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Western Kentucky University

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Foreword

On November 5, 6, and 7 the Western Kentucky State Teachers College with appropriate exercises celebrated its completion of a quarter of a century of service to the Commonwealth of Kentucky. To these exercises came, bearing gifts of tribute, the representatives of many colleges of high renown. At the meetings pronouncements upon various phases of educational activity issued from some of the profession’s best minds. Much of the proceedings was rich enough in thought content to warrant preservation for posterity. And to that end this publication is dedicated.

All, obviously, could not be included and selection has been difficult. Material of great worth has been omitted. The committee had to stop somewhere, and this represents the consensus of its best estimates.

F. C. GRIGE, Chairman
A. L. CRABB
W. J. CRAIG
STERETT CUTHBERTSON
M. C. FORD
J. R. ALEXANDER

A. M. STICKLES
MATTIE McLEAN
FLORENCE SCHNEIDER
T. O. HALL
W. L. MATTHEWS
E. H. CANON
The Program

THURSDAY, NOVEMBER FIVE
9:45 A.M.

ACADEMIC PROCESSION
Processional March—"The College March"
      The College Orchestra

10:00 A.M.—Vannmeter Hall, Administration Building
F. C. Grise, Dean of the College, Presiding

MUSIC—"College Heights"—Sung by the Audience
(The audience will rise and remain standing until after
the invocation.)

INVOCATION—Rev. C. G. Leavell
MUSIC—Vocal Solo—"Immortals"  Wood
      Miss Gladys Sims

WELCOME ADDRESS—
Honorable John B. Rodes, Mayor of Bowling Green.

PRESENTATION OF OFFICIAL DELEGATES
GREETING—Dr. Rainey T. Wells, President of the Association
        of Kentucky Colleges and Universities.

ADDRESS—"The Southern Association and the Teacher-
      Training Institutions," Superintendent Charles A.
      Brown, President of the Association of Colleges and
      Secondary Schools of the Southern States.

ADDRESS—"The Social Evaluation of Teacher-Training
      Institutions," Dr. S. H. Whitley, President of the
      American Association of Teachers Colleges.

12:30 P.M.—Cedar House
Sterrett Cuthbertson, Vice-Chairman of the Board of
      Regents, Presiding

LUNCHEON FOR OFFICIAL DELEGATES—Given by the
        College.

MUSIC—The Orchestra,
      The Treble Clef Club.

2:00—3:15 P.M.

OPEN HOUSE AT THE COLLEGE—
During this time all visitors are invited to inspect the
      equipment and campus of the institution. Guides
      will be provided.

3:30 P.M.—Physical Education Building
M. C. Ford, Head of the Ogden Department of Science,
      Presiding

At this hour a program will be rendered by the Depart-
      ment of Music, with the College Band, the College
      Chorus, and the Orchestra and upper grades of the
      Training School participating.

4:30 P.M.—Parlors of J. Whit Potter Hall
Reception for delegates and visitors, given by President
      and Mrs. H. H. Cherry.

7:30 P.M.—Physical Education Building
CONCERT—The College Band

FRIDAY, NOVEMBER SIX
10:00 A.M.—Vannmeter Hall, Administration Building

A. L. Crabb, Professor of Education, George Peabody
      College for Teachers, Presiding

MUSIC—"America the Beautiful"—Sung by the Audience.
(The audience will rise and remain standing until after
the invocation.)

INVOCATION—Rev. A. B. Houze.

VIOLIN SOLO—"Serenade"  Petronelli
      Hugh P. Johnson

MALE QUARTETTE—
ADDRESS—"The Mission of Teachers Colleges", Dr.
      George W. Fraiser, President of Colorado State Teach-
      ers College, Greeley, Colorado.

ADDRESS—"The Future of Teachers Colleges in America",
      Dr. D. B. Waldo, President of Western State Teachers
      College, Kalamazoo, Michigan.

2:30 P.M.—Physical Education Building
W. J. Craig, Director of Personnel, Presiding

CONCERT—Ripshah Temple Shrine Band.
Immediately after this concert the Department of
      Physical Education will give a program.

7:30 P.M.—Vannmeter Hall, Administration Building
CONCERT—The College Orchestra

8:00 P.M.—Vannmeter Hall
T. C. Cherry, Superintendent of the Bowling Green City
      Schools, Presiding

MUSIC—"My Old Kentucky Home"—Sung by the Audience.
(The audience will rise and remain standing until after
the invocation.)


MUSIC—"My Heart at Thy Sweet Voice"   Saint-Saens
      "To a Wild Rose"  MacDowell
      Faculty Women's Trio

PIANO SOLO—"Hungarian Rhapsody No. 15"  Liszt
      Franz J. Strahm

ADDRESS—Honorable J. C. W. Beckham.

ADDRESS—"A Tribute to Certain Choice Spirits Who
      Have Entered Permanently into the Life of the Institu-
      tion", Professor J. R. Alexander.

ADDRESS—"The Spirit and Achievements of the Institution
      during a Quarter of a Century", President H. H.
      Cherry.

MUSIC—The College Hymn—"The Red and the Gray"—
      Sung by students of the College.

BENEDICTION—Rev. Baxter W. Napier.

SATURDAY, NOVEMBER SEVENTH
8:00 A.M.—Places to be Announced

BREAKFAST FOR VARIOUS GROUPS AND CLASSES
10:00 A.M.—Vannmeter Hall, Administration Building

GENERAL ALUMNI MEETING

T. O. Hall, President of the Alumni Association, Presiding

MUSIC—The College Band
Songs of the College.

GREETINGS FROM REPRESENTATIVES OF THE
      CLASSES AND OTHER ALUMNI.

REMINISCENCES—

2:00 P.M.—College Stadium

HOMECOMING FOOTBALL GAME—Western vs. Miami
      University.

