Western Kentucky University
TopSCHOLAR®

Honors College Capstone Experience/Thesis Projects

Honors College at WKU

2010

Henry Hardin Cherry: The Early Period of a Life's Work

Kevin T. Smiley
Western Kentucky University

Follow this and additional works at: http://digitalcommons.wku.edu/stu_hon_theses

Part of the History Commons

Recommended Citation
Smiley, Kevin T., "Henry Hardin Cherry: The Early Period of a Life's Work" (2010). *Honors College Capstone Experience/Thesis Projects.* Paper 251.
http://digitalcommons.wku.edu/stu_hon_theses/251

This Thesis is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in Honors College Capstone Experience/Thesis Projects by an authorized administrator of TopSCHOLAR®. For more information, please contact connie.foster@wku.edu.

HENRY HARDIN CHERRY:

THE EARLY PERIOD OF A LIFE'S WORK

A Capstone Experience/Thesis Project

Presented in Partial Fulfillment of the Requirements for

The Degree Bachelor's of Arts with

Honors College Graduate Distinction at Western Kentucky University

By

Kevin T. Smiley

*****

Western Kentucky University

2010

CE/T Committee:

Professor Carol Crowe-Carraco, Advisor

Professor Nancy Baird

Professor Audra Jennings

Approved By:

Carol Crowe Carraco

Dr. Carol Crowe-Carraco

Department of History

Copyright by
Kevin T. Smiley
2010

ABSTRACT

The first fifty years of Henry Hardin Cherry show a very formative period of his life. Born in 1864, Cherry left his family farm at the age of 21 to pursue his own education and by 1892 become head of a school in Bowling Green that was in trouble financially and and also had a shrinking enrollment. He began the transformation of this school and it became his life's work. This work included keeping the Southern Normal School afloat in its assorted difficulties, getting the school installed as a state-supported normal school and gaining adequate funding from the state to ensure its continuance and the placement of a new campus. Leading the school itself had many challenges. Cherry's leadership with administration, faculty and students showed his fervor for the favorable completion of his work. Family and friends were important as well and, even though he spent a good deal of time working on behalf of his school, he had many cherished relationships in this time period. His character shone through in all of this as a man who held his passions confidently, worked with a strong ethic and drove his visionary ability to a high, yet practical standard.

Keywords: Henry Hardin Cherry, Western State Normal School, Southern Normal School, Kentucky Education Association, Western Kentucky University, Van Meter Hall

Dedicated to My Mother and Father

ACKNOWLEDGMENTS

This project has been made possible by the outpouring of input and help from so many key people. Dr. Carol Crowe-Carraco has been instrumental in aiding me with this thesis and her general expertise coupled with her cheery, helpful demeanor has made working with her a success and a pleasure. The second reader of this project, Nancy Baird, also has been a great voice in helping to make this project happen, from assisting me with her seemingly infinite knowledge of the ways of the Kentucky Library and Museum works to making every bit of the material in this thesis stronger. I would also like to thank Dr. Audra Jennings who has served as the third reader on this project and also been a valuable resource in understanding this process better.

I would also like to thank the fine people at the Kentucky Library and Museum, especially University Archivist Suellyn Lathrop. The resources and knowledge they employ regularly has been a delight. Thank you as well to the philanthropic donation of the Russell M. and Mary Z. Yeager Scholarship and the committee who was kind enough to award me a scholarship.

Last, it is important to thank my friends and family. They have, hopefully not too much to their chagrin, had to deal with a young, eager historian who likes to tell stories about what he is researching any time he feels the urge, which happens quite a bit on a campus rich in the anecdotes of this work.

VITA

May 26, 1988.....Born – Danville, Kentucky

2006.....Danville High School, Danville, Kentucky

2009.....Crowe-Crocker-Carraco Award In Kentucky History, Western Kentucky University

Russell M. and Mary Z. Yeager Scholarship, Western Kentucky University

2009-2010…….Student Body President & Student Regent, Western Kentucky University

FIELDS OF STUDY

Major Fields: History, Sociology

Minor Fields: N/A

TABLE OF CONTENTS

Page

Abstract.....ii

Dedication.....iii

Acknowledgments.....iv

Vita.....v

Body.....1

Bibliography.....46

Henry Hardin Cherry is one of the most important figures in Kentucky educational history. He is also one of the most elusive, and for a period of time when Cherry was president of the Southern Normal School, this was literally true. Hiding behind trees and buildings was part of the self-created job description for Cherry, who was spying on some local Bowling Green residents. These people had made fun of his students and faculty by calling them "soups," an apparent reference to soup consumption, which is intended to make fun of them for being poor. Those affiliated with the Normal School, especially students, were of a lower economic status than many of the town's residents and were well-known as the occupants of the worst boarding houses in Bowling Green. Cherry clandestinely gathered his evidence and then did what he did best--fought for the students at his school. He went after the rumor-mongers in court, actually having one man arrested and then fined for his derogatory use of the term "soups."[1]

Cherry's advocacy for the students in the case of the spurious soup allegations came from several factors. Economically, Cherry needed to retain students at Southern Normal if the school were to succeed, and if H.H. and his brother Thomas were to be successful profiteers in their education business. A close look at Cherry's forty-five year career as head of the school that is now Western Kentucky University yields a different conclusion based on the consistent trend that emerges. A proponent of empowerment for his students, Cherry's record shows steady commitment to the students and faculty, whether it was their general well-being as a group or if it was on a personal level, taking time for the personal relationships that endeared him to so many students. Either way, most accounts of the first president of WKU revealed positive opinions based on an

admiration of his effectiveness as an administrator, his ability to woo a crowd with soaring rhetoric, and his person affability and caring touch.

All of Cherry's efforts focused on higher education in this region of the state and he dedicated most of his life to this cause. His career's length and his passion of purpose prove interesting, but how he became so enthusiastic was a study all its own. Cherry's earlier years, specifically from his upbringing to the inception of the Western Kentucky Normal School, can be analyzed as an explanation of the man who would be a leader in higher education in Kentucky for nearly fifty years. Special consideration should be given to the experiences that generated Cherry's personal character that would affect the college he led to prominence. This contextual and personal account of Cherry's life into through the first decade of his presidency at Western and the first five decades of his life will illuminate the key details necessary to understand Cherry as a historical figure.

Cherry was brought up in rural Warren County not far the college of which he would be later be president. He hailed from the sand hills of Warren County in the area known as Hall's Chapel and was the son of George Washington Cherry and Frances Martha Stahl Cherry, who were of Irish and Dutch lineage respectively.[23] Born in 1864, Henry Hardin was the seventh oldest of nine children. All of them were taught from a young age about the value of hard work. For the Cherry family this meant hard labor on the family's farm. This hard work would extend until the sons were twenty-one years old, at which time G.W. Cherry would no longer consider them obligated to work for the family.[4] The elder, strict Cherry was quick to teach his children the importance of discipline by enacting just that. Even in his old age, G.W. did not bow to his son's opinions and arguments or to be intimidated by them, but he was still a positive man, just

"stern in his ideals and demands."[5] Martha, the mother of the eight Cherry brothers, was a kind to her children and had a gentle soul. She remained ever motherly, and would treat her sons as if they were still children when they were in her home. But young Henry Hardin was already developing a stubborn streak, an attribute best illustrated by a story about a battle with typhoid when he was young. Typhoid at the time was difficult to contend with because of the lack of access to clean water and cases could result in death. Doctors said that Cherry would not live out the day, so neighbors of the family began to come to the home to see about the boy and bid their respects. In near regularity, a few would detach from the group in the yard and go and visit the sickroom to update the others. To those who came in, according to the story, the young Cherry would shout, "Get out of here. I'm not going to die."[6] Needless to say, Cherry recovered, and this defiant, proud spirit would be a defining characteristic for Cherry in his lifetime.

Henry Hardin Cherry lived the rural life and was a good farmer, but spent much time working with tools that showed no signs that technology had entered the area. The nine Cherry brothers drove oxen, planted crops under the hot southern Kentucky sun and chopped wood. Cherry was fond of the work, and he is frequently quoted as saying that "the sun, the moon and stars revolve around my first Barlow knife," which surely was a useful tool on the Cherry farm.[7] The foundation for Cherry's lifetime had been set in his childhood as it gave him the work ethic and the moral makeup necessary to accomplish the many achievements he would later go on to fulfill. Even at the time of his death his rural upbringings were still remembered, as one newspaper editorial put it, as a "country boy," even though it'd been fifty-two years since he lived on a farm.[8] His rural roots were certainly an integral part of the "country boy" persona of the college president.

The economic vicissitudes of the first twenty years of Cherry's life only left about two months each year to devote to formal education. He had to be on a farm to help sustain it because the Cherrys did not have much money. His seeming lack of formal education and desperate economic status makes it difficult to understand what drove young Henry Hardin to the prospect of a formal education. At the age of twenty, he started to save for the trip he intended to make when he was finished working on the family farm the next year. G.W. allowed the boys to keep whatever they earned for the last six months of the indebtedness and Henry Hardin did his best to save every cent. Making the trip to Bowling Green behind the reins of oxen on a wagon, Cherry, sometimes accompanied by his brothers, would take potatoes from the farm and ax handles to sell to folks in the city. Because he had hewed the ax handles out of logs himself, Cherry amassed enough money, seventy-two dollars, to go to Bowling Green to get an education.[9] On the second of January 1885, Cherry walked to Bowling Green in eight inches of snow, or fourteen as he sometimes told it. His older brother (the sixth of the nine Cherry brothers), Thomas Crittenden or T.C., claimed the exaggeration was so overstated that there was no snow accumulated at all when his younger brother walked to Bowling Green.[10] When he arrived, it was said later that his clothes looked the part of the pioneer from a rural town, his face that of a swarthy man, his physique muscular and his voice was defined by thunderous capability.[11] But, again, what had compelled Cherry to get an education? It is not likely that his father was an educated man and they same could be said for many of his brothers. But T.C. had preceded him in attending school, doing so in the fall of 1883 at the Glasgow Normal Institute.[12] This fact, coupled with an innate and determined desire to bring himself from the poverty of rural, non-industrial 19th

century farm life, likely brought Cherry, the curious young fellow who wandered into Bowling Green, to the brink of furthering himself through education.

