

1910

## UA3/1/4 Western Kentucky State Normal School

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### Recommended Citation

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WESTERN KENTUCKY STATE NORMAL SCHOOL.

)BY

PRESIDENT H. H. CHERRY.

The Western Kentucky State Normal School belongs to the people of Kentucky. It is a human stock company. The people are the stockholders. Its dividends go to all the people of the State and all its taxpayers contribute to its support. The normal schools were established and are maintained in the interest of intellectual, spiritual, physical, and industrial thrift. They were established upon the conviction that the vision of Kentucky childhood is the State's greatest asset. They were established and are maintained primarily for the preparation of young people for the teaching profession of Kentucky. Of course, the Normal School is not the exclusive agent for the training of the teachers but it is the State's chief agent and as such it must build up the profession, establish the teaching standard, create the ideals, send out the men and women whose call is to educational leadership. The teacher was recognized in the act establishing the institution as the spiritual dynamic of every good school and as an educational statesman who must lead in the work of developing an efficient school system. No school is likely to be greater than the thought and character of the teachers who are behind it. It is a wise statesmanship that realizes that whatever is desired in the life of the State must be developed in the lives of the teachers who are to train the children of the State.

We hear much during this constructive, complex and strenuous century about a democracy that will introduce freedom and opportunity to every child in the land, and many programs, platforms, and propositions are presented to us as though applied and practical democracy were a thing to be brought into existence by some magic, artificial process -- as though it were a thing to be put together like a building which should be big enough to hold us all and offer a sweet repose for negative souls. We forget that democracy is a spiritual life that must grow; and that, if we would attain into a full-grown democracy, we must attain unto a full-grown citizenship; and, if we would attain unto a full-grown citizenship, we must educate; and, if we would reach and train the masses, we must put at the door of every child in the land a teacher of scholarship, character, and personality.

All of the States of the Union have recognized the necessity of having trained teachers in order to accomplish this result and have, therefore, established Normal Schools. Modern school houses, sanitation, spiritual, and intellectual intensity, and industrial progress flourish in those communities where the teachers possess scholarship, character, personality, and diplomacy. A great commonwealth must be achieved. It cannot be bestowed. It must be achieved through the training of our noble boys and girls. Childhood shows us the way to a greater Kentucky. The Normal School is one of the agents maintained and controlled by the Commonwealth in the interest of the children of the State.

Every effort is being made to embody in the work of the Normal such principles of management, curricula, and method as will make strong men and women who have the power to lead. Unity, live instruction, and spontaneity characterize the life of the Western Normal. Perfect harmony among officers, students, faculty, and citizens, strong, progressive, and practical teaching by the faculty, and an initiative recitation, moral and intellectual discipline and loyalty by students exist and constitute in its broadest sense the real life of the institution. This spirit of the institution is being carried into the different school districts of the State by the student-teachers. Reports from County and City Superintendents, Boards of Education, Trustees, and others speak in unmeasured enthusiasm.

of the work that is being done by the teachers who have attended the Normal. One County Superintendent writes:- "More than sixty percent. of my teachers have attended the Western Normal, and in every case the teacher shows a marked improvement in scholarship, professional training, and especially in ability to create an educational interest in the community and to take the initiative in beautifying the school grounds, improving the school house, and in organizing the community into a working unity." It is the earnest desire of the institution to be able within a few years to send trained teachers into every community of Western Kentucky, to establish in every home education's right of way, and to make every community the center of a new educational interest.

The teachers of the State have gratefully appreciated the act of generous Kentucky in establishing State Normal Schools and have shown their appreciation by their willingness to take advantage of the educational opportunities offered. The Western Kentucky State Normal School enrolled during the first seven months of its history (January 22, 1907, to July 30, 1907) seven hundred sixty-two (762) different students. It enrolled during the next scholastic year (September 2, 1907, to July 24, 1908) one thousand twenty-four (1024) different students. It enrolled during the following scholastic year (September 5, 1908, to July 22, 1909) one thousand one hundred forty (1140) different students. This makes an aggregate enrollment of two thousand nine hundred sixty-four (2964) students during the period extending from January 22, 1907, to July 22, 1909, a little more than two and one-half years.