7:30 P.M.—Physical Education Building
Reception for visitors, alumni, and students, given by
      the college.
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<tr>
<th>Institution</th>
<th>Delegate</th>
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<tr>
<td>Indiana University</td>
<td>Bert E. Young</td>
<td>Department of Romance Languages</td>
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<td>Loyola University</td>
<td>Rev. Wm. J. F. Ruggeri</td>
<td>Regent Arts and Science</td>
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<td>State Teachers College, Johnston City, Tenn.</td>
<td>C. C. Sherrod</td>
<td>President</td>
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<td>Vanderbilt University</td>
<td>Franklin C. Paschal</td>
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<td>Blue Mountain College</td>
<td>Mrs. Rowan Claypool</td>
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<td>Indiana State Teachers College, Terre Haute</td>
<td>L. J. Rettger</td>
<td>Vice-President</td>
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<td>University of Louisville</td>
<td>R. A. Kent</td>
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<td>University of Virginia</td>
<td>Sarah Middleton</td>
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<td>Bowling Green Business University</td>
<td>J. L. Harman</td>
<td>President</td>
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<td>Georgetown College</td>
<td>H. E. Watters</td>
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<td>Florida State College for Women</td>
<td>Mrs. Elroy W. Neate</td>
<td>President and Physician</td>
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<td>Eastern State Teachers College</td>
<td>H. L. Donovan and J. D. Farris</td>
<td>Professor</td>
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<td>Michigan State Normal College</td>
<td>H. A. Tape</td>
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<td>Emory University</td>
<td>A. B. Austin</td>
<td>Dean of Normal Department</td>
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<td>C. N. McAllister</td>
<td>Director of Teacher Training</td>
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<td>Murray State Teachers College</td>
<td>Paul P. Boyd</td>
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<td>East Texas State Teachers College</td>
<td>Rainey T. Wells and J. W. Carr</td>
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<td>Western State Teachers College, Kalamazoo, Michigan</td>
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<td>Centre College</td>
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<td>Association of Kentucky Colleges and Universities</td>
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<td>Sam H. Whitley</td>
<td>President</td>
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ADDRESS OF WELCOME

MAYOR JOHN B. RODES

Mr. Chairman, Ladies and Gentlemen:

I regret that the Governor of the State of Kentucky cannot be present to extend to all of you a welcome upon this occasion when we are assembled to do honor to a quarter of a century of noble and successful educational accomplishment.

The welcome of the Governor of the State might have been more impressive and more far-reaching, but it could not have been more cordial than that of the Mayor of Bowling Green. To all citizens interested in the growth, development and improvement of our state, to all distinguished visitors from this and other states interested in the broad educational improvement of our land, to all alumni seeking this opportunity of honoring the institution which fostered them, I extend to you in behalf of the City of Bowling Green a most gracious and cordial welcome.

The people of Bowling Green have looked with amazement at the miracle performed upon this Hilltop. The people of Bowling Green know that these have been crowded years. You have all heard the story among the tales of the Arabian Nights of the poor fisherman living in a hut by the side of a lake, who found the magic lamp. Taking it to his hut and polishing it, suddenly the ugly beams and rafters, the dirt and cobwebs disappeared, and he looked upon walls, floors and ceilings of richness and of beauty.

Some forty years ago a Warren County boy living upon his father’s farm nine miles from Bowling Green, discovered his magic lamp. He reburnished it with the cloth of industry and replenished it with the oil of his dreams, and today, after the lapse of forty years, look about you upon this Hilltop and behold those dreams come true. All the world honors the man who can make his dreams come true.

Every city whether of ancient or modern times, which has made any just claim to progress and improvement, has beautified and adorned its hilltops. Athens upon the Acropolis built the Parthenon. Rome upon one of her seven hills erected the Capitol. Bowling Green possesses two, and one of them is this Hilltop, which all the people of our city recognize as the civic center of municipal learning and culture. The unseen forces proceeding from this Hilltop have permeated to every nook and corner of our city.

Here upon this Hill, inspired by the glorious panorama of cultivated fields and distant blue horizons and under the instruction of able and devoted men and women, the mind of the youth of our land has been elevated to higher altitudes and given wider prospects.

To all alumni we extend a particular welcome. You are here to drink of the fountain of your youth, to renew your youthful memories and associations and friendships and to be lifted again with the buoyancy of your youthful inspirations. You know as we in Bowling Green know that there is a Spirit
of the Hill that does not wait for midnight to stalk these paths and halls—it may be met every hour of the day. It is the spirit of liberty and of democracy; the spirit of the love of learning and of research that will follow "knowledge like a sinking star beyond the utmost bounds of human thought." It is the spirit of youth with his eyes fixed on the stars—an unconquerable spirit—

"That never falters or abates,
But labors and endures and waits,
Till all that it foresees it finds,
And what it cannot find—creates."

We are all here as friends—friends of each other, friends of this institution, friends of the man who has led all the forces which made it, friends of education and lovers of our country—to celebrate twenty-five years of successful educational achievement, and to honor the man who has made his dreams come true.

And this celebration will be a dedication of ourselves to the hopes, the joys and the aspirations which have marked the history of this institution for the past twenty-five years.

Again I say, welcome all.
GREETINGS FROM THE COLLEGES

The following greetings were given by delegates of the various institutions represented officially at the celebration of the Twenty-Fifth Anniversary of Western Kentucky State Teachers College:

INDIANA UNIVERSITY

I bring you greetings from Indiana University. I have heard many fine things about Western Kentucky State Teachers College, about President Cherry, Professor Stickles and others, from our Dr. Bryan, our Secretary Cravens, and from others who have visited this institution. You have sent us many wonderful students for graduate work. We have found them excellently prepared and they have represented the College most creditably.

And we have sent you back some wonderful professors!

BERT E. YOUNG,
Department of Romance Languages.

LOYOLA UNIVERSITY

From the people of the Gulf Coast and from the members of an order of men who for four hundred years have fought the battles of education, I bring heartiest congratulations and sincere wishes for greater success in years to come. In many homes in our land the explanation that "The teacher said so" settles all questions. May this school continue in the future as it has done in the past, to send forth teachers who will by their example as well as by their words, build up in the minds of the youth of this state a respect and obedience to the laws of their God and their country. Ad multos annos!

REV. WM. J. F. RUGGERI, S. J.,
Regent, Loyola University.

STATE TEACHERS COLLEGE

JOHNSON CITY, TENNESSEE

When I received President Cherry's letter asking me to come to Bowling Green on this occasion to speak a word on behalf of the East Tennessee State Teachers College, I accepted gladly and joyfully. I accepted because I was glad of the opportunity to revisit an institution which has made such swift progress in material and professional growth; I accepted in contemplation of getting a new vision and a greater outlook on our common field of endeavor. The progress has been notable; it has given incentives to kindred institutions throughout this Southland.

Education as a factor in the development of democracy grows more and more important as the decades pass. The problem of training teachers for the task is one of the great difficulties in our national life. Gradually we are coming to realize that mere knowledge, and more knowledge, is not sufficient to meet the challenge. As life becomes more and more complicated we must revise our program so that our teaching may more nearly approximate true and practical situations. In order to meet these heavy responsibilities our teachers must have an abundance of knowledge. But that is not sufficient; that knowledge must be graded, reshaped and organized to fit the growing mind in its new environment. Possessing these two fundamental requirements, grounded in a personality of character, enthusiasm, and good judgment, the teacher, standing at the center of our educational system, will be recognized as the all-important element in the development of our complicated national life. Since this institution has been maintaining the high standards of a great profession, it is fitting that a quarter of a century should be marked with appropriate ceremonies.