The journey ahead for Cherry still proved to be arduous. The weekly tuition costs were one dollar and the board for the school was one and a half dollars, the latter price Cherry felt he could not afford.[13] He instead found himself a much cheaper housing arrangement for fifty cents. His diet consisted mostly of rice, an inexpensive food he could cook enough of to last a week.[14] His seventy-two dollars was meager, however, and he was forced to leave school after a ten-month stay. Cherry developed a skill for penmanship, and he was able to begin working by giving private lessons to local people with the blessing and endorsements of some local teachers. He did this to save money to pay tuition to continue being a student.[15] His talent was noticed by those in charge at the Southern Normal School and he was offered a position teaching penmanship. The position would give him the chance to return to school as it would pay his tuition, board and offer a salary of six dollars per month. Cherry had a "Spenserian flourish" when it came to the art of penmanship and his skill would remain a noted feature of Cherry for the rest of his life.[16] While he continued to take a few classes, Cherry would lecture several times a day and also took time teaching penmanship classes at writing schools in nearby Gainesville and Scottsville. While there are newspaper accounts about what may have been his graduation from Southern Normal School in 1889, it is believed by university historians that Cherry probably never had ample credits to graduate.[17][18] Cherry's involvement with the school would continue nonetheless, adding to his teaching repertoire classes in shorthand and bookkeeping, and he was appointed as a civics teacher in the school in 1891.[19] The civics portion of the teaching load was perhaps the most

symbolic of all, for Cherry was an ardent believer in the power and persuasion of democracy. Democracy had a certain ability to making up the distance between rich and poor through equal empowerment, which left individuals to the task of committing themselves to furthering themselves or not. It was a reflection of his values learned at home, but it was also a sincere reflection of himself.

Cherry's seeming quick ascension to teaching despite an apparent lack of formal education is difficult to understand without context. The school that Cherry first came to in 1885 was flourishing: it had just made a triumphant move from Glasgow, where it had been the Glasgow Normal Institute, to the welcoming city of Bowling Green, where it was now to be called the Southern Normal Institute. Enrollment is estimated as being between three hundred and four hundred students.[20] The school had exited Glasgow on not-so-great terms and soon Bowling Green would know similar terms too well. Not long after the move, the Glasgow's schools founders, A.W. Mell and J. Tom Williams, had moved on from the school, eventually giving the presidency of the school to J.R. Alexander in 1891. But he too would flee the school a year later, leaving an institution which by that time had but four faculty and twenty-eight students remaining.[21] Why the school floundered so quickly from the success it has enjoyed in the early and mid 1880's is not totally clear. One explanation is that Bowling Green had become less inclined to support it, anecdotally portrayed by the "soups" incident that follows shortly hereafter. Additionally, a lack of leadership may have produced a systemic problem of preventing faculty from moving to schools with higher pay. Cherry taught at the school while this was occurring and he saw that he could lead the school after President Alexander's exit. He wrote his brother T.C., who was president of Acadia College in Louisiana at the time,

to urge him to come back to Kentucky and help him with the Southern Normal School.[22] T.C. resigned the presidency there and came to Kentucky ready to do the work necessary to establish a fine teacher's school in the south.

With the arrival of his brother and newly found the control of the school, H.H. took some time to reinvent the brand of the Southern Normal. They actually created a new school in the same buildings as Southern Normal, calling it in 1892 "The Bowling Green Business College and Literacy Institute." While it was technically a new school, their extensive advertising credited the school with hundreds of graduates and always saying its founding was in 1875, the same year Mell and Williams had begun Glasgow Normal Institute.[23] The school did indeed employ a serious advertising campaign as a means of getting enrollment and prestige up or, closer to the truth, to keep the school open. H.H. was the primary promoter of this, while T.C. primarily took care of academic responsibilities in the school's administration. The south became peppered with the papers of the school, specifically the pages of the *Southern Educator*, a promotional publication printed by Cherry. His students said that to make the school look fuller than it was they would take pictures for the *Southern Educator* and then move to a different part of the room to take another picture, creating an illusion of popularity and grandeur.[24] The Cherry brothers traveled from town to town in the area to recruit new students for their venture of which their early success was so dependent. Yet, privately the Cherry's worried much about the potential of their venture and the nationwide panic of 1893 only served to make their fears more despondent.

The school, however, began to thrive. In the 1897-1898 school year, enrollment would be at 683 students, far up from the twenty-eight in 1892. Cherry was certainly

instrumental in all this. No longer was he the ragged pioneer who came in the bitter cold to Bowling Green, instead, he was an affable man who wore bow ties (albeit cheap) and had a noble spirit, though he was still worldly enough to be understood by the common man.[25] Cherry also continued the tradition of chapel, a daily event that had started before he was even a student at Southern Normal. In chapel, Cherry's strong oratory would ring from his sharp features to his eager students. This is usually typified as a hallmark of his later days as President, but the experience should not be underrated, as the word-of-mouth success and retention rates were both integral to building the school. This was the Cherry way: bettering the prospects of an endeavor by using hard work ethic and inspirational initiatives. The prospect of effective oral communication was important in the pedagogical distinctions of the school because students in the early school had to give at least one speech in front of their classmates each term.[26] A further educational change was based in the words of the *Declaration on Principles and Policies*, a series of statements written by Cherry in 1892 written that provided empowering language to engage the student body. The document is perhaps best summed up by the words of the first clause in which it states for the school to strive "to be a live school and to impart to its students a burning zeal to do and be something."[27] Southern Normal was different in philosophy than other places of higher education at the time and it wholly endorsed a what was then a progressive method of education. Cherry's work is a realization and fruition of just that.

Other structural moves made the school green for growth as well. In 1894, the school changed its name from the "Bowling Green Business College and Literacy Institute" back to "Southern Normal School." While the previous owners through 1892

had let the school sink to its low enrollment numbers, the Southern Normal moniker still had much visibility across the local area. If Cherry was in the business of heavy advertising as he was, it made sense for the school to use a name of which it already had a positive reputation. The school also began to build. After the 1897-98 school year, it appeared that the enrollment had spiked to the point where more property would have to be acquired to continue its operation. In the short term, the business college would have to move down the street to the top floor of the Neale building on the downtown square, but still the prodigious enrollment numbers would continue the necessity of making bold new moves for property. Cherry announced that a new school would be built and the financial formation of the building would come from the Southern Education Building Company, a $50,000 stock company headed by Cherry to raise community funds to build the new school.[28] This was the first successful public financing venture that Cherry led. From this early point, Cherry had successfully transformed a school's image and built community partnerships.

Enduring hardship and difficulty in the environment of private normal education at the turn of the 20th century was a central part of Cherry's life. While there was much to boast about in the new school, there would be a series of trials that would persist and require able leadership in the time period after the Cherry's took over the school. Money became tight became even more tight with the expansion of the school and with the marriages of the Cherry brothers. Often, T.C. and Henry Hardin returned much of their income to the coffers of the school as an investment to keep the school alive.[29] However, the most trying moment in all of the ascension to educational prominence occurred on the night November 16, 1899, Cherry's birthday, when a fire burned the main building of

Southern Normal School to the ground. A former student and longtime colleague remarked that it was the only time he ever saw Henry Hardin weep in the forty-four years that he knew him.[30] It was a serious challenge and there had to be a decision made as to whether the school would continue and between in the wee hours of that morning. The decision was made by Cherry to continue the school.[31] The next day, the students and faculty of the school lined up for a picture in front of the smoldering ruins and then followed a marching band down College Street to rooms that had been rented in the business district only hours before for classes that were to take place that very day.[32]

Other problems abounded as well and were not so deftly overcome such as the horrific fire incident. Indeed, even if there was a new school building to be built as indicated before and even if classes continued without a missed step, there was still much financial distress yet to be experienced by the school. The amount of indebtedness for the school, which had purchased the property for the new school building discussed earlier, doubled from $5,000 to $10,000 around this same time.[33] Cherry began to invest vast amounts of his personal money. Also, it appeared as if his venture could be departing Bowling Green as well and several nearby cities and towns showed interest in housing the university around the turn of the century.[34] Another trial was that T.C. left Bowling Green from 1899 to 1902, selling his shares of the school to his brother for $1,250. He had decided that his own education was insufficient and he traveled and took courses at State Normal School at Westchester, Pennsylvania and at Harvard University. Though T.C. was not gone long, the scene in as the century turned that winter must have been grim for Henry Hardin. The educational entrepreneur who had invested so much of his time to the prospect of this school had a building in ashes, mounting debts, a city in

doubt, and a business partner/brother who was no longer invested. If Cherry were to succeed now, he would have to use the same fighting characteristics that determined him to get an education to begin with. He would have to be determined and innovative, smart and social. The fate of the school with which he had invested so much of himself was at stake.

