 - (4) Baseball—Intra-Mural Coaches.
 - (5) Girls' Hockey—Coaches.
 3. General Clubs—General Committee.
 - a. Boys' Debating Club—Special Sponsor.
 - (1) Intra-Mural—Class Sponsor.
 - (2) Inter-Collegiate—Coaches.
 - b. Girls' Debating Club—Special Sponsor.
 - (1) Intra-Mural—Class Sponsor.
 - (2) Inter-Collegiate—Coaches.
 4. Departmental Clubs—Special Sponsors.
 - a. Classical Club—Departmental Sponsor.
 - b. English Club—Departmental Sponsor.
 - c. History Club—Departmental Sponsor.
 - d. Home Economics Club—Departmental Sponsor.
 - e. Arts and Craft—Departmental Sponsor.
 - f. Agriculture Club—Departmental Sponsor.
 - g. Education Council—Departmental Sponsor.
 - h. Music Club—Departmental Sponsor.
 - i. Social Science Club—Departmental Sponsor.
 - j. Physics-Chemistry Club—Departmental Sponsor.
 - k. French Club—Departmental Sponsor.
 - l. Congress Debating Club—Departmental Sponsor.
 - m. Dramatic Club—Departmental Sponsor.
 - n. Physical Education Club—Departmental Sponsor.

5. Social Entertainments—Special Committee.
 - a. General Entertainments—For students and faculty.
 - (1) Formal (two per year).
 - (2) Informal (about four per year).
 - b. Group Entertainments—Group Sponsor.
6. Excursions and Hikes—Sponsored by Instructors.

II. Student Activities—Managed by Instructors.

1. Activities of Music Department.
 - a. Band—Band Master.
 - b. Chorus—Choral Leader.
 - c. Orchestra—Director.
2. Physical Educational Department.
 - a. Drills—Instructor.
 - b. Singing Games—Instructor.
 - c. Interpretative Dancing—Instructor.

Annual Attendance at Western for the Past Twenty-five Years

Number of DIFFERENT STUDENTS enrolled for first seven months, January, 1907, to July, 1907 762

Number of DIFFERENT STUDENTS enrolled for Scholastic year of:

| | |
|------------|-------|
| 1907-1908 | 1,024 |
| 1908-1909 | 1,140 |
| 1909-1910 | 1,400 |
| 1910-1911 | 1,362 |
| 1911-1912 | 1,552 |
| 1912-1913 | 1,660 |
| 1913-1914 | 1,707 |
| 1914-1915 | 1,665 |
| 1915-1916 | 1,821 |
| 1916-1917 | 1,770 |
| *1917-1918 | 1,241 |
| *1918-1919 | 1,408 |
| *1919-1920 | 1,559 |
| 1920-1921 | 1,834 |
| 1921-1922 | 2,616 |
| 1922-1923 | 2,382 |
| 1923-1924 | 2,139 |
| 1924-1925 | 2,693 |
| 1925-1926 | 3,027 |
| 1926-1927 | 3,422 |
| 1927-1928 | 2,569 |
| 1928-1929 | 3,767 |
| 1929-1930 | 4,004 |
| 1930-1931 | 4,253 |

Total number of students enrolled on an annual basis counting no student twice during a single year 52,015

The above does not include the students in attendance at the Training School, Junior High School and the Rural Demonstration School, or the students enrolled in the Correspondence and Extension Department.