Enthusiastically and cordially the East Tennessee State Teachers College extends congratulations and good wishes to President Cherry and this great college on the occasion of the celebration of his twenty-five years of noble service and its twenty-five years of growth, prosperity and increasing influence.

CHARLES C. SHERRID,
President.

VANDERBILT UNIVERSITY

Vanderbilt University extends its congratulations to the trustees and faculty of the Western Kentucky State Teachers College upon the completion of twenty-five years of successful history. As evidence of this interest, Vanderbilt University has appointed Professor Franklin C. Paschal, Dean of the College of Arts and Science, to convey best wishes for the continued prosperity of the Western Kentucky State Teachers College.

J. H. KIRKLAND,
Chancellor of Vanderbilt University.

BLUE MOUNTAIN COLLEGE

In the absence of Dr. Lawrence T. Lowrey, President of Blue Mountain College, Blue Mountain, Mississippi, I have been asked to represent my Alma Mater on this occasion, and to bring to you greetings from another hilltop.

There, nestled in the hills of north Mississippi, is this historic old school for girls, whose mission for these fifty-eight years has been to serve as you have served—a veritable light-house to the womanhood of that great state.

The word educate means "to lead out". For twenty-five years Western Teachers College has led out of the darkness of ignorance thousands of young men and women into realms of truth, knowledge and virtue. We rejoice with you today in your signal achievements.

I have here the following message from Dr. Lowrey which I will read: "When an educational
institution has been in existence for a quarter of a century, it has shown a fine stability.

When it has developed so remarkably as this institution has done, it has shown a fine spirit of progress.

When it has served well and faithfully, there is reason to believe that it is accomplishing results.

Stability, progress and service are emphatically evident in Western Kentucky Teachers College. May it continue its progress and service in an ever-increasing way for many more quarters of a century.’’

Mrs. J. R. Claypool, Jr., Alumna.

INDIANA STATE TEACHERS COLLEGE
TERRE HAUTE

The key-stone of the civilization of any people is its system of education. Problems of finance or industry or international relations may at any one moment seem more acute and insistent, but if traced to their ultimate causes, these pressing questions are, in larger measure than most of us realize, the final fruits of the social ideals which flourish in our schools and colleges.

The unnoticed philosophies concerning what constitutes ‘real success in life’, which our pupils slowly evolve in their youth, will determine our economic order, whether it shall be geared up for personal profits, or organized for social service.

It has been said that wars have been hatched in the schoolrooms of a nation, although actual fighting did not begin until a generation later. Happily it is also true that the foundations for an enduring peace may be laid in the classrooms of history and sociology, years before these new attitudes are formally written down in solemn covenants between the nations.

The social offenders against the law who will in a few years stand before our courts and crowd our prisons, are today still guiltless in our schools. I do not know how successfully we can reclaim the hardened criminal of forty, but I have an unshaken faith that in most cases the schools have more than an even chance to save the potential derelict as a useful member of society.

Appreciating the importance of, and the necessity for, the adequate training of teachers, the Indiana State Teachers College at Terre Haute sends greetings to this splendid institution, and extends heartiest congratulations to its distinguished President and his associates who for a quarter of a century have here played such an honorable part in shaping the educational thought and practices of this great Commonwealth.

L. J. Rettinger,
Vice President.

UNIVERSITY OF LOUISVILLE

The institution whose twenty-fifth birthday we are celebrating, combines in a peculiar manner the background of the past with the foreshadowing of the future. Seated on the Hilltop which seventy years ago was crowned with the symbol of material force, ill will, prejudice, and slaughter, it now raises in dignified presence the architecture of that which stands for the God-given freedom of mind and soul, the domination of the intellectual over the material, and the ultimate victory of ideals.

The institution whose joy we share today has since its founding been presided over by a person whose early training reflected the struggles and educational restrictions of that period. Led on, however, by vision and determination, the results of his labors are here objectified in a form which stands as a challenge to those who have faith in the potency of adult education.

The University of Louisville, the oldest municipal university in the United States, on this auspicious occasion expresses its cordial felicitations to the Western Kentucky State Teachers College and its esteemed President, extending hearty congratulations upon the high achievements that have been wrought, and unstinted good wishes for what may be carved out of the unknown future.

R. A. Kent,
President.

THE UNIVERSITY OF VIRGINIA

By the authority of the acting President, Dr. J. W. Newcomb, I bring you greetings from the University of Virginia upon this occasion of Western’s twenty-fifth anniversary. It is most fitting that the University of Kentucky’s mother state, Virginia, should honor this institution which is founded upon those same principles of democracy and service which were the ideals of Jefferson. It is, therefore, the spirit of Jefferson himself who salutes you, Dr. Cherry, recognizing in Western’s achievements his own belief that democracy is safe only in the hands of an educated people and seeing in Western’s leader and founder a man of vision, without which a people perish.

Sarah Middleton,
Alumna.

THE BOWLING GREEN BUSINESS UNIVERSITY

As president of your nearest neighbor college and as a member of your alumni, I join the colleges of this and other states in rejoicing with you in your years of honor.

This pulsing world changes, passing from age to age through influence following influence, some strong enough to make imperishable and unchangeable a part of that which had hitherto been fleeting, so that the day of your institutional birth “a new wind started blowing through the earth” and that part of the world in which you have worked will never be the same again. Service has been your goal; enthusiasm, your tonic; numbers, your ambition; democracy, your creed. You are the personification of youth’s hopes and yearnings. No man can measure the qualitative or quantitative force you have been to
humanity. This simple sentence Roosevelt spoke to John Burroughs, and its spirit is our tribute to you: "It is a good thing for people that you have lived, and surely no man can wish to have more said of him."

The Bowling Green Business University greets with joy the Western Kentucky State Teachers College and Dr. Cherry on the institution's twenty-fifth year and hopes the two institutions may abide in each other's shadow, enjoying the satisfying neighborliness that is now and has ever been theirs.

J. L. Harman,
President.

GEORGETOWN COLLEGE

I am happy to have the honor of bringing the greetings from one of the oldest to one of the youngest, as well as to one of the greatest educational institutions in Kentucky. We felicitate you upon the remarkable achievement wrought here in the past quarter of a century. The history and development of Western Kentucky State Teachers College is finely typical of the rise and development of the great system of teacher-training schools in the South, if not in the nation.