It is probably at this time that Cherry began to think most seriously about attaining public funds for the school. Normal schools in Kentucky in this era were private institutions and scattered across the Commonwealth. These institutions had to be chartered by the state legislature, and there were eighteen in all in the period from 1870-1906 in addition to many that operated outside of the purview of a state charter.[35] In spirit they generally were not huge profit seekers, but instead were attempts by educated persons from other institutions who wished their communities to be better and were filled with a zeal to do so and Cherry certainly could be included in the group, though he was hardly the first. In many parts of the United States, Normal Schools had become state-supported institutions, including as early as 1839 in Massachusetts.[36] In Kentucky, the first state-supported normal assistance went to the State University (now the University of Kentucky) as it established a normal department in 1880. But almost immediately, there was overwhelming evidence that the counties of Kentucky needed teachers at a greater rate than a single state-supported department could provide.[37] At the time that Cherry became head of the Southern Normal in 1892, this was certainly true and the early aforementioned enrollment numbers of his school's expansion point to just that. The Normal graduates found positions across the Commonwealth and Cherry's leadership in the private years of the institution had a huge impact on the well-being of the

Commonwealth, but financially the reality was unstable and quite burdensome. Cherry wanted the children of Kentucky better educated and knew that the graduates of his institution could do that. The problem was that such an accomplishment yielded little personal capital and produced a continuously teetering budget for the school. Going the route of other states in establishing a state-supported normal was not only a logical step for Cherry, but a necessary one, for the future of Kentuckians and the future of his well-being.

Since the mid-nineteenth century the idea of state normal schools in Kentucky had been posited, but it was in Maysville, Kentucky in 1904 where a serious—and final—momentum built for the establishment of state normal schools. The Kentucky Education Association (KEA) had been long committed to the creation of normal schools and in Maysville set a committee of three to look into teachers as a federation in the state.[38] This was followed by the action of a meeting in Frankfort, which Cherry attended, that set out a committee of six to look at bettering school systems, specifically to investigate how to go about creating separate state-supported normal institution(s). This committee included Cherry, and those six were supposed to meet with the Maysville three at an important meeting set at Mammoth Cave in 1905.[39] At this June meeting, much was at stake and conviviality was integral to creating a distinct and powerful message in favor of state normals that could be effectively issued to the state government. Cherry played a leading role in this and would describe the meeting as existing in "complete harmony and no dissatisfaction,"[40] but this conclusion by Cherry was created on an uneasy path. Cherry was an opportunist in that he saw the Southern Normal as a potential state normal, though he also likely recognized that his livelihood was possibly on the cutting board if state

normals existed and swallowed the enrollment of his seemingly tenuous school. To step out and be a leader in the Kentucky Education Association is as important as any other event in his life in showing the civic commitment Cherry, who, at forty years old, was at a crucial crossroads of his career. This Mammoth Cave meeting decided that a committee should be formed to see about a new higher education opportunity to be funded by the state.[41] This committee, the Kentucky Educational Improvement Commission (KEIC), worked to secure a better place for education. Cherry sat on the executive board of this committee and became instrumental in steering it towards Frankfort and funding for normal schools. The issue of normal schools even grew out of the KEA meetings and actually became an issue during the 1905 elections in the Commonwealth.[42] Cherry related the importance of the KEA meeting in a letter to state superintendent E.H. Mark where he said, "I have decided that... the meeting will go down in the educational history of the State as one of the most effective that has assembled in the Commonwealth of Kentucky."[43] Truly, it did just that and Cherry as a critical figure in this was important in seeing it through.

But conversations held with the Kentucky Education Association only meant the beginning. There was to come the task of actually convincing the fickle General Assembly to agree upon the idea of publicly funded teacher training in Kentucky beyond just the State University. And, despite the KEA's visibility statewide and the reach its membership spread to so many communities, this task was hard. Employed by education leaders were two strategies, of which Cherry was both a leader and an example. The first concerned emphasizing and organizing the many institutional connections that Cherry had gained during his twenty years in Bowling Green. This was predominantly the

graduates of the Southern Normal who participated in this, who were often respected citizens who taught many of the local children in a community. Throughout Cherry's tenure as President, letters were continually streaming into his office from his former graduates or even just fans who had been affected by Cherry. That number of people would grow considerably for many years to come, but this first batch of students Cherry had educated were just as loyal and proud as any graduate to come. Some of Cherry's earliest advertising relied on that power, making proud claims of having 87 out of 100 students coming on recommendation of former students and, for a good rhetorical flourish, ending with a note that the students know best and concluding with a two-word final paragraph: "Ask them."[44] "I feel that I owe it all to the thorough training I received at your schools," a former Bowling Green Business College student wrote to Cherry.[45] On this same point about Cherry's connectedness, a person familiar with Cherry wrote a letter to the editor shortly after the legislative victory. He wrote that "President Cherry is afire to the situation, and is the right man in the right place."[46] Connections like that were deep as they were broad in the Commonwealth and the presence of unrecorded conversations throughout the state on the account of knowing Cherry and the legislative initiative for Normal Schools is not an aspect of social history easily recorded, but nonetheless had a presence. Speakers, newspaper articles and brochures reached citizens and legislators alike and the effort truly gained steam in this grassroots fashion and then further bolstered and facilitated by the Normal graduates. The effect Cherry had on the social movement for teacher training schools in perhaps the most direct way notated was with the 1,184 signatures on a Southern Normal's student petition that was signed by

students and alumni. The document was then presented to the General Assembly in 1906.[47]

The second method in which Cherry helped to bring about the change in the legislature was through sheer work on his own. Cherry, according to his own estimate, spent some seventy-one days in Frankfort in the lead-up to the establishment of the bill.[48] The KEIC executive committee would stay very present in Frankfort and Cherry, if not by ability then by proportion, would be at the forefront. The buzz created from the aforementioned effort by those familiar with the Southern Normal (and, across the state, the issue in general) had brought it to the conscious and popularity of legislators, but there were still hurdles to overcome. One legislator, R.W. Miller, proposed a bill carrying much verbiage from other states' laws and it was deemed that it needed to be totally rewritten. In stepped Cherry, who worked alongside Judge J.A. Sullivan to create a bill for the legislature.[49] Cherry's commitment to education and democracy is widely believed to be unselfish, but even in this moment Cherry's action was crucial for his school and, subsequently, his personal future. Cherry was a forty-one year old professional who had invested much of his money and career into the Southern Normal and this was the ultimate and critical step into making the education experience great at his school and further his personal career. While there is no direct indication of any personal ambition, it is worth noting that Richmond had become the more popular spot if only were normal school were to be selected by the legislature, which could have a very detrimental effect on Cherry's career and school. Cherry's efforts in Frankfort almost certainly helped the school—and him—be selected as one of the two spots for the Normal School.

The selection for those two spots would be one of the main obstacles Cherry would have to help the legislature overcome to complete this final leg of the push to establish public institutions meant to train the future teachers of Kentucky. First, it had been proposed that there should be three normal schools. A frugal legislature was concerned with this feature though and the number was narrowed to one.[50] This was where Richmond's push for the school put them as a favorite to attain the single spot. Officials from Richmond, who were also worried that their bid would be beaten by Cherry and the Southern Normal, and Cherry met over this issue privately was saw the advantages of having two normal schools, one in the east and another, the Southern Normal School, in the west.[51] This agreement played well with the legislature and Cherry's work was all but fulfilled, except Governor J.C.W. Beckham became concerned with the geographic specialization and instead provided that the bill appoint a commission to decide in the time after the bill passed to find appropriate places for the school. The House and Senate went on to approve the bill in early March and it carried Governor Beckham's signature on March 21st, 1906. The bill carried an emergency clause and therefore went into effect immediately.[52] Louisville Schools Superintendent (and soon-to-be Regent) E.H. Mark, who also was a closer friend of Cherry's, remarked, "I see by the paper this morning that the Normal School Bill passed the Senate unanimously... You serve as a monument for your efforts of the passage of the bill."[53] The creation of Normal Schools in Kentucky that had carried the day had Cherry was at the very center of the process. From the K.E.A.'s activities to his own school's student and alumni motivations to spending time making compromises and doing the work needed in the state legislature, Cherry was one of the most, if not the most, important official

advocating in Frankfort for the normal schools in Kentucky. Indeed, this moment would stand as one of Cherry's most "monumental."

The commission charged with selecting the sites heard from several different locales, but Richmond and Bowling Green presented the best cases (as anticipated and preferred) and were awarded the sites for the school. Bowling Green's bid, sponsored primarily through Cherry, provided that the facilities of the Southern Normal would actually become the new school and that the student body would therefore follow suit as well as the "good will" of the institution and its members, one historian points out.[54] The transformation was therefore almost complete with the committee's decision to award the spot to Bowling Green. Governor Beckham appointed the regents of the university, among whom included the ex-officio voting member state superintendent, James. H. Fuqua, who was someone also very helpful in making the Normal School movement in Kentucky a reality.[55] With their appointment, they met in Fuqua's office in June 1906 and appointed Cherry to be President of the new institution.[56] Cherry's continued presence in the leadership position, though seemingly assumed throughout the process, was still an assuring thought for Bowling Green residents, who had worried that the transition would not be smooth or that it had the possibility of not being successful.[57]

Travis Edwin Smith's *The Rise of Teacher Training in Kentucky* (1932) ends the account of the now Western State Normal here, but offers a statement about the General Assembly's work at the time that deserves further historical commentary and, much to the opposite of Smith's writing, dominated Cherry's time. He writes:

> But surely a body [the General Assembly] which has recognized the responsibility, had created the agency, and had with liberality and wisdom set in motion the elements necessary to its successful management would not curtail or destroy its own creation. A covenant had been formed

> between the children and society... the very elements of democracy depend upon such agreements.[58]

Smith's words, written perhaps ironically from the vantage point of his 1932 publication, were far from “surely” to occur. The early days of Western State Normal were dominated by conversations about appropriations from the legislature, something that would continue throughout all of Cherry's tenure and still does for the institution he pioneered today. However, in this early period of Cherry's career, the tough fights in Frankfort were unlike those later he experienced or occur today. At stake in these times was the livelihood of the school and, in the darkest moments, its very existence. Because of realities such as having a smaller faculty and staff seen at most universities today, Cherry was responsible for much of the administrative roles, though he did rely on deans during his time atop the hill. When it came to Frankfort issues, though, he would be working primarily on his own as far as Western went, though the many partnerships he made across the state, even in these early years, were very helpful in sustaining the normal schools in Kentucky and enhancing their features as these leaders went along.