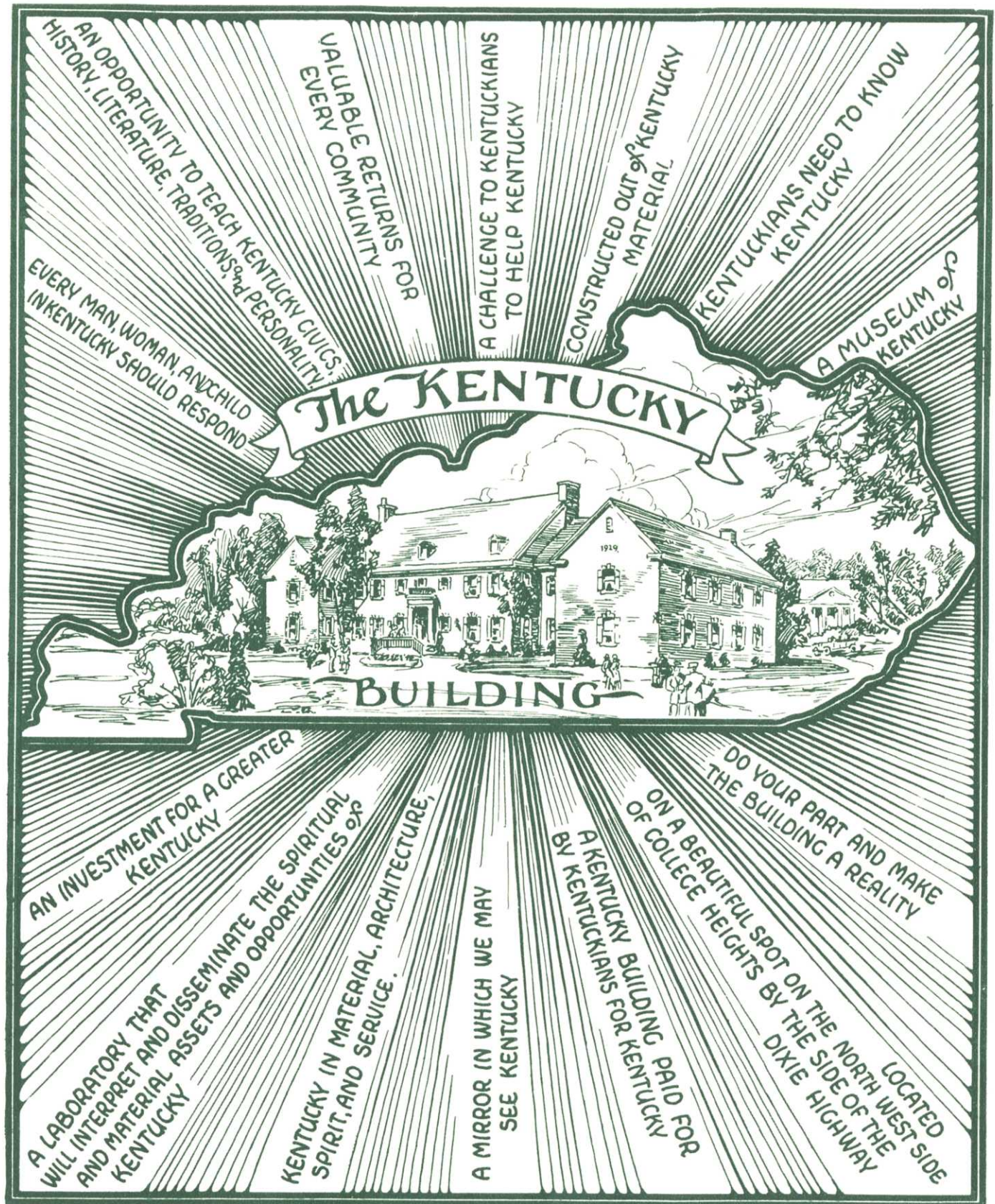
WESTERN'S ATTENDANCE SCHOLASTIC YEAR 1930-1931

| | |
|--|-------|
| Number of students in Teachers College | 4,253 |
| Number of students in Training School | 457 |
| Number of students in Rural School | 38 |
| Number of students in Correspondence Courses | 2,249 |
| Number of students in Extension Classes | 367 |

TOTAL number of students instructed 7,364

*Attendance reduced on account of the war.