This school grew out of and was built upon a great private teacher-training school, just as the system of teacher-training schools in the country, far more than is generally known and few are willing to admit, are the outgrowth of a sentiment and demand fostered and developed by a system of independent teacher-training schools of a generation ago. History will probably not give due credit to the influence of Holbrook, Brown, Kinsey, Cherry, and a host of others, who at a time, and in a manner unpopular in their day, gave training to a multitude of elementary and secondary teachers that could not be obtained elsewhere. Their untiring, enthusiastic, and sacrificial labors in a remarkable degree prepared the way for the coming of the present greater and better system of teacher-training schools of which America is justly proud.

Only President Cherry was able to materialize all these transitions into one continuous institution, and as I walked about this splendid campus this morning, seeing these great buildings, and realizing this remarkable achievement, I thought of the tablet in St. Paul's Cathedral bearing an inscription, to its master architect, Sir Christopher Wren. The tablet contains these lines, "Reader, if thou wouldst see his monument, look around you." Friends, if you would see the monument of the first citizen of Bowling Green, of one of the leading citizens of the Commonwealth of Kentucky, and of one of the most successful pioneers in teacher training, look around you.

H. E. Watters,
President.

FLORIDA STATE COLLEGE FOR WOMEN

I wish to extend most cordial greetings from the Florida State College for Women at Tallahassee, Florida, on the celebration of your twenty-fifth anniversary.

Speaking for and on behalf of my Alma Mater, my pleasure is rendered more distinctive, because as a resident of Bowling Green your College is of personal interest to me. In these ten years I have witnessed an almost phenomenal growth in your institution. Your departments have been greatly augmented, making it possible for your ever-increasing student body to receive the best of present-day education.

Your faculty of educators, second to none, have not only brought to us their wealth of knowledge, but also a splendid citizenship to our city. Your buildings, campus, and parkways take their place among the noted and reflect an exceptional credit on your Board of Regents, your President and other business advisors.

The splendid manhood and womanhood that are graduated each year are carrying your reputation to all points of the compass. May you continue to inspire the pride and devotion that they rightly and justly have in their College.

ALMA PARLIN NEATE,
Alumna.

EASTERN KENTUCKY STATE TEACHERS COLLEGE.

Twenty-five years ago I was a student in this institution. I am happy to be here today. If you will pardon a somewhat personal note in my greeting on this occasion, I should like to express my appreciation for what this institution has meant to me. It was here I received my early college education. I entered this institution with $156.10. In the spring I ran out of money and was about to leave. One day the President called me to his office and stated that he would like for me to stay in school. When I told him that I was out of money, he generously volunteered to lend me a sufficient amount to enable me to remain in college until I could complete two years of work. This offer of a loan led others closer to me by ties of blood to furnish me sufficient money to stay in school. It was through the confidence of President Cherry in me that I was able to continue my education. I can never forget his generosity in making it possible for an unknown country boy to have the privileges of a college education. I feel more deeply grateful to him a quarter of a century later than I did on the day he extended to me this wonderful opportunity.

I have watched the development of the Western Kentucky State Teachers College for these twenty-five years. I have rejoiced in her successes and have been made happy with each new accomplishment she has attained. You are beholding today this beautiful campus adorned by these magnificent buildings, all of which have been placed here during this quarter of a century. Twenty-five years ago I saw them here, although none of them were in actual existence. President Cherry revealed to us in those days the dream he had for this college. He portrayed for us his vision of this Hill; and we saw the buildings in those days almost as clearly as we actually see them today. This institution has accomplished what it has achieved largely through the efforts of President Cherry and
a devoted faculty that has served with him during these years.

I come today from your sister institution, the Eastern Kentucky State Teachers College. These two colleges were founded by the same act of the legislature and they came into existence at the same time. From the Board of Regents of the Eastern State Teachers College to the Board of Regents of the Western State Teachers College, from the faculty of Eastern to the faculty of Western, from the student body of our institution to the student body of your institution, I bring you greetings and best wishes. May you continue to achieve the progress during the next quarter of a century that you have attained during the past; and may God’s blessings rest upon you and, especially, upon President Cherry, who has wrought this good work!

H. L. Donovan,
President.

THE MICHIGAN STATE NORMAL COLLEGE

A birthday in itself may be but an annual milestone. A twenty-fifth anniversary may mark but a quarter of a century in the passing of time. It is evident that educational progress is not so measured. It will be measured only in terms of educational accomplishments, so we pause for a moment today, as we look back and survey the educational accomplishments of Western Kentucky State Teachers College. As a college it has had a great mission in a great Commonwealth. It has touched the lives of thousands of young men and women who have gone forth to inspire the youth of Kentucky. Accomplishments can best be measured by this influence.

The citizens of the state have been quick in recognizing this service and have responded in establishing and maintaining an educational plant and faculty in which it has a right to be proud.

Today, on your twenty-fifth anniversary, you pause for a moment to survey the past but you are already dedicated to the future. It is at this time that it gives me great pleasure to bring greetings from one of the oldest State Teachers Colleges in the United States, from an institution which four years ago paused for a moment at its seventy-fifth anniversary. It is from this institution and its faculty, the Michigan State Normal College of Ypsilanti, Michigan, that I bring greetings.

H. A. Tape, Director of Lincoln Consolidated Training School.

BEREA COLLEGE

Berea College greets Western Kentucky State Teachers College upon this significant anniversary. The material growth of Western has been matched by its growing influence, an influence exerted through its President, its faculty, and its alumni.

The growing influence of Western means for Kentucky a growing appreciation of the values which make a state worth loving.

This greeting is borne by Dean Cloyd N. McAllister, himself a teacher of teachers.

Wm. J. Hutchins,
President.

LOUISIANA STATE NORMAL COLLEGE

Friends of Education: I bring you greetings from the deep South, the State of Louisiana, at present the land of many, many governors, but more particularly I bring you greetings from the State Normal College. My greetings come from the State Teachers College at Natchitoches, Louisiana, and not from our sister institution at Nacogdoches in another state.

We are happy in the celebration of your twenty-five years of service to the great Commonwealth of Kentucky. We congratulate you upon the adequacy and the beauty of your buildings and grounds. Everywhere there is evidence of marvelous foresight and planning for this great seat of learning. The spirit of cordiality and harmony met here explains much of your achievement.

It is our hope that God will bless you in the future as He has done in the past. We know that He will continue to crown your efforts with happiness and success.

E. B. Robert, Director of Teaching-Training.

EMORY UNIVERSITY

I am very happy as well as honored today in the privilege of bringing you felicitation and best wishes from Emory University on this your twenty-fifth anniversary.