First, appropriations were the main feature that Cherry desired for Western. Becoming a public school had its advantages with some built-in funds aside from tuition dollars, but the inconsistency of those built-in appropriations would be a subject of much consternation for Cherry and his counterpart at Eastern, R.N. Roark, who was their first president. Roark wrote Cherry a letter in June of 1907, just a few days into Cherry's second full year as president, and the letter seethes with this frustration: “I do not want to fool along with any two-for-a-quarter show. I want enough to do the work right or not at all.” Referring to money specifically, he states, “If we get less than $150,000 lump sum for buildings, equipment, and improvement, and $15,000 or $20,000 additional annually,

we would just as well throw up our hands here in the Eastern District."[59] Cherry's frustrations were similar. Cherry knew the facilities afforded by the school currently were not best for the long-term, but funds for expensive buildings would seem difficult to come by for a new school with a fickle legislature. The early overtones that caused Roark's tone and the uneasiness about the legislature of 1908 were, however, for naught. Western Normal, Eastern Normal and the State A&M College all petitioned for funds for buildings and their combined efforts yielded the possibility that substantial funds, such as those Roark wrote about in his letter, could be delivered to this coalition of higher education leaders.

All of this resulted in the legislative "Whirlwind Campaign" of 1908, where Western supporters, led by Cherry, sought to seek out the support for their proposed ideas.[60] And though a friend had warned Cherry that "there will be little or no legislation next time" in late 1907, Cherry's hard work did pay off.[61] The school received the desired funds for its regular appropriation, but, more importantly, received a $150,000 appropriation for new infrastructure.[62] The school's morale soared and, though there was always a tenseness on campus during the time in which the legislature met, this first and most important victory, aside from the school's establishment, placed Cherry as a well-loved figure at Western. Upon his return to Bowling Green following news of the appropriation, he had been carried and cheered by his students.[63] Indeed, Cherry's work in this effort was substantial. Like 1906, he spent nearly the entirety of the session in Frankfort, working closely with government and educational allies alike to see their ideas pass (Eastern found similar appropriations to that of the Western State Normal; State A&M did as well and, also, its name was changed to 'State University'). Cherry's

expertise in mobilizing the "Whirlwind Campaign" was important as well. Alumni, interested community members, faculty and current students created a broad coalition that was able to reach out far and wide—and do influentially. Others recognized his personal effort. "You have sacrificed, denied self and labored for Kentucky and her people," one friend wrote and then spoke confidently that Cherry ought to attain the Governor's mansion.[64] Cherry's vision was bold and he had taken a crucial step in thrusting his personal time in working to attain necessary funds to achieve it. This battle would continue as it would later prove to be not even enough for the grand plans of Cherry, but his grassroots work to change the way education worked in Kentucky had taken permanent hold and achieved special vibrancy. "It seems a new day is indeed dawning in Kentucky and the schoolmen cannot afford to hesitate or turn back," a friend and KEA leader H.C. McKee writes in 1909, "but [they] must march on to the noon-tide, and reap the great harvest which has been sown for the educational successes of the state."[65] Cherry's work in 1908 for the Western State Normal was hard-fought to sow those precious seeds, but the crop to come would be worth the effort.

Cherry and Western's relation to the many forces—positive and negative--outside of Bowling Green would be important to Western in the early years, a cause to which Cherry was totally devoted. One of the important questions to develop in this time period was what would be the total structure of teacher training in Kentucky concerning the normal schools and the State University and even organizations like the KEA. And, of course, appropriations would need to be fought for every two years. The vision, based in that ideal, had come to fruition in 1906 was now a practicality and those who played a role in its birth would have to play a role again in its sometimes-rocky development.

Cherry was in the middle of this and his role in the solidification process for Western State Normal was crucial.

Difficulties in Cherry's professional life were sometimes complicated by the politics between schools. Prominent among these schools was the State University. Roark, Eastern's President, had written to Cherry, someone who often wrote to Cherry in these early years, about State University "offering freely state diplomas to induce students to come to them."[66] He proposes introducing a KEA resolution to denounce this practice because he believed it was hurting the integrity of the profession and at the next meeting of the KEA in June 1907 such a resolution was passed in Winchester. What transpires next in the record of letters is that Cherry wrote sometime in the next few weeks a letter to officials at State, but the dean of the department of education at State issued a letter that showed the returning author was clearly upset. Concerning the KEA resolution he wrote, "I regard anonymous letters and indefinite insinuations as the earmarks of cowards and unworthy of the consideration of honest people" and added later that it could have "originated only in the heart of a slanderer."[67] Rivalries alive today were beginning then and were less light-hearted than they may be today.

Cherry's life of politics outside of Bowling Green would continue. He was still very involved in the KEA in the upcoming years, playing a part in multiple committees to advise the state government and was also a powerful actor behind the scenes in elections. And, with regard to all of this politics and the General Assembly, Cherry found it worth debating the question of the involvement of the schools and their leaders in the political conversation at all. He received a reply letter from J.A. Sullivan in 1911 illustrating the necessary truth in response to Cherry's thoughts. "I agree with you that the Normal

Schools and State University are and should stay out of politics," Sullivan writes, "but then it its difficult question to draw the line."[68] Alas, the idea of a publicly funded school required political interest, even if it meant going beyond the conventional lobbying, but maintaining an actual interest in the political figures of the day as well. Cherry would surface later as one of these candidates, having two bids for the democratic candidacy for Governor in 1911 and 1915. Neither time did he actually participate in a contested primary, instead opting to drop out of the primary.[69] But his work still remained with the General Assembly and it was frustrating for Cherry and his contemporary advocates. One KEA member writes of a KEA report they submitted after some of their committee work together saying "our report has been rejected and our discredited, but I am abundantly trustful that the main and best features of our work will yet find expressions in our statutes... Patience and push, and we will yet win better schools."[70] This was indeed a close personification of the typical body of work that Cherry dealt with on regular basis with the state, that of ambitiously pursuing forward-looking ideas with a surprising lofty optimism in the face of a difficult government. Even on Christmas Day, Cherry was at work, sending a letter dated December 25, 1911 to the Governor about the virtues of the Western Normal School graduates having taught or in the process of teaching 250,000 children, an estimate he deems "conservative." The task was huge and Cherry was always up for it, even if it was Christmas.

There was one notable incident of hairy debate on a statewide level that involved the "Watch Tower" articles, which clues some good insight into Cherry's character and his role in so much of what was going on in the state and in Bowling Green. R.S. Eubank had published in an two early fall issues of the Southern School Journal that he believed

that the Normal Schools should be restricted in their work, answering to a state board of regents instead of an institutional board. More importantly, he also accused the normals of not adequately preparing the teachers for rural schools and the multiple grades they often had to teach. These allegations were meant to wound the normal movement and, unfortunately for Cherry, had been published in a well-read educational journal. Many wrote to Cherry regarding the articles and a few themes emerge about Cherry in his responses. The first is in the nature of the way that Cherry was asked about it. Many of the letters were curious and written as if they were waiting to hear from one of the leaders how to react, which shows Cherry's continued respect among his colleagues. Also, on this same line, almost all agree with Cherry and even Eubank writes Cherry in an effort to assure cordiality. Second, it is noticeable that Cherry can be pointedly opinionated when he would like. The two books he wrote and the letters lauding the work being done at the Normal school always were upbeat, but Cherry could also write with sting and emotional appeal. He talks passionately and strongly about his individual effort in creating something great for the school, writing confidentially to a friend that he has used $4,600 of his personal credit for the institution "in order to save the institution from serious embarrassment."[71] Cherry is also able to take the higher road between himself and Eubank, who may have been seething after a loss of a bid for state superintendent. Even though other people were urging him to submit a response to the *Southern School Journal* that would repudiate Eubank, Cherry never formally responded in print, though he did share his sharper feelings in a few letters to educational leaders/friends with whom he typically corresponded. He did, however, write Eubank himself, asking that he withhold

any further advertising in the *Journal* and explained the purposes of Western and the progress they were making. Cherry writes to Eubank with straightforward, stirring words:

> I am absolutely certain that the work is being done by this Institution is appreciated by the people, and they know that the school is reaching the masses, and they appreciate the fact that it is preparing the rural teacher for the rural school, and that the work of the Western Normal is reaching practically every home in Western Kentucky. This is the brightest of all days since the organization of the institution.[72]

In all, Cherry's characteristics in replying to Eubank sum up his forward-looking nature and the strict focus he maintained in pursuing the goals of the institution and the goals of his life.

Cherry's respect in the state, regionally and throughout the country was also important in understanding the symbolic nature of Cherry's life's work as well as what others thought of him in the process. State-wide, he did more than just manage Western Normal or even participate in the KEA, but he also organized occasional superintendents educational meetings, primarily for those in the Western District. They participated in an agenda that included not only work for the superintendents, but time to interact with Western students and have social time traveling on the Barren River.[73] Cherry's positive character showed through in these events, where he was quick to point out the purpose of their work was to further the state's people. “My county will reap much and last good from the influence of that wonderful meeting,” one superintendent wrote, while another gushes that it was the “greatest meeting of the kind that I have ever witnessed.”[74][75] Cherry was also often invited to speak at engagements across the state to bring an inspirational message regarding education or democracy. One minister from Scottsville was worried about fraudulent elections and wanted Cherry to speak on the issues of being upright in a democracy.[76] County superintendents too called on Cherry who went as far

away as Johnson County to spread the message to those who were working in difficult educational situations to ardently advocate for the acceptance of education as the way to a better society.[77] He embarked on a program to further the goals of the Western Normal that were outside of the usual parameters of his work and, in doing so, created real impressions that would better the state.