The enrollment for the first three weeks of the present Fall Session is twenty per cent (20%) larger than it was for the first three weeks of the Fall Session of 1908. This increased attendance justifies us in estimating the annual enrollment at about fourteen hundred (1400) different students for the present scholastic year. We give herewith the number of students enrolled from each county in the Western Normal District and from other territory from January 22, 1907, to July 22, 1909.

Adair 22, Allen 53, Ballard 20, Barren 79, Butler 65, Bullitt 19, Caldwell 60, Calloway 49, Carlisle 36, Casey 22, Christian 70, Crittenden 22, Cumberland 13, Daviess 124, Edmonson 42, Fulton 26, Graves 120, Grayson 44, Green 22, Henderson 53, Harlan 58, Hancock 38, Hart 32, Hickman 44, Hopkins 34, Jefferson 32, LaRue 27, Livingston 21, Logan 97, Lyon 24, Marion 32, Marshall 39, McCracken 43, McLean 68, Meade 21, Metcalfe 11, Monroe 51, Muhlenberg 78, Nelson 64, Ohio 58, Russell 15, Simpson 65, Spencer 18, Taylor 5, Todd 22, Trigg 56, Union 57, Washington 34, Webster 60, Warren 459.

Eastern District 87, Eastern States 139.

We entertain the hope that the people of Kentucky will have satisfaction in knowing that out of the 1140 students enrolled in the Western Normal during the last scholastic year, 999 were appointees from Western Kentucky who signed in order to secure free instruction, a declaration expressing their purpose to teach in Kentucky. This is a good indication. It shows that many young people are permanently entering the profession and that they are willing to prepare themselves for the noble service of teaching. Many who did not take advantage of free instruction have since entering school joined the teaching profession. All students who did not agree to teach in Kentucky paid regular tuition.

Under the law all students from other States pay regular tuition. A conservative estimate shows that 190,000 different children of Kentucky have been taught or are now being taught by the student-teachers who attended the Western Normal since it was formally launched as a State institution on January 22, 1907. Fully 85% of these children live in the rural districts of Kentucky. A glance at the map on this page will convince anyone that the school is reaching the masses.

For the year ending January, 1908, there were 189 public Normal Schools in the United States reporting to the national Bureau of Education. The total number students enrolled was 64,066, making an average attendance of 339 for each institution. The Western Kentucky State Normal School has a larger attendance than 184 of the 189 public Normals reporting to the national Department of Education. There are but five Normals in the United States that enroll more students annually than the Western Kentucky Normal. The Terre Haute, Indiana, Normal enrolled in 1907-8 1,278 students; the Cedar Falls, Iowa, Normal enrolled 2,478; the Ypsilanti, Michigan, Normal enrolled 2,693; the Warrensburg, Missouri, State Normal enrolled 1,518; the Emporia, Kans., Normal enrolled 1,876. The western Kentucky State normal enrolled 1,140 during the year 1908-09, counting no one twice. The five schools named above have been established for many years while the western normal was formally launched a little more than two and one-half years ago. The unprecedented attendance of the Western Normal is due to the fact that on January 22, 1907, at the time of formally launching the State Normal, the Southern Normal School, a private institution which had been in successful operation for fifteen years and which enjoyed a large attendance and one of the strongest school organizations that ever championed the work of an institution, as well as the co-operation of hundreds of interested citizens and loyal former students, was shifted from a private tract to a State tract, from a private control to State Control, from the Southern Normal School to the Western Kentucky State Normal School -- and this was accomplished without the loss of a single student and without criticism. A conservative estimate shows that the good-will of the Southern Normal School, which was tendered the State of Kentucky as a part of the consideration for the location of the western Normal in Bowling Green, based on attendance, has already been worth to the State of Kentucky more than \$60,000. The old Southern Normal School organization and the new Western Kentucky State Normal School organization are now one and are working in the spirit of unity. All are loyally engaged in the work of making the Western Kentucky State Normal School one of the great educational lighthouses of the South.