A. B. Austin,
Alumnus.

COLUMBIA UNIVERSITY

On an occasion so happy, significant and auspicious, Columbia University in the City of New York, in sending to the Western Kentucky State Teachers College greetings hearty, congratulations warm and friendly, and felicitation educationally fraternal, lights a birthday candle on this institution’s twenty-fifth anniversary, adding thereby to its intellectual light already so brilliantly shining.

Leonidas W. Crawford,
Alumnus.

THE UNIVERSITY OF CHICAGO

To the Western Kentucky State Teachers College:

On the occasion of the celebration of the Twenty-fifth Anniversary of Western Kentucky State Teachers College greetings are sent through Miss Gabrielle Robertson, A. B., A. M., by the faculties and trustees of the University of Chicago. Miss Robertson will be the official representative of this University in whatever functions have been arranged for this occasion, and through her we extend our congratulations.

Robt. M. Hutchins,
President.
WEST TEXAS STATE TEACHERS COLLEGE

(The following greeting was read by Mr. R. B. Binnion, Provost of George Peabody College for Teachers.)

The spirit of the American Teachers College reaches half across the continent today, from Canyon, Texas, to Bowling Green, Kentucky, to greet you and rejoice with you over this quarter century of noble achievement. All America is debtor to our "Old Kentucky Home" for Western Kentucky State Teachers College, its president, its faculty, its student-body and all that these have stood for through the years. Through its teacher-training program your institution has propagated and conserved the best ideals of the American people and today its message to the nation is a challenge to all the forces of disintegration that menace the peace, happiness, and prosperity of our people. In your struggle for the establishment of intelligence and righteousness through the preparation of more skillful and more exemplary teachers you enjoy the admiration and applause of your fellow teachers colleges throughout the nation.

Breadth to your vision, depth to your courage, and power to your influence as you pursue the service of ministering to all the people; and, may President Cherry continue many more years to lead the youth of Kentucky into the fertile fields of teaching, prepared in body, mind, and spirit to do battle with all the minions of evil that curse our civilization today.

J. A. HILL, President.

KENTUCKY WESLEYAN COLLEGE

Dr. C. H. Dannelly, president of Kentucky Wesleyan College, sends his regrets at not being able to be present on this occasion.

Kentucky Wesleyan College extends felicitations to you on the twenty-fifth anniversary of your entrance into the educational service of the Commonwealth of Kentucky. She congratulates you on the completion of a quarter century of educational endeavor so splendidly full of eminent achievements, and joins you in praying that this dedication of your physical and intellectual equipment may be the inauguration of an even greater period in your history.

JAMES P. CORNETTE, Alumnus.

GEORGE PEABODY COLLEGE FOR TEACHERS

To its sons and daughters, cultivators of personality in the rich field of education, and to the Western Kentucky State Teachers College, its fellow institution of learning so solidly built upon twenty-five years of pronounced educational endeavor, George Peabody College for Teachers extends a warm and hearty handshake of cordial greeting with congratulations upon its past achievements and an invocation of divine blessing upon its future accomplishments, trusting that as this institution grows in years arithmetically, its range and quality of service may deepen and widen geometrically.

L. W. CRAWFORD, Professor.

VIRGINIA MILITARY INSTITUTE

On this happy occasion I am here as the representative of the Virginia Military Institute at the request of General Lejeune, who has asked me to express to you his regret on account of his inability to be personally present, due to a previous important engagement.

The Virginia Military Institute felicitates you upon your twenty-fifth birthday. During the last quarter of a century you have accomplished much. We feel sure you will continue your great work and even increase your splendid accomplishments during the next twenty-five years. An institution of learning is judged by the character of men and women it graduates and sends out from its walls. And in turn, your graduates are measured by their industry, integrity, honor and ability to accomplish. Your alumni have showered honors upon your great institution and that is the chief reason for your magnificent standing in the world of letters and science.

The Virginia Military Institute hopes and feels that as the years roll by your influence for good will continue to grow.

JUDGE PORTER SIMMS, Alumnus.

UNIVERSITY OF KENTUCKY

I am very happy to bring from President McVey, the trustees, faculty and students of the University of Kentucky, greetings and felicitations to you and your colleagues of the Western Kentucky State Teachers College on the occasion of your twenty-fifth anniversary. I, myself, have witnessed nineteen of these twenty-five years of achievement. This beautiful campus with its modern plant is a visible sign of the accomplishments that are yours in the realms of administrative and educational organization. It has been a quarter century of intense activity, of enthusiasm and of single-minded devotion. You are living proof that it doesn’t take three hundred years to build a good educational institution if you have the right men at work on it. You also suggest that the age of an educational institution is not to be measured in years, for youth is largely a matter of the mind and mind is exactly that which is of most concern to an institution of higher learning. You are young both in years and in spirit. May the accumulating years keep you so, always alert, always improving, always growing in wisdom and always programming in efficient service to the generations that come. May you keep going strong with all the energy and the vision of youth!

The University salutes you on this your day of rejoicing and extends the hand of fellowship.

PAUL P. BOYD, Dean,
College of Arts and Science.
MURRAY STATE TEACHERS COLLEGE

As the official representative of the Murray State Teachers College and as President of the Association of Kentucky Colleges and Universities, I am pleased to extend to you greetings from your sister institution and from the sixteen members of the Association, some of which are personally represented here.

This Twenty-fifth Anniversary of this institution marks a distinctive period of development, not only of this institution, but of teacher-training and educational development in the State of Kentucky. With the founding of this institution by its President, began a distinct development in teacher training in this Commonwealth. This institution assumed leadership in making provision for trained and efficient teachers in this state, and through the twenty-five years it has consistently maintained an aggressive, earnest and successful leadership in making possible greater advantages in the elementary and secondary schools of this Commonwealth.

The task has not always been easy. To establish and maintain a teacher-training institution during the past twenty-five years has demanded personal sacrifice, loyalty and devotion to these aims, purposes and policies. Only a desire to serve could cause President Cherry to assume this responsibility. The record of this institution has given inspiration to the teaching profession, and the growth and influence of this college has marked a material advancement in the educational world. The results of the untiring efforts of the administration and faculty of this institution are evidenced in the lives of its students who are today rendering efficient service, not only in the teaching profession, but in practically every vocation of life.

On this Anniversary occasion, I desire to extend to you and your institution sincere greetings from the Murray State Teachers College and the Association of Kentucky Colleges and Universities.

Rainey T. Wells,
President.