Cherry's example also set out an example of leadership and trust in Kentucky and beyond. Countless letters consistently poured in trying to find teachers for the schools of Kentucky, especially in the Western District. The schools themselves were expanding, being created, and being nurtured by state and local governments. Thus, they needed to provide for more teachers and Cherry was a trusted person to turn to. Many letters came from the employers were from people who knew Cherry and could even list a few attributes they wanted about the teacher, from objective characteristics such as gender or age, but also even their energy level or knowledge on a subject, for example. Many of the teachers that were taught at Western Normal that were placed at schools were because of the relationship superintendents had with the institution, which primarily meant the relationships with Cherry. Regionally, Cherry was early on in his career the state director of the Southern Education Association and was active in its conference. He was asked to be a key presenter at its main conference in 1911, but had to back out at the last second when his mother became very ill.[78] Other normal schools and their leaders would write to Cherry for advice or to know more about the way Cherry's institution worked (i.e. university structure itself or with the state, etc.). All of these factors from the state superintendents to southern education leaders to normal school contacts from a variety of

places all place Cherry as a respected figure among the people he worked with external to Western.

The Graves County teachers wrote to H.H. Cherry in the fall of 1909 to express "our heartfelt thanks for their tireless efforts to establish in Western Ky a school that is destined to raise the educational standard to give our boys and girls a chance to develop the high ideals that they may possess."[79] This was, as the teachers of Graves County duly noted, the first of that push: the effort to develop a school that could give the Commonwealth's children the opportunity to have an education in their local schools as well as a fine institution to receive them if they too wanted to be teachers. Cherry was clearly active in the state's processes and from the school's inception after its rise to a public funded institution in 1906, but he was also the most important element in seeing the day to day of the school succeed. He had been the President of the institution since 1892 and the coming years early in his tenure at Western Normal were as difficult as they were successful. Indeed, it was not so "tireless" as the Graves County teachers metaphorically pointed out. "My greatest trouble," Cherry wrote to a friend at Eastern in 1911, "is I am literally overwhelmed with work, having absolutely no time for anything beyond the thousand duties that are pressing in on me from a school standpoint."[80] Of those "thousand duties," many came from within his halls. Cherry was a part of the internal work that transformed the infant institution of which he was President. Cherry's work in running the administration of the school, his relationship with the faculty and the life with students was all paramount in seeing through its early success and achievements therein.

The administration of the school in this early period at first simple because the newness factor had been made minimal by the previous existence of the school itself. Faculty would have to be hired, but not a full slate as the process was largely continuous because of the more fluid nature of hiring at the time. A student body already existed as well. But the most important factor was that a location, a lasting place in which the Western Normal could permanently sit. The buildings of the old Southern Normal had already been crowded and there was a definite impetus to literally build up the school. This was why Cherry, in the first round of General Assembly appropriations since the initial appropriation the school gained in the legislature of 1906, campaigned so eagerly for funds for the future infrastructure of the school, which he did achieve with a $150,000 appropriation in 1908. The infrastructural appropriation meant a good deal to the school, which was occupying the Southern Normal's former grounds. Cherry, a visionary by so many accounts, saw that the campus must move and looked towards Vinegar Hill, just a short way from the school's current downtown location, as the place to expand. The 1908 appropriation made viable the financial possibility of purchasing adequate land to do just this and build a new campus on it. The appropriation of $150,000 had brought out unbridled joy from the student body, but even the seemingly huge legislative victory was not enough for the emboldened and forward-looking Cherry. As it came time to use the appropriation, he had plans for no less than six buildings in addition to purchasing very costly land, of which he was not sure Vinegar Hill, where the all-women's Potter College existed, was the right location. He writes in 1909:

> The best site in Bowling Green is not too good for the Normal. That site is Potter College and its surroundings. I know no such location for a school site in all my travels...But, ye gods, can we pay $126,000 for Potter College and its surroundings?[81]

Others voiced their opinions as well, one going saying that it should be built farther away from the town proper, as to accommodate future growth.[82] Despite these frustrations with Bowling Green locales, he goes on in the same letter to affirm his support for Bowling Green and its connection to Western. Cherry would end up spending $102,031.76 for sixty-two acres of land and the campus on the hill was born.[83] With this future in mind, Cherry wrote that "we want to build up a great and glorious school, the pride of every citizen... for the boys and girls of the Western District and for the Commonwealth."[84] He now had the land to do just that.

To attain these goals, though, would not be easy and the issues that the school would have to endure are developed below. First, the city of Bowling Green had some deep divisions as to where the school should be located and it cause some serious tensions among local citizens, causing Cherry to stay out of the public eye for a few months following the Vinegar Hill purchase and also the somewhat humiliating presence of a hundred local citizens in protest at a 1908 Board of Regents meeting.[85] But the Regents and President Cherry would continue their focus on the site and would press on. What that site most accurately was is the second issue. Rising 232 feet above the Barren River was a piece of land that was largely full of harsh thickets and still had the remains of a rock quarry. It was at places rather steep and was an intimidating walk from the city's center, about halfway between the hill and the Barren River.[86]

The third key issue with the location and the process of building up the campus would be that of financing the coming buildings and then building them on schedule. The purchase of the site was a huge chunk of the initial appropriation and there would not be enough left for the sizable buildings Cherry wanted to build. In this, Cherry set his vision

out ahead of the reality in a risky gamble that paid off for Western Normal, even if it did take several years to achieve full success. He advised the Board of Regents in 1909 to finance an administration building on top of the hill, the to-be Van Meter Hall and they did indeed take that action, beginning the employment of an architect for the job.[87] The gamble was that the action was taken without funds beyond the now-depleted $150,000 appropriation to build it. Cherry counted on the 1910 legislature to deliver an appropriation similar to that of 1908 in recognition of the exciting plans of the Western Normal. Unfortunately for Cherry, such an appropriation did not occur. And, in 1912, the legislature again denied Western Normal funds for their capital projects, though they did increase their regular appropriation by $25,000, which was not enough to meaningfully contribute to the infrastructural landscape.[88] However, construction had begun on Van Meter Hall right after its approval by the regents. Cherry's temperament and creative strength would be tested greatly in this aspect. The school he was looking to build up—and, in a very pertinent way, was currently building—lacked financing from the sources he believed should support it. His student's finances could not come close to funding it either and the Western Normal was forced to take out its debt, upon the permission of the legislature. It would be a slow debt to pay off and, because of continued lobbying efforts from Cherry, the legislature would change their minds and did decide to fund adequately the capital appropriation and would even pay back Western for its expenses incurred from 1912-1916 with the legislature's action of 1922.[89] This was proof that Cherry's vision included gutsy characteristics that would stand the tough tests and that also his resolve in finding solutions was impeccable, carrying Western Normal into a physical place where it still functions today.

The fourth and final issue with the infrastructure of the campus in this early era of Cherry was actually getting the magnificent Van Meter Hall built and to do so on time. Cherry found success at only the former and the latter served as an object of great consternation to him during this building period. If Cherry's vision was bold, he embodied that and his language in letters to his architect (his closest ally in the process), the contractors and others would prove that boldness may have its edges. Cherry had hoped to open Van Meter Hall in the fall of 1910 and his letter to the general contractor certainly indicates his displeasure that it was not opening at the time. He warned of "further embarrassment by further delays" and that "we must move the school before the cold weather...Nothing could happen that would be so devastating to its life and so hazardous to its influence as an experience of this kind."[90] Cherry had a grand picture and wanted an accordingly grand opening, but it had been delayed, which upset him greatly and he was not afraid to point the finger at who felt was at fault. "I am getting so dinged mad," he wrote to the architect about the process. This comes after the initial move-in and the opening chapel that occurred on February 4th. He continues: "I am wondering if something cannot be done that will complete this work within the next two or three weeks. I wish it might be immediately. I feel now as though it may go on forever. There is no apparent interest that it will ever ease."[91] A visionary such as Cherry can have an implacable urge to see through solutions at a fervent pace, something he clearly exhibits with his very apparent impatience and annoyance at the contractors and the work. Even more than a year after the construction was complete, Cherry wrote again to Bornstein that he is threatening to stop payments unless he does something about leaks occurring in the proscenium arch of the stage.[92] Despite all of his irritation at the contractors slowness

of work, Cherry still focused on the best when it was most appropriate. The first chapel exercises were held the same day it had opened and he gushed in letters to friends of his pride of this magnificent new building that he had engineered (and would continue to engineer) the funding for. “It is indeed a great building,” Cherry writes, “one of which the State is proud.”[93] The day had finally come where Cherry felt as if a huge step up had been taken onto the hill that would embolden and grow the Western Normal. The state may have been proud of this achievement, but perhaps its pride could not challenge the pride of H.H. Cherry on the fine day Van Meter Hall opened.

The Board of Regents was a chief partner of Cherry in these early years of the Western Normal. As previously mentioned, the board bought into Cherry's vision and supplied it the support it needed with important votes and personal attention, even in a very political process. As previously noted, the General Assembly's funding levels were not equal to Cherry's wants/needs and on the subject of boldly moving forward the Regents sided consistently with Cherry. Some of the board members would become good friends of Cherry in the process or had already been, including initial board members H.K Cole and E.H. Mark, who was the superintendent of Louisville schools at the time. The closeness of the board (it was only four members plus the State Superintendent of Public Instruction) enabled actions such as financing Van Meter Hall possible and this friendly climate was a difference maker in seeing through Cherry's goals. But the process was still very political. One potential appointee complained of the biases the Governor had against him and proclaimed that despite Cherry's best effort (which was pursued), he would be unable to get him the appointment. He was right—the desired appointee was never appointed to the board.[94] Some of the appointees were key educational leaders, but others

came from the political world, such as former members of the legislature, and were "progressive" in their look toward the future of the state and of Western Normal, very much in step with Cherry.[95] These Regents worked closely with Cherry and formed close bonds with him, ensuring friendship as well as the furtherance of the school.