The Kentucky Building—a Gesture of Affection for Kentucky's History and Resources



An achievement of Kentuckians by Kentuckians and for Kentuckians.

Ideals in Action

[Continued from page 22]

Chestnut Hunt, but chestnuts were rarely hunted. It was a finer thing. It was a visit to the shrine at which The Cherrys gathered their power.

STEAMBOAT EXCURSIONS

(Figure 12)

The recent burning of the old "City of Evansville" recalls many pleasant memories of the days when the annual boat excursion was one of the red-letter days of the student life along in spring-fever time in April or May when the mind was weary but the heart young. Early in the morning hundreds of students hurried over the gang plank, baskets of picnic delicacies on their arm and joy in their hearts. A last warning whistle and the steamer moved slowly down beautiful Barren River with its fern-covered cliffs, its banks often white with the snow of dogwood blossoms and fringed with cool green willows. Returning in the moonlight, songs from a hundred lips awoke the slumbering echoes until at last, the steamer with its cargo tired, yet refreshed in spirit, nosed itself into the bank, and burdens of another day were ready to be taken up. The hull of the old steamer moulders but the golden memories live.

THE EXCURSION TO MAMMOTH CAVE

(Figure 13)

One of the world's famous spots is Mammoth Cave, but recently made a national park. It is not known when the first overland camping trip to Mammoth Cave was made, but it is a tradition mellowed by the years—and the only one of the earlier traditions which remains intact, uninterrupted by the ravages of irreverent progress. Every June a selected group spend a week in camp at the Cave. The event is not entirely unrelated to academic procedure for the geographer and the physicist may not resist the urge to instruct that such an environment provides. But most of all the Mammoth Cave trip is a right royal adventure in friendship.

THE KENTUCKY BUILDING

(Figure 14)

As this is written, the Kentucky Building is being made ready for the roof. Presently, its doors will open to admit those who desire to commune with Kentucky's traditions and achievements. The various displays will carry the glamour and romance of the State's history being presented in the belief that no people which ignores its past has much to offer for the future.

College Publications

THE *College Heights Herald* and *Teachers College Heights* are the official news publications of The Hill.

The *College Heights Herald* is the outgrowth of a long-felt need of the students of Western for a means of expressing their view point and ideas of the life of the college as well as for disseminating the news of various activities on the campus. The first journalistic attempt of the students was the publication of the *Elevator*; the *Herald* may be thought of as an outgrowth of the *Elevator*.

Teachers College Heights represents the official publication of the administrative department of the college.

Both of these publications are instrumental in disseminating the ideals of Western to the hundreds of her alumni as well as to the citizenship of the entire state.

The *Talisman*, early in the life of Western known as the *Vista*, is the annual publication of the senior class.

Western-Ogden, Potter and the Southern Normal

[Continued from page 57]

undying interest in College Heights. I was overjoyed when a few years ago Ogden was merged with Western and how easy it was for Western to steal its arm around Ogden and draw Ogden to itself, in what I now believe to be an everlasting embrace.

I shall always wish to possess a part of the spirit of this Hill; and what is that spirit? It is the spirit of democracy, of liberty, equality and fraternity. It is the spirit of a wide and tolerant outlook on humanity; it is the spirit of the love of learning, a love that will impel us to follow knowledge "like a sinking star beyond the utmost bounds of human thought."

There is a Genius of the Hill. And what is that Genius? That Genius is a spirit which—

"Never falters or abates,
But labors and endures and waits,
Till all that it foresees it finds,
And what it cannot find CREATES."

Tonight I am proposing a sentiment to you as a toast.

HERE'S TO THE HILL! May there ever flow from this Hill Top a fountain of youth where we may drink and renew our youthful hopes and aspirations, our young dreams and joys, and the friendships of other years.

May we ever find here a shrine before which we can rededicate ourselves to the principles of the founder of this college; principles of education and democracy—of education, that the human mind may grow greater and nobler—of democracy, that a government of the people, by the people and for the people may not perish from the earth.