In addition to the official greetings given above, several hundred letters and telegrams bearing greetings and messages of good will were received by the institution. Special mention should be made of the volume of letters, some 110, from presidents of teacher-training institutions which was presented by S. H. Whitley, President of the American Association of Teachers Colleges. The presentation statement of President Whitley follows:

"It is a happy privilege to be able to present to Doctor Cherry today a small token of appreciation which his co-workers in the field of teacher training wish to express because of his splendid services in connection with the Western Kentucky State Teachers College. Doctor Cherry, on behalf of your co-workers in the field of teacher training, it is a happy privilege to present to you at this time this book of letters expressing appreciation for the work done by you and the great institution over which you have so nobly presided."

PRESIDENT CHERRY Responds

Mr. Chairman, Ladies and Gentlemen:

With a feeling of unworthiness but with deep gratitude I recognize and greatly value the friendships, the associations and the courtesies of this Anniversary occasion. I deeply appreciate the greetings of love and confidence that have been so generously and, I fear, extravagantly, expressed by friends and institutions representing numerous sections of our country.

It is a rare privilege and a real inspiration to be permitted to serve the same community for thirty-nine years of one's entire professional career. To have been President for fourteen years of a private institution that became the present state institution twenty-five years ago, and to be the recipient of the whole-hearted loyalty and aggressive support of one's own people as well as the citizenship of the country, is a pleasure and a satisfaction that cannot be measured in words.

I realize that the institution as it is today is a photograph of the work and the spiritual and material processes of the past and that the achievements of the future depend upon what we do with the present. The memories of the past, the opportunities of the present and the experiences of the hour humble the heart and interpret new and greater responsibilities.

Possibly some of you will be interested in knowing that during my early experiences this Hill was a wilderness of cedar, wild grape, ivy, honeysuckle and numerous undergrowth where I heard the call of the whippoorwill and an occasional hoot of the owl, instead of the music of a marching band and the cheering of students at a victorious football game. There are many ticks of a watch between the hoot of an owl and the noise of a football game.

I shall never remember the date of my birth but I am sure I am still young and that Western has the best President today it has had during its career. This is a gentle suggestion to the jury that the youngest man on the Hill today is the President of the institution.

We appreciate your presence. I am deeply grateful for the motives that prompted you to come. The associations of this day lighten the burdens of life, lift up the heart and light up the soul. Without this confidence and loyalty the institution could not occupy the hilltops of effective service.

GREETING GIVEN AT THE ANNIVERSARY LUNCHEON

STERETT CUTHBERTSON, OF THE BOARD OF REGENTS

This is indeed a happy occasion on College Heights for this is our twenty-fifth birthday and this is our birthday party. Birthday affairs should always be happy occasions, especially when they come in our early days before time has had a chance to sadden them with retrospection. This occasion is made complete because you, our friends, have come to share
it with us, bringing your felicitations, expressions of confidence and best wishes for our future.

A quarter of a century is, after all, but the tick of the clock as time is counted in the story of the race, a period in the life of our older institutions, but with us it covers our entire life, our birth, youth and entry into early maturity. What a wonderful life it has been with its years crowded with work, aspiration and accomplishment. Not years of ease by any means but rather years of toil and at times of handicap, sometimes handicapped by seemingly unsurmountable handicaps, but after all happy, satisfactory years for it was a period of growth, development and achievement.

As we look back to the beginning naturally the picture of this old Hill is reflected upon our memory—a rugged cedar knoll, its surface scarred by the erosion of time, limestone ledges in evidence, the whole covered by copsewood, wild cherry and erab, crowned by the ruins of the old Fort which spoke of another day. For here the siren of war was heard when brother met brother in the fury of our unfortunate fratricidal conflict. Amid these wild and rugged scenes the small boy played at Indians and set his snare.

Glance at it today, this same old Hill, now transformed into a thing of beauty by the art of the landscaper. The site of these beautiful and classical buildings filled by happy, ambitious and earnest Kentucky boys and girls intent upon their studies in the Arts of Peace, their cultural advancement and preparations for a fine and useful citizenship. To those who knew it in the beginning and observe it today the physical development of this institution seems to be almost unbelievable.

Though we are extremely proud of this development and grateful to a generous and appreciative State, yet it is not by this yardstick that we wish to have our growth and usefulness measured. Rather we would prefer that you glance back twenty-five years and think of educational life in Kentucky at that time. It was the day of the one-room school house—the day when the standards required of the teacher were so low that often the teacher was but little better qualified than the pupil, with thousands of Kentucky children lacking opportunity for anything like an adequate education. Such was the condition in rural Kentucky when this Institution entered into its work, determined to place a trained teacher in every school room, to take the leadership in every movement to improve educational conditions and actuated by the belief that every boy and girl born upon Kentucky soil had an inherent right to expect from the State an opportunity for an adequate educational advantage to better equip him for life and more useful citizenship.

This idea has prevailed and our State has awakened to a full sense of its responsibility. Rather would we be judged by the part that this institution has played in the educational renaissance of Kentucky and by the fact that in every neighborhood throughout our section of the State there are men and women who love this school and whose hearts are grateful for the opportunity it gave them for a larger and better life.

Some day someone will write the story of the first twenty-five years of the life of Western and when the author has finished he can take his pen and write under the title, "And the Life of Henry Hardin Cherry." So closely has the genius of this man been interwoven into the life and growth of this school that none can separate them, and the story of one is but the story of the other. While we realize that no one man can build a great institution and not gratefully acknowledge the invaluable assistance of a loyal and cultured faculty, an unusually earnest and splendid student body and the continued confidence and encouragement of our citizens, yet we must all realize that it has been the uniriting energy, the constant adherence to high ideals and that remarkable sense of justice that characterizes our President, that are directly responsible for the fact that this our twenty-fifth birthday party, can be such a happy and satisfactory occasion.

GREETING GIVEN AT THE ANNIVERSARY LUNCHEON

CAPTAIN BRINTON B. DAVIS, BUILDING ARCHITECT

During the period in which it has been my good fortune to serve your institution, your unselfish and efficient Board of Regents and your uniriting leader—President H. H. Cherry—I have found much tangible evidence of the invincible spirit of the Western Kentucky State Teachers College.

This spirit has been particularly exemplified in the erection of great structures destined to be monuments to the cause of education, and in student response to able leadership. It is apparent in the devotion of the Alumni Association, and as the ever-present inspiration in the meetings of your controlling Board. We see it reaching its logical culmination in the life of your incomparable President.