The faculty of the Western Normal were an extraordinary group, one that Cherry leaned on tremendously. It was the faculty, after all, that were to most directly influence the young people who were to change the educational environment of Kentucky. Before the school opened, the faculty had already gained the respect of its former and current students. One of them wrote that "it seems that the earnestness of the faculty and interest manifested to those under their care should be an inspiration to all."[96] Students thought a good deal of the faculty and in this early period two trends existed among the faculty. The first group of faculty that Cherry and the Board of Regents hired were largely taken from that of the old Southern Normal.[97] The second note is that some of the finest faculty were hired just after this time. In 1908, Cherry picked some key faculty members to join the ranks of the Western Normal educators, including A.M. Stickles, a longtime head of the history department and M.A. Leiper, a well-liked and long-serving English professor. But when it came to the administration of the school, the faculty's role was still subordinate to that of Cherry, who was the school's "dominating force."[98] The faculty handled their classes and each department heads conducted their business accordingly, but they answered to Cherry when necessary and went about their business in the way in which he wished. It was not until later that Cherry began to delegate the work of the school, as the school grew and Cherry aged.[99] The faculty also were asked to take upon tasks beyond that of their classes and they did so willingly. The dean of Western Normal

was A.J. Kinnaman and he was often asked, much like Cherry, to speak at engagements, like high school graduations or rallies. Other, such as M.A. Leiper or J.L. Harman, were involved in the recruiting process, often asked to travel to talk to groups, schools and others in the Western District. Miss Mattie McLean, a secretary hired when the school was still Southern Normal, would continue on for Cherry as his secretary and did much work for Cherry and they developed a personal friendship in their many years together, even early on. One faculty member concluded a laudatory letter to Cherry, with the signature "yours to command."[100] In the time of the Western Normal, this was most closely the case as the school moved ahead under Cherry's close and strict direction.

If there was a population of people Cherry interacted with in his life's work that was fundamental to the work itself, it was that of his students. The students were to Cherry not just the students at present, but also treasured alumni, those yet to attend Western Normal and the students who had left the school without a degree. He knew that the work of bettering Kentucky's secondary school programs belonged to the educators of the future and he had readied his school to train them for just that. His experiences with the students, helping with their financial needs and their plans after graduating as well as interacting with students within the university and outside of it capture much of the spirit that Cherry put into his work and speaks also to the characteristics that define his personality.

Cherry's openness and fervor to aid students with the necessities of their education was important. Chief among this is the financial situations of the students who came to Western Normal. Most of the students came from backgrounds that provided they could not pay their tuition fully or at all; also, many who pledged to teach were to

have their tuition waived. Western Normal brought little to their budget in the way of tuition, but this was the cost to Cherry of maintaining a school with students dedicated to bettering the state. Some students paid their tuition later after being loaned the money by the school's budget or even Cherry himself. One of these former students wrote Cherry: "Forgive me for all of my delays. I know you are the best man in Kentucky and the whole nation."[101] Such students knew the education they were getting was valuable and were not afraid to praise Cherry for it, even if included some conspicuous groveling. Other students simply dropped out and wrote to Cherry of their current plans and whether they would ever return. Even one apparently poor student asked to see if she could sell her scholarship (not sure of the outcome of that query).[102] Many pledged to come back and there was a split among those who had a specific term when they thought they would return and those who just wanted to come back. In these letters, they laid praise on Cherry and most wished to be at his institution once more.

Students also found themselves in disciplinary troubles. Most students in the early days of Cherry's school focused on the tasks at hand and stayed out of trouble, but exceptions existed and Cherry no doubt spent a disproportionate amount of time per student with the troubled ones instead of the hard-working ones, just like he did for students in money trouble more than those who were financial afloat. Cherry corresponded with parents about their children at the Western Normal about their performance, sometimes initiating it if they were not finishing their school work adequately or if they were exhibiting poor conduct. "He has had some whiskey in his possession, "Cherry wrote to a parent in 1911, "and I fear he has been drinking a little."[103] This was the sort of activity that warranted contact from Cherry as well as

letters back and forth about a student's scholastic ability. As far as this ability goes, Cherry would write when they were not fulfilling it or parents would write vice versa worried that their son or daughter was not working as hard as he or she could. Cherry did his best to keep these students in school, but he did need a change in their attitude, whether it was the parents or him that created the impetus for better schoolwork. Cherry's work with these troubled students showed how much he cared for his students, even if they were unruly and difficult.

Students also came to Cherry for help in attaining work, promoting their current educational pursuit or just to say thank you. As mentioned previously, superintendents from school systems across the state would write to Cherry for his help in finding great new teachers. Likewise, the current and formers students of the Normal would write Cherry for help in finding good teaching positions. And, many of them, finding success, would write joyfully back to Cherry. One Southern Normal student saw his monthly $25 salary increase to $85; thanks, he said, to the work of Cherry's school.[104] Students seemed aware of the influence Cherry might have and valued it fully. "I thank you sincerely for this expression of your confidence in my educational worth," a representative student wrote to Cherry in 1910, adding, as any job seeker should, "and I trust that I shall in no way shake that faith."[105] Two students in particular stand out and thank Cherry for his help in their endeavors. The first was Roy Helm, who was enrolled at the Southern Normal in 1906 and Western Normal in 1907. After leaving the state to pursue further studies at the University of Florida, he had just won a Rhodes Scholarship and took the time to pen some handwritten words to Cherry thanking him "for all that you have done for me."[106] The second was H.L. Donovan, who would go on to be President of Eastern

State Normal School and Teachers College and then served as President for fifteen years at the University of Kentucky. He wrote Cherry in 1911 thanking him for the knowledge that he imparted during his time at Western Normal as well as informing him of some of the reforms he had instituted as Principal at a Paducah school, including requiring teachers to have a normal degree. "It is my delight to do anything for the Normal school I can," Donovan wrote in an indicative opinion of students at the time, "because it has already done so much for me."[107] Cherry did much to step out for each of his students and help them attain their goals and they in turn showed appreciation.

Cherry also led the students in more than just the specifics of their personal lives. He involved himself directly in the extracurricular experience at Western Normal in an educational and recreational way. There was chapel, which was a time in which the students would gather each morning for a lecture on the subject of the speaker's choice that would be for the betterment of the student body. The speaker was most often Cherry and his chapel speeches became something of lore among the students and alumni of Western Normal. Extolling especially the virtues of a democracy, the active citizen and the educated mind, Cherry left an impression on the students at these morning chapel exercises. Some students were known to snicker and poke fun at these lectures, but, on the whole, there was a good deal of appreciation to the speeches conducted there.[108] Other educational experiences included the Moot Congress, a mock legislature, that Cherry would preside over. It would feature intense debates that Cherry would often to have temper down in his role as Speaker of the House.[109] Further, these literary societies flourished in this time and were aided by the proliferation of speakers brought to campus, including such giants as William Jennings Bryan, William Howard Taft and Eugene

Debs. Cherry's role in promoting academics outside of the classroom was an effort to create the well-rounded individuals he thought were needed for the future of the Commonwealth.

Recreation was also a popular pursuit of Cherry and the students at Western Normal. Cherry did enjoy being outdoors, and he established a few noted trips each year as well as nature hikes to teach students to appreciate the natural world around them. The most popular was the yearly Steamboat Excursion, where Cherry and some 500 students would travel on the Barren River. Also, the Mammoth Cave trip was much less well-attended, but afforded the same sort of recreational opportunity outside of the halls of the Western Normal. Cherry even opened up his family's homestead nine miles north of town for a chestnut hunt and, even though it would take a few hours of travel to get there, many students went, having a delightful feast while out at the Cherry homestead.[110] Cherry also instituted a "Clean-Up Day" in 1911 after moving to the top of the hill. This first Clean-Up Day was begun at 7:30 in the morning and was not completed until late in the afternoon, during the time doing much of the serious maintenance of the school. Seeing the utility of the effort, Cherry continued it in subsequent years.[111] Cherry enjoyed being with the students and went out of his way to be involved with their lives.

Cherry's life was a very public and very busy one as evidenced by much of the substance of his involvement with educational pursuits. His routine was to be awake early in the morning, eat breakfast and get to the office for a full day's work, which sometimes would even encompass traveling to Frankfort or some other school district to speak.[112] That a historian would focus on his life's work to better education in Kentucky is appropriate and he certainly conducted a very sizable majority of his day-to-day life in

the processes of this educational movement. But what of Cherry the family member, the friend and the churchgoer? These parts were important to Cherry too and deserve adequate recognition in any treatment of him and its history.

Cherry's family life is not easily chronicled. He did not write many letters to others about it and secondary sources do not talk much of Cherry's family. However, they were certainly a critical part of Cherry's life. He would marry in April 1896 to Bessie Fayne of Crab Orchard, Kentucky. An educated woman who had come to go to school at Southern Normal, the new wife of Henry Hardin would play a large role in trying to make the school successful, serving as its "Director of Social Features of the Institution."[113] Bessie and Henry Hardin would go on to have three children, two daughters and one son: Josephine was born in 1900, Elizabeth in 1911 and Henry Hardin in 1916. Henry Hardin was fourteen years his wife's senior and little seems to be known about their relationship, but it did last the duration of Cherry's life as Bessie was widowed upon his death. The children would spend a good deal of time growing up on campus.[114] Cornette's official history of Western, written by a man who knew Cherry and had his permission to write a history that was finished after Cherry's death, wrote, "This study is only concerned with H.H. Cherry in his official capacity... but it might be said in passing that he was all his life a liberal and indulgent husband and father."[115] Some of Cherry's friends gave their regards to Cherry's wife and/or children, but most did not, though some occasionally directly inquired as to how they were. In a letter, Cherry wrote about his children and wife, speaking mostly to more quantitative attributes about them, that is to say their weight and age of their newest baby, Elizabeth, though qualifying it with the note that "she is a fine baby."[116]

Cherry also had a greater family, being one of nine brothers. He also had many cousins, many in Kentucky, some of whom he was in contact with. At least one side of the Cherry family came from Indiana, the Taylor's, though his nine siblings had grown up in Warren County.[117] Cherry's father, George Washington Cherry, died in 1911. "He has been a noble, good man, and I am sure that he answers of his sons have brought much joy to his heart," a friend writes in G.W. Cherry's declining days.[118] Another friend eulogized in correspondence that his life was "noble" and talked of the "glorious heritage he has left his sons!"[119] G.W.'s life had been difficult, working the sand hills of rural Warren County for his family's profit was no easy task, though he did have nine sons for a work force. But even those sons moved out and G.W.'s work ethic to the nearby H.H. was a model example for the way H.H. ran the school of which he was the head. Cherry's brother, J.W., also had significant surgery done during Cherry's early years at Western and even requested that he come visit him at one point, along with his brother T.C.[120] J.W.'s wife also corresponded with the Cherry brothers in Bowling Green about G.W. and Martha as well as the children moving to Kentucky so that they could relax and the children could attend school, probably the Western Normal.[121] Cherry was close to his family, particularly his parents whom he could more easily visit, but he had less correspondence with his brothers (except T.C.) and they may not have been very close in their adult lives.