The total amount appropriated during the year 1907-08 for the instruction of the 64,066 public Normal students in the United States was \$4,640,996, making an average annual cost, based on the income for maintenance, not including cost of buildings and grounds, \$72.44 per student. It cost the state of Kentucky only \$43.86 to instruct the 1,140 students who attended the western Kentucky State Normal last year. The average valuation of the buildings, grounds, etc., of the five institutions named above is about \$500,000.00 each. There are 20 State Normal Schools in the United States with an attendance reaching from 250 to 500 -- a much smaller average attendance than the Western Normal. They have a property worth from \$400,000 to \$700,000 and an annual income reaching from \$70,000 to \$150,000. The Western Normal with a much larger attendance has received during its life from the State of Kentucky \$150,000 for grounds, buildings, etc., and for maintenance up to March 22, 1908, \$20,000 annually and from that date \$50,000 annually.

It is true that the institution is young and that the Commonwealth of Kentucky has been extremely liberal in her appropriations, but it is equally true that the State has not made much more than a beginning toward the development of the Normal School plants that will when completed reflect the dignity of the Kentucky child in whose interest they have been established. The Board of Regents of the Western Normal has from the beginning had a mental concept of the present and of the future, of its sacred duty to the state of Kentucky. It has been studying and analyzing the propositions that have been coming before it and has been trying to build intelligently, permanently, harmoniously, and efficiently, considering at the same time the present, the future. The permanent growth of the institution and the irresistible influence of democracy and science in modernizing and democratizing the courses of study and all other things that follow in the track of spiritual evolution, make it imperative to plant the Normal by the "river of waters" that it may be an ever-green bringing forth a reasonable fruit even a thousand years from now. The future would and should repudiate the whole scheme of the institution if it were planted on any other principle. The Regents are pursuing a policy that will invest every dollar of money paid by the taxpayers of Kentucky and appropriated by the general Assembly to the institution in such a way as to make it contribute its full value to the State not only now but for decades to come. It is putting every new dollar into a new plant that will when completed have economy, convenience, harmony, articulation, and sanitation, and one that will reflect the patriotism of Kentucky and inspire future General Assemblies to complete.

Following in the track of this policy, the Board of Regents purchased 152-2 acres of land including the Potter College grounds and buildings for the future home of the western Normal. A more magnificent site could not have been found in this country. The grounds of the new site are located west of the city, facing College street, about 15 acres of which has an elevation of 300 feet above the boat landing two miles away and about 125 feet above the level of the public square. The proposed chain of buildings represented in the perspective herewith are located on the top of this elevation. Mr. Emmett Logan, former editor of the Louisville Times, in speaking of the new site, said:—"What do I think or think I think of the new site finally selected for the Western Kentucky State Normal School? Ideal, inspiring, without its fellow this side of Salt River. Had I been one of the Regents, I would have chosen just as the Regents did. Queen Potter indeed. Long live King Normal."

At a meeting of the Board of Regents of the Western Normal held in Bowling Green on April 17, 1909, Capt. Brinton R. Davis of Louisville, was employed as building architect and George Kessler and Company of Kansas City, Missouri, as landscape architect for the Western Kentucky State Normal School. Mr. Davis is a man of extensive training, wide range of experience, and is taking a patriotic interest in the development of the new site. Mr. Kessler was entirely responsible for the landscape architecture of the World's Fair grounds at St. Louis. Mr. Henry Wright, the able assistant of Mr. Kessler, has done most of the detail work connected with the landscape architecture. These architects with the aid of the Regents, President, and of the Normal have worked out a comprehensive scheme that will be when completed one of the most modern school houses in America.

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The inauguration of a liberal educational policy in Kentucky is a statesmanship that will reflect the far-see wisdom of the last two General Assemblies. Every dollar appropriated will be transmuted into life, into ideals, into freedom, and into a new and greater Commonwealth. Every dollar will take wings and fly as a messenger of peace into Kentucky homes. Let us cherish the hope that Kentucky will continue this aggressive policy until every child in Kentucky shall enjoy educational opportunities equal to those enjoyed by the children of the most advanced educational commonwealths in the nation.