I was in Dr. Cherry's office a few days ago and saw hanging upon one wall a picture of a building that had never been seen upon this Hill, a red brick building called "Kentucky Building." I saw upon another wall a tower climbing into the very skies which was unknown, as yet, to this Hill Top, and I said to him, do you hang your dreams upon the wall? He pointed to an opposite side of the room to another picture where I saw all the buildings that now appear upon this splendid Hill. That picture he said was made twenty years ago. All hail to that man who can make his dreams come true. What an opportunity tonight for college graduates from Ogden and Western and Potter and the old Southern Normal to all raise their hands in high acclaim, to know that our aims, our hopes and our joys are ONE—to make these dreams come true.

Chapel Exercises

THE life and spirit of the Western Kentucky Teachers College centers in its chapel assembly.

Chapel is conducted daily at nine-thirty and is presided over by the President. Attendance is voluntary but practically universal. Devotional exercises are conducted alternately by the students and faculty members.

The chapel assembly is a clearing house for ideas. Faculty and students speak in open forum. A fine democracy pervades the assembly. Subjects of state and national interest are discussed daily. Each is free to speak his thoughts and to challenge the thoughts of others.

The administrative policies of the institution are developed in chapel assembly. Individual responsibility and initiation are encouraged. Student leadership and constructive educational statesmanship are developed. The position of the Western Kentucky Teachers College as a leader in educational thought is achieved largely through the chapel assembly.

CHART No 1

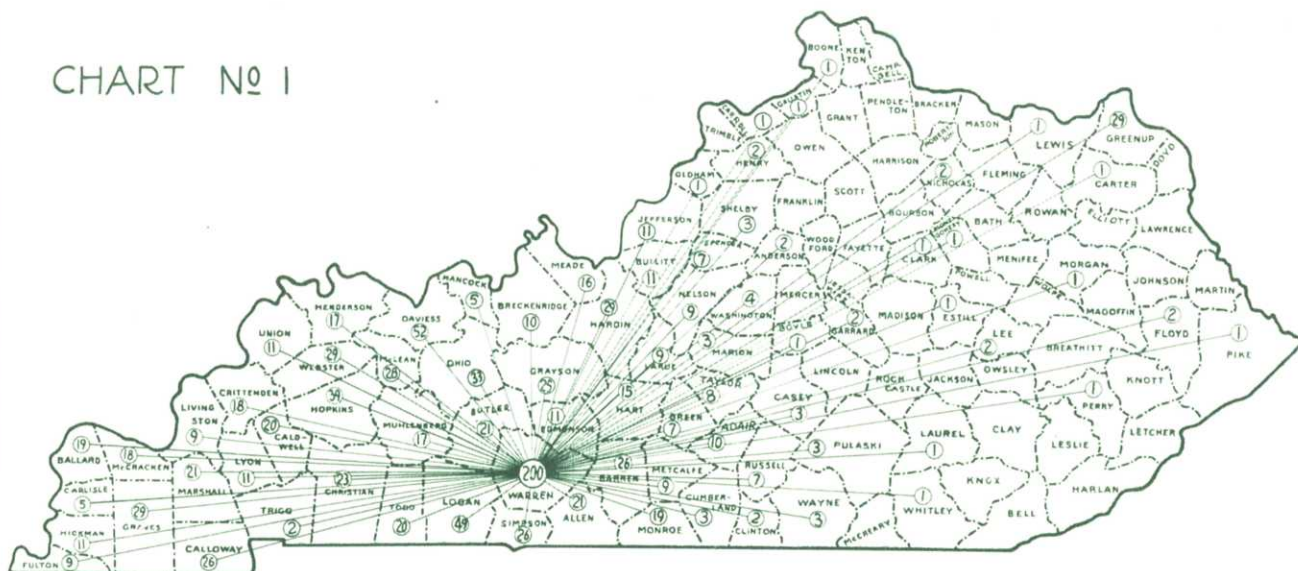


CHART No. 1

Represents the people by counties who have received the Baccalaureate degree from Western Kentucky State Teachers' College, 1924-1931.