Cherry had many friendships, though, and there were from a variety of places, though they mostly were born out of professional relationships. Friends would come and visit his "lovely home" and befriend Bessie in the process.[122] Cherry loved to entertain people and his recreational activities at the Cherry homestead were evident of this as well as his standing invitation to many to go to a cottage he owned on the Barren River to

swim, which was also one of his favorite activities.[123] Cherry was one that had to be urged to rest by his friends and they did not succeed in the early years, not until 1910 did he buy the cottage on the Barren River and it was not until 1914 that he took a vacation outside of the state.[124] Cherry cared very deeply about people and it is evident in his work with Western Normal, but it is also evident in writings to his friends. He at times dropped handwritten notes to colleagues at Western Normal and wrote friends that were gone that he missed them and that is saddened him and his surroundings. Some of these people in turn invited Cherry to where they were; J.L. Harman, for instance, invited Cherry to Florida, for the fishing and hunting that he knew Cherry loved.[125] Cherry kept close to friends, but did not use a ton of time to do so, becoming instead close to a lot of his immediate colleagues at Western and around the state.

Religion was hugely important to Cherry and those who attended his chapel speeches knew what he thought of the virtues of being a Christian and the power of church. He was a faithful and longtime member of State Street Methodist Church in Bowling Green. Cherry was involved in the church, in that he was a Sunday School leader and he also went to his pastor for personal help, such as when his father died.[126][127] His religion was also critical in creating his moral positions, such as his personal opposition to alcohol, which he believed communities should decide to abolish. He talks of "everyone deploring the situation" to a former colleague after a wet-dry vote was won by the wets locally.[128] Cherry's religion was important to him in these early years and he went to church regularly, used chapels to challenge student's pursuit of religion and strengthened his family in the resolve.

In twenty years, the world of the Southern Normal School turned around to a greater school, the Western Normal, with a steady enrollment and bright future. Turned around too would be Cherry, whose life's investment came to a sweeter fulfillment and whose place in the lore of the educational history of Kentucky would be cemented. According to an observer and friend of Cherry's at the time, he was someone who never doubted the justice of his cause and never had a divided mind, but was open enough to be kindly and chivalrous.[129] These attributes no doubt created some of the successes he experienced. These successes included the rise of the Southern Normal to a high stature and the ensuing public recognition that created Western Normal in 1906. Also, he worked to get the funds necessary to develop this school as well as build relationships that fostered his leadership skills to move forward the state he loved so dearly. His work was thorough at home at the Western Normal as well, where his strong administration worked hard to see through his vision, overcoming financial difficulties in the process. Also, he worked with the faculty and the students to create the environment necessary for the fulfillment of his vision. This all occurred while he cultivated a marriage, witnessed the birth and growth of three children, maintained friendships close and far away and stayed close to the religion he valued. Cherry's life until the early period of the Western Normal was a series of challenges that were turned into accomplishments, a foundation from which he built an institution he was at the head of until 1937 and still stands today. A statue of Cherry as well as a grand building bearing his name now adorn the hill looking out over the city of Bowling Green and the expanse of Kentucky around it. It is appropriately so: his life's work has seen fruition.

[1] Silas Bent. "His Memorial is Western State." *Louisville Courier-Journal Magazine*, September 12, 1937.
[2] Lowell H. Harrison. *Western Kentucky University.* (Lexington, Kentucky: The University Press of Kentucky, 1987), 5.
[3] A.L. Crabb. "A Prophet Among His Own People." *Teacher College Heights*, December 1934.
[4] Harrison, 6.
[5] J.L. Harman. *The Founder, Henry Hardin Cherry*. Bowling Green, Kentucky: Western Kentucky State Teachers College Library, date unknown, 2.
[6] Bent, "His Memorial is Western State."
[7] W.J. Craig. *A Tribute to President H.H. Cherry.* Remarks at a Birthday Party, November 16, 1936.
[8] "The Hill, His Monument." *Owensboro Messenger*, August 1937.
[9] Bert Barrone. "H.H. Cherry: Leader of Movement to Establish Kentucky's Colleges." *Park City Daily News*, date unknown.
[10] Harrison, 6.
[11] Crabb, "A Prophet Among His Own People."
[12] Harrison, 6.
[13] Bent, "His Memorial is Western State."
[14] Harrison, 6.
[15] James P. Cornette. *A History of Western Kentucky State Teachers College (*Bowling Green, Kentucky: Western Kentucky State Teachers College, 1938), 63.
[16] Bent, "His Memorial is Western State."
[17] "Public Funeral Services for Dr. H.H. Cherry will be held tomorrow morning." *Park City Daily News*, August 2, 1937.
[18] Harrrison, 6
[19] Cornette, 64.
[20] Cornette, 50.
[21] "End Comes to Dr. Henry Hardin Cherry Sunday Afternoon at His Home." *Times-Journal*, August 2, 1937.
[22] Cornette, 65.
[23] Barrone, "H.H. Cherry: Leader of Movement to Establish Kentucky's Colleges."
[24] Harrison, 7.
[25] Harmon, 2.
[26] Crabb, "A Prophet Among His Own People."
[27] Harrison, 8.
[28] Cornette, 80.
[29] Harrison, 9.
[30] Harman, 3.
[31] Harrison, 10.
[32] Crabb, "A Prophet Among His Own People."
[33] Cornette, 80.
[34] Harrison, 10.
[35] Travis Edwin Smith. *The Rise of Teacher Training in Kentucky* (Nashville: George Peabody College for Teachers, 1932), 154
[36] Karen Cheek. *The Normal School*, http://www.nd.edu/~rbarger/www7/normal.html
[37] Smith, 170.
[38] Cornette, 17.
[39] Smith, 176.
[40] H.H. Cherry to E.H. Mark, June 27, 1905, Box 1, Folder 3, "Papers." University Archives, Western Kentucky University, Bowling Green.
[41] Harrison, 16.
[42] Moses Edward Ligon. *History of Public Education in Kentucky* (Lexington: Bulletin of the Bureau of School Service, College of Education, University of Kentucky, 1942), 292.
[43] H.H. Cherry to E.H. Mark, June 27, 1905, Box 1, Folder 3, "Papers." University Archives, Western Kentucky University, Bowling Green.

[44] B.G.B.U Postcard from C.W. Leigh to H.H. Cherry, Date c. 1902-1911, Box 1, Folder 6, "Papers." University Archives, Western Kentucky University, Bowling Green.
[45] Letter from C.R. Haden to H.H. Cherry, November 16, 1905, Box 1, Folder 3, "Papers." University Archives, Western Kentucky University, Bowling Green.
[46] B.W. Sherrill. "Concerning State Normal Schools," Adair County News, April 24, 1907.
[47] Cornette, 103.
[48] Harrison, 16.
[49] Smith, 178-179.
[50] Harrison, 16.
[51] Harman, 10.
[52] Harrison, 16.
[53] Letter from E.H. Mark to H.H. Cherry, March 9, 1906, Box 1, Folder 23, "Papers." University Archives, Western Kentucky University, Bowling Green.
[54] Cornette, 107.
[55] Barksdale Hamlett. *History of Education in Kentucky* (Frankfort: Bulletin of Kentucky Department of Education, Vol. 7. No 4.), 191-192.
[56] Harrison, 17.
[57] Ibid.
[58] Smith, 181.
[59] Letter from R.N. Roark to H.H. Cherry, June 7, 1907, Box 1, Folder 7, "Papers." University Archives, Western Kentucky University, Bowling Green.
[60] Harrison, 34.
[61] Letter from Winfry to H.H. Cherry, November 9, 1907, Box 1`, Folder 1, "Papers." University Archives, Western Kentucky University, Bowling Green.
[62] Cornette, 144
[63] Ibid.
[64] Letter from R.C. Jordan to H.H. Cherry, February 29, 1908, Box 1, Folder 11, "Papers." University Archives, Western Kentucky University, Bowling Green.
[65] Letter from H.C. McKee to H.H. Cherry, May 3, 1909, Box 1, Folder 3, "Papers." University Archives, Western Kentucky University, Bowling Green.
[66] Letter from R.N. Roark to H.H. Cherry, June 3, 1907, Box 1, Folder 7, "Papers." University Archives, Western Kentucky University, Bowling Green.
[67] Letter from Milford White to H.H. Cherry, July 22, 2007, Box 1, Folder 7, "Papers." University Archives, Western Kentucky University, Bowling Green.
[68] Letter from J.A. Sullivan to H.H. Cherry, June 3, 1911, Box 1, Folder 88, "Henry Hardin Cherry Papers." University Archives, Western Kentucky University, Bowling Green.
[69] Harrison, 55-56.
[70] Letter from L.N. Taylor to H.H. Cherry, March 16, 1910, Box 1, Folder 45, "Henry Hardin Cherry Papers." University Archives, Western Kentucky University, Bowling Green.
[71] Letter from H.H. Cherry to M. Dalton, September 20, 1911, Box 1, Folder 20, "Henry Hardin Cherry Papers," University Archives, Western Kentucky University, Bowling Green
[72] Letter from H.H. Cherry to R.S. Eubank, October 5, 1911, Box 1, Folder 20, "Henry Hardin Cherry Papers," University Archives, Western Kentucky University, Bowling Green.
[73] Letter from R.S. Eubank to H.H. Cherry, May 8, 1909, Box 1, Folder 20, "Henry Hardin Cherry Papers," University Archives, Western Kentucky University, Bowling Green.
[74]Letter from N.C. Hammack to H.H. Cherry, May 31, 1909, Box 1, Folder 17, "Henry Hardin Cherry Papers," University Archives, Western Kentucky University, Bowling Green.
[75] Letter from Levi Cunningam to H.H. Cherry, May 1909, Box 1, Folder 16 (2), "Henry Hardin Cherry Papers." University Archives, Western Kentucky University, Bowling Green.
[76] Letter from Revered Walker Mayfield to H.H. Cherry, Date Unknown (between 1902-1911), Box 1, Folder 6, "Henry Hardin Cherry Papers." University Archives, Western Kentucky University, Bowling Green.