I have no desire to pay tribute that is not justified. I have said publicly on former occasions and am happy to repeat—the progress of the institution with which you are associated is, in my estimation, the reflection of the soul of a single individual. I believe the spirit which is found in every phase of the school can be traced to its source and there be found to emanate from a single example. I believe the response the people of Kentucky have accorded the plans of this College and therewith made possible the carrying out of a dream noble in its conception is due to the force and determination of a single personality. I believe no crusader of old displayed greater loyalty than this modern crusader in the cause of education—your President, Doctor Cherry.

Greater bravery is required to enter the lists facing ignorance and superstition than any physical object. Greater purity of heart and a greater love for humanity are necessary to give the best of one's self to achieve—not personal glory—but the firm foundation whereupon to improve the knowledge of mankind and increase in a really tangible manner, a
Kingdom of Brotherhood as fashioned in the Master's vision. Not even the greatest of the historical Crusaders, Richard the Lionhearted, for all his efforts, made a single contribution to the welfare of posterity. For his was a method of force and people are not usually dominated for long against their will. The method of President Cherry is one which gains allegiance and inspires support because his vision is thorough and his ideals both lofty and practical.

There are those of us who can recall the College in its swaddling clothes. It now has reached a noteworthy milestone in its history. From its modest beginning has emerged this cluster of classical structures, enjeweling and enjeweled by parklike grounds, accommodating a student body of three thousand—equipped to take their places in the front rank of the society which it serves and helps build. It is indeed a time to stop and look back, so that in taking stock, there is renewed strength to forge ahead. Those who guide its destiny and direct its course, those who are here to seek higher learning, those who look upon this College as Alma Mater, and all others who are devoted to its traditions, are justified to pause in retrospection. It is with pride that we measure the enormous good which has resulted from this, its first quarter-century of existence. But do not misunderstand. It is by no means an old institution. It is yet young, progressive and modern while at the same time, conceived and developed along the lines of the best traditions in educational history. Indeed, it is continually taking on the semblance of a full maturity and certainly the future holds for it a still greater sphere of achievement.

This message I give to you in all sincerity. Because of my professional service during the past years I might wrongly be termed the creator of the glory of some of these structures and their design. I take this occasion to lay stress on the fact that the true glory is not in masonry and columns which grew out of blue prints, but in the output of human beings who have been lifted and fitted to be contributors to the common weal. This interpretation places the praise where in justice it should be, upon President Cherry or his ability, hard work and relentless determination to achieve success, and upon the members of the Board of Regents, the faculty and others whose support has made possible these most praiseworthy accomplishments during the past quarter-century.

Concert rendered by Department of Music of College and Training School in Auditorium of Physical Education Building.
It is an honor to be an official representative of the Southern Association on any occasion, but when the opportunity is offered to join with others to do honor to one of its esteemed members in its twenty-five years of service, there is a feeling of family pride and rejoicing in its achievements. No man among us can adequately estimate the wealth of service rendered through the quarter of a century of life of this college, and no one among us can foretell the extent of its usefulness in the years to come. We do know that the wise leadership of the Board of Regents and President, the high scholarship, idealism and conscientious work of the faculty have borne fruit in the past and we can say with some confidence that this type of service will continue to bring a richer and more bounteous harvest in the future.

The Southern Association is in its thirty-sixth year, only eleven years older than the State Normal School, now the Western State Teachers College of Kentucky. The Association has grown from a charter membership of six institutions of higher education, namely, Vanderbilt University, the University of the South, the University of North Carolina, the University of Mississippi, Washington and Lee University, and Trinity College, now Duke University, to an organization whose membership at the present time numbers 124 colleges and universities, 23 teachers colleges, 24 junior colleges, 1175 secondary schools and a large number of individual members. When organized the avowed purposes of the Association were (1) to organize Southern schools and colleges for cooperation and mutual assistance, (2) to elevate standards of scholarship and to effect uniformity of entrance requirements, (3) to develop preparatory schools and to cut off this work from the colleges. In brief, the first effort "was merely to bring together a small group of colleges willing to help each other and to stand together on a moderate platform of honest work and unflattering publicity. It was not organized as a standardizing agency for the South and so far as it plays that role today it has been forced upon the Association as the organization grew by force of necessity, it had to set up certain standards to be met by schools and colleges seeking membership."

The Commission on Secondary Schools began to function in 1912 and the Commission on Institutions of Higher Education created in 1917 began to function in 1919. The latter Commission was directed "To prepare, subject to the approval of the Association, a statement of standards to be met by institutions of higher education which are members of this Association and to rate any other institutions within territory of this Association which may apply for inspection, classification and rating by the Commission."

Since the creation of the two commissions the Association has been an accrediting agency and is now recognized as such throughout the country. It is also looked to for pronouncements on the standing not only of its members, but of any educational institution in its territory. The Association of Colleges and Secondary Schools of the Southern States has thus become the greatest and most powerful educational organization in the South.

With the exception of Peabody College, which has been a member since 1915, no teachers colleges were members of the Association until 1925, when, after three or four years' work by a special committee of the Association, standards for teacher-training colleges were set up. Five state teachers colleges of Texas were approved and recommended for membership in that year. Western Kentucky State Teachers College was admitted in 1926. The standards for teacher-training institutions remained in force as distinct standards until three years ago when the standards for colleges of arts and sciences and those for teacher-training colleges were merged so that there is now no difference in standards for all types of four-year colleges.

Since its approval for membership in the Association this college has had equal voice with all members in formulating policies and in carrying on the work of the organization. For a period of thirty years or until 1925, college membership in the Association was limited to colleges of arts and sciences. A brief statement of the facts are:

At the 1920 meeting of the Association, Dr. Dinwiddie of Tulane made an address upon the topic, "The Advisability of Admitting Normal Schools and Agricultural and Mechanical Colleges to Membership in the Association," in which he called attention to the lack of proper classification of normal schools and the necessity of establishing some standards whereby such schools could be classified and rated. Because of the close relation between normal schools in the South and the points of contact already existing between teacher-training and academic instruction, it seemed to be the duty of the Southern Association to take some steps which might include them under the college or junior college group or in a separate classification." He advised that a special committee be appointed by the Southern Association to take up the matter with the normal schools and see if some plan could be adopted whereby such schools could be properly related to the Association. At the same meeting President V. L. Roy of the Louisiana State Normal gave an address on "The Admission of Normal Schools and Colleges to Membership in the Southern Association." He urged
a broader policy on the part of the Association in its membership so as to cover the entire field of education as such policy would exert an uplifting influence in all types of educational institutions. That those schools and institutions which are least standardized are the ones that most need the service and that they will be most benefited by the influence of the Association. He pointed to such weaknesses in normal schools of the time as lack of curriculum organization, low entrance requirements, excessive hours a student may take, practice teaching set up, courses in special method; he recommended certain remedies and frankly closed his address with these words: "Here, again (referring to the attitude of college professors in looking askance at courses in special method), is a part of the normal curriculum whose integrity and value must be admitted before it becomes possible for normal schools to knock at your portals for admission."