CHART No 2

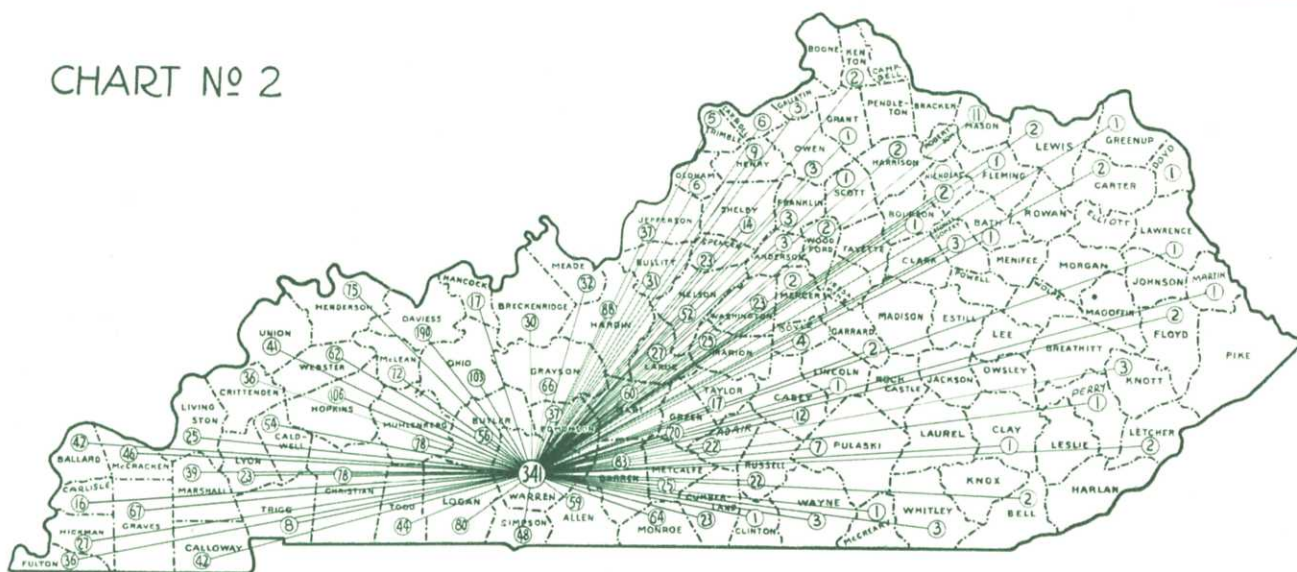


CHART No. 2

Represents by counties the number of students who have received the standard or life certificate from Western Kentucky State Teachers College from 1907 to August 28, 1931.

Chart No. 1. The first degree graduating class consisted of 75 men and women. The total number of students who have received the Baccalaureate degree to the present date is 1,154. Of these—

14 per cent have majored in administration and supervision,
68 per cent have majored in fields of high school teaching,
18 per cent have majored in the elementary fields.

Chart No. 2 shows the geographic distribution of Kentucky students who have received the Standard Certificate from Western Kentucky State Teachers' College over a period of 25 years. This certificate requires two years work above high school graduation.

1935-36
1934-35
1933-34
1932-33
1931-32
1930-31
1929-30
1928-29
1927-28
1926-27
1925-26
1924-25
1923-24
1922-23
1921-22
1920-21
1919-20
1918-19
1917-18
1916-17
1915-16
1914-15
1913-14
1912-13
1911-12
1910-11
1909-10
1908-09
1907-08
1906-07

FIVE YEAR CURRICULUM

FOUR YEAR CURRICULUM

TWO YEAR CURRICULUM

1000

2000

3000

4000

CHART NO. 3—Western's Growth In Attendance By Years.