[77] Letter from Milton McDowell to H.H. Cherry, December 21, 1908, Box 1, Folder 11, "Henry Hardin Cherry Papers." University Archives, Western Kentucky University, Bowling Green.
[78] Telegram from H.H. Cherry to Wm. F. Feagin. November 28, 1911, Box 1, Folder 53, "Henry Hardin Cherry Papers." University Archives, Western Kentucky University, Bowling Green.
[79] Letter from Graves County Teachers to H.H. Cherry. August 6, 1909, Box 1, Folder 17, "Henry Hardin Cherry Papers." University Archives, Western Kentucky University, Bowling Green.
[80] Letter from H.H. Cherry to J.A. Sharon. September 26, 1911, Box 1, Folder 89, "Henry Hardin Cherry Papers." University Archives, Western Kentucky University, Bowling Green.
[81] Letter from H.H. Cherry to Edward O. Leigh, 1909, Box 1, Folder 21, "Papers." University Archives, Western Kentucky University, Bowling Green.
[82]Letter from J.E. Dorland to H.H. Cherry, February 4, 1909. Box 1, Folder 10, "Papers." University Archives, Western Kentucky University, Bowling Green.
[83] Cornette, 146.
[84] Letter from H.H. Cherry to Edward O. Leigh, 1909, Box 1, Folder 21, "Papers." University Archives, Western Kentucky University, Bowling Green.
[85] Harrison, 34.
[86] Ibid.
[87] Cornette, 145.
[88] Ibid., 146.
[89] Harrison, 35-36.
[90] Letter from H.H. Cherry to J. Bornstein. September 9, 1910. Box 1, Folder 33, "Papers." University Archives, Western Kentucky University, Bowling Green.
[91] Letter from H.H. Cherry to Brinton B. Davis. February 23rd, 1911. Box 1, Folder 18. "Papers." University Archives, Western Kentucky University, Bowling Green.
[92] Letter from H.H. Cherry to J. Bornstein. April 1, 1912. Box 1, Folder 33, "Papers." University Archives, Western Kentucky University, Bowling Green.
[93]Letter from H.H. Cherry to Dr. Wickliffe Rose. February 7, 1911. Box 1, Folder 83. University Archives, Western Kentucky University, Bowling Green.
[94] Letter from Gus Brown to H.H. Cherry. September 9, 1910. Box 1, Folder 32. University Archives, Western Kentucky University, Bowling Green.
[95] Letter from W.J. Gooch to H.H. Cherry. October 13, 1911. Box 1, Folder 65. University Archives, Western Kentucky University, Bowling Green.
[96] Letter from Lelia E. Nichols to H.H. Cherry. November 26, 1905. Box 1, Folder 3, University Archives, Western Kentucky University, Bowling Green.
[97] Cornette, 111.
[98] Harrison, 51.
[99] Ibid., 53.
[100] Letter from V.O. Gilbert to H.H. Cherry. August 5, 1910. Box 1, Folder 35, University Archives, Western Kentucky University, Bowling Green.
[101] Letter from J.D. Templeton to H.H. Cherry. May 24, 1910. Box 1, Folder 45, University Archives, Western Kentucky University, Bowling Green.
[102] Letter from Agnes Lanham to H.H. Cherry. January 15, 1908. Box 1, Folder 11, University Archives, Western Kentucky University, Bowling Green.
[103] Letter from H.H. Cherry to C.L. Herrrin. November 18, 1911. Box 1, Folder 67, University Archives, Western Kentucky University, Bowling Green.
[104] Letter from W.J. Pierce to H.H. Cherry. Date Unknown. Box 1, Folder 3, University Archives, Western Kentucky University, Bowling Green.
[105] Letter from R.P. Green to H.H. Cherry. August 3, 1910. Box 1, Folder 35, University Archives, Western Kentucky University, Bowling Green.
[106] Letter from Roy Helm to H.H. Cherry. 1910. Box 1, Folder 43, University Archives, Western Kentucky University, Bowling Green.
[107] Letter from H.L. Donovan to H.H. Cherry. October 27, 1911. Box 1, Folder 58, University Archives, Western Kentucky University, Bowling Green.

[108] Harrison, 42.
[109] Cornette, 134-135.
[110] Ibid., 136-137.
[111] Harrison, 47.
[112] Ibid., 52.
[113] Harrison, 9.
[114] Ibid., 52.
[115] Cornette, 79.
[116] Letter from H.H. Cherry to J. Tom Williams. November 15, 1911. Box 1, Folder 90, University Archives, Western Kentucky University, Bowling Green.
[117] Letter from William Irvine Taylor to H.H. Cherry. July 29, 1901. Box 1, Folder 30, University Archives, Western Kentucky University, Bowling Green.
[118] Letter from Frank M. Thomas to H.H. Cherry. May 31, 1911. Box 1, Folder 90, University Archives, Western Kentucky University, Bowling Green.
[119] Letter from Elizabeth Moford to H.H. Cherry. June 5, 1911. Box 1, Folder 42, University Archives, Western Kentucky University, Bowling Green.
[120] Letter from J.W. Cherry to H.H. Cherry and T.C. Cherry. April 25, 1910. Box 1, Folder 37. University Archives, Western Kentucky University, Bowling Green.
[121] Letter from Mary Cherry to H.H. Cherry. July 28, 1910. Box 1, Folder 37. University Archives, Western Kentucky University, Bowling Green.
[122] Letter from T.D. Douthill to H.H. Cherry. May 15, 1909. Box 1, Folder 17, University Archives, Western Kentucky University, Bowling Green.
[123] Harrison, 53.
[124] Ibid., 52.
[125] Letter from J.L. Harman to H.H. Cherry. February 19, 1908. Box 1, Folder 11, University Archives, Western Kentucky University, Bowling Green.
[126] "End Comes to Dr. Henry Hardin Cherry Sunday Afternoon at His Home." *Times-Journal*.
[127] Letter from Samuel M. Miller to H.H. Cherry. August 14, 1911. Box 1, Folder 72, University Archives, Western Kentucky University, Bowling Green.
[128] Letter from H.H. Cherry to J.M. Guillaims. November 8, 1911. Box 1, Folder 59, University Archives, Western Kentucky University, Bowling Green.
[129] A.L. Crabb, "Two Commencements," *Louisville Courier-Journal,* August 7, 1937.

BIBLIOGRAPGHY

I Primary Sources

Cherry, Henry Hardin. *Papers*. University Archives, Western Kentucky University, Bowling Green, Kentucky.

Craig, W.J. *A Tribute to President H.H. Cherry*. Remarks at a Birthday Party, November 16, 1936.

II Secondary Sources

Barrone, Bert. "H.H. Cherry: Leader of Movement to Establish Kentucky's Colleges." *Park City Daily News*, date unknown (c. late 1937).

Bent, Silas. "His Memorial is Western State." *Louisville Courier-Journal Magazine*, September 12, 1937.

Cheek, Karen. "The Normal School." http://www.nd.edu/~rbarger/www7/normal.html

Cornette, James P. *A History of Western Kentucky State Teachers College*. Bowling Green, Kentucky: Western Kentucky State Teachers College, 1941.

Crabb, A.L. "A Prophet Among His Own People." *Teacher College Heights*, December 1934.

Crabb, A.L. "Two Commencements." *Louisville Courier-Journal*, August 7, 1937.

"End Comes to Dr. Henry Hardin Cherry Sunday Afternoon at His Home." *Times-Journal*, August 2, 1937.

Hamlett, Barksdale. *History of Education in Kentucky*. Frankfort, Kentucky: Bulletin of the Kentucky Department of Education, Vol. 7, No. 4, 1914.

Harman, J.L. *The Founder, Henry Hardin Cherry*. Bowling Green, Kentucky: Western Kentucky State College Library, year unknown.

Harrison, Lowell H. *Western Kentucky University*. Lexington, Kentucky: The University Press of Kentucky, 1987.

Ligon, Moses Edward. *History of Public Education in Kentucky*. Lexington, Kentucky: Bulletin of the Bureau of School Service, College of Education, University of Kentucky, 1942.

"Public Funeral Services for Dr. H.H. Cherry will be held tomorrow morning." *Park City Daily News*, August 2, 1937.

Smith, Travis Edwin. *The Rise of Teacher Training in Kentucky*. Nashville: George Peabody College for Teachers, 1932.

"The Hill, His Monument." *Owensboro Messenger*, August 1937.