SOME OF THE NOTABLES WHO HAVE APPEARED ON COLLEGE HEIGHTS PROGRAMS

A POLICY established early in the history of Western State Teachers College was the presentation of the world's outstanding celebrities, including educators, statesmen, and men and women famous in the profession of music, art, dancing, literature, drama, and religion. A careful reading of the following list of notables who have appeared on College Heights will prove most interesting and it is a significant fact that all of these great programs have been free to the student body.

STATESMEN

William Howard Taft
William Jennings Bryan
Thomas R. Marshall
Robt. M. LaFollette, Sr.
Mills M. Logan
Thomas Gore
Joseph W. Folk
Victor Murdock

MINISTERS

Dr. S. Parkes Cadman
Dr. George W. Truitt
Dr. E. Y. Mullins
Bishop Edwin Holt Hughes
Bishop Chas. Edward Woodcock
Dr. Chas. W. Gilkey
Dr. Christian Reisner
Dr. Newell Dwight Hillis
Bishop Jas. Edward Freeman
Dr. Burris Jenkins
Rev. Frank Dixon

EDUCATORS AND LECTURERS

Dr. James R. Angel
Dr. W. J. Hutchins
Dr. Robert M. Hutchins
Dr. R. A. Kent
Dr. Wm. P. Dearing
Dr. Wm. Lyon Phelps
Dr. Edward Howard Griggs
Dr. W. H. Wiley
Dr. John H. Latane
Jacob Riis

Dr. F. A. Ogg
Dr. T. N. Carver
Chandra Dharma Sena
Gooneratne
John Cowper Powys
Dr. Alexander Meiklejohn
Dr. Glenn Frank
Dr. Bruce Payne
Dr. Frank L. McVey

Dr. R. L. Jones
Mrs. Ruth Bryan Owen
Dr. Wm. E. Dodd
Dr. Edward Ross
Dr. A. L. Kohlmeier
Dr. George Blakeslee
Dr. Tehyi Tsieh
Dr. Leon Vincent
Opie Read
Lorado Taft

MUSICAL STARS

Metropolitan Opera Company of New York

Schumann-Heink
Freida Hempel
Sophie Braslau
Evelyn Scotney
Philene Falco

Suzanne Keener
Ricardo Martin
Louise Homer
Mabel Garrison

Margaret Romanie
Frances Ingram
Ellen Beach Yaw
Percy Hemus

Chicago Civic Opera Company

Luella Melius
Florence Macbeth
Margery Maxwell
Katherine Meisle

Frances Paperte
Don Jose Mojica
Wilfred Glenn
Cyrena Van Gordon
Tamaki Miura

Melvena Passmore
Lorna Doone Jaxon
Katherine Browne
Henri Scott

Celebrated artists in piano, ballets, 'cello, voice, violin

Barbara Maurel
Olive Kline
Hazel Huntington
Regina Vicarino
Ratan Devi
John Barnes Wells
Charles Harrison
Andrea Sarto
Walter Ernest
Andreas Pavley, Pavley-
Oukrainsky Ballet
Julie Compton
Lucy Marsh
Edna Swanson Ver Haar
Irene Williams

Henrietta Conrad
Helen Traubel
Judson House
Reed Miller
Frank Daniels
Frank Croxton
Norka Rouskaya
Gloria Randolph
Rudolph Ganz
Maurice Dumesnil
Cecil DeHorvath
Stell Anderson
Mischa Elman
Francis Macmillen
Harry Farberman
Jules Falk

Hans Kindler
Bruno Steindel
Max Steindel
Marie Miller
Percy Grainger
Jan Chiapusso
Silvio Scionti
Max Aster
Albert Spalding
Erika Morini
Sascha Jacobson
Rudolph Berger
Vera Poppe
Bogumil Sykora
Alberto Salvi