President Andrew Sonle, State College of Agriculture, Athens, Ga., also presented a paper upon "The Advisability of Creating Special Classification for Admission of A. and M. Colleges and Normal Schools to this Association," in which he made a plea for similar classification for both types of institutions as technical institutions, the A. and M. Colleges to be four-year colleges and the normal schools to be junior colleges "standardized with the idea of offering degrees in the former, equivalent in scholarship and value to those provided through the agency of any representative university, the other, to qualify their graduates for admission to advanced standing in colleges and universities." He pleaded for fifteen units' entrance requirement for both. He could see no excuse "for normal schools not organizing and conducting their courses of instruction in accordance with a plan which will make them equivalent to those offered in a standard university through second year, because the present arrangement is thoroughly unsatisfactory and does a great injustice to the teacher who wishes to take advanced courses."

As a result of the 1920 meeting a special committee was appointed to investigate the whole matter and submit a report. The committee worked continuously as their time permitted and made reports of progress at successive meetings until 1925 when separate standards for teacher-training colleges were recommended and adopted by the Association.

From the last Biennial Survey of Education in the United States Office of Education (1930) it is evident that in the decade from 1920 to 1930, important changes have occurred in teacher-training institutions. Many normal schools have been expanded into four-year teachers colleges so that the increase in number of teachers colleges over 1920 was approximately 210 per cent; in 1930, there were 71 fewer state normal schools—a decrease of half the number in 1920; since the survey six more normal schools have become teachers colleges; there has been a marked decline in the number of city and private normal schools, while departments of education in colleges and universities have materially gained in number. Approximately 140 colleges and universities now grant degrees in education. These developments have contributed materially toward the attainment of genuine professional preparation of teachers.

From the same source we find that the number of students in all institutions primarily engaged in teacher preparation increased more than 100% from 1920 to 1928; that the number of degrees conferred by teachers colleges in 1928 was about five and a half times greater than in 1920. Though most of the teachers colleges have developed from normal schools, they retain short curricula of one, two, and three years to supply the type of teacher with less than four years' training still commonly accepted in many school systems for elementary schools. These teachers are more and more competing with graduates of four-year courses in teachers colleges and other colleges.

Fairly reliable studies show that perhaps two-fifths of the students in arts and science colleges and one-fourth in the agricultural colleges enter teaching. Thus the number of students pursuing teacher-training courses in colleges and universities continues to increase. A large number of such students are unable to secure positions in educational work. Those who are interested in upbuilding the teaching profession are thus faced with the possibilities of lowered salaries which would be a grave misfortune educationally, particularly in view of the fact that probably many teachers are undertrained and levels of training cannot be raised if salaries paid do not justify the cost of preparation. While salaries of teachers throughout the country increased on the average about 56% from 1920 to 1928, only a few states and cities maintain salary levels high enough to insure an ample supply of experienced elementary teachers with four years' training above high school. The single salary schedule for teachers of equivalent training in effect in some cities is resulting to an increasing degree in raising the levels of training of teachers in service in elementary and high schools. These cities fill new and replacement positions in elementary schools with teachers who have at least a Bachelor's degree and those in high schools with those who have the Master's degree.

Realizing the necessity of capitalizing such gains for the advancement of qualifications of members of the profession, about 47% of the teachers colleges and normal schools reporting in 1929-30 claim to be applying selective admission for entrance to the freshman class. In the 1930 Proceedings of the Southern Association, in summarizing ten annual reports of college freshmen grades, Dr. Joseph Roemer says, "That there is a large percentage of failures of freshmen and that they seem to be on the increase is an alarming situation and one that challenges education as never before. . . . The college faces the dilemma of either coordinating its work closer with the secondary school, or admitting only superior freshmen who are capable of carrying on its program. Perhaps no more serious problem faces American secondary and higher education." The plan of selective admission of the University of Wisconsin and the University of Minnesota, already recom-
The Purposes of Teacher-Training Institutions

contains this significant statement:

superior instruction; and professional attitude on the service in the public schools; faculties trained to offer encouraging results of improved conditions all along including preparation of teachers for every kind of institutions; more adequate physical plants; curricula part of those who steadily

THE SOCIAL EVALUATION OF TEACHERS COLLEGES AND NORMAL SCHOOLS.

SAM H. WHITLEY
President, American Association of Teachers Colleges

The growth of teachers colleges during the past twenty-five years reads like a romance. This development has included, among other things, a clear understanding of the purposes and objectives of these institutions; more adequate physical plants; curricula including preparation of teachers for every kind of service in the public schools; faculties trained to offer superior instruction; and professional attitude on the part of those who enter the teaching profession.

The Purposes of Teacher-Training Institutions

The New Mexico Normal University catalog, 1927, contains this significant statement:

"The normal schools hold a place in the affections of the common people, and occupy a field in the education of the children of the State, so vital to their welfare that their activities cannot be hampered without serious harm to the whole fabric of our civilization. No other kind of institution can occupy this field. There is none having equal ideals of service to the common people."

The Eastern Illinois State Teachers College bulletin, 1927, declares that:

"A rational system of public education implies provision for securing efficiency in the teaching office. State teachers colleges are a natural outgrowth of a policy of public education. The State is the only agency competent to meet the demands for qualified teachers imposed by its own attitude toward the instruction of its people. The object of a state teachers college is not to extend the earning power of one class of persons at the public charge. It is to give a culture and learning dedicated in a special way to the general welfare. It exists primarily not for the benefit of its students but for the benefit of the whole people. Such a conception is fundamental and determines questions of organization, courses of study, and methods of instruction in the state teachers colleges."

The purpose of teachers colleges is to train teachers for service in the public schools in kindergarten, elementary, and high school teaching and administrative positions. This function cannot be excelled by law schools, medical colleges, engineering schools, or schools of any other type maintained by the State. The teachers colleges stand for sound academic education, thorough technical training, and a spirit of culture and refinement permeating their service. They emphasize character, scholarship, teaching efficiency, and true professional spirit.

Teachers colleges have personality. They have character made up of standards, ideals and attitudes.

The standards by which teachers colleges are evaluated are as high and as difficult to attain as the standards of colleges designed to prepare people for other professions. No one will maintain that preparation for teaching is less important than preparation for law, medicine, or engineering. There is no more important work in education than preparing people for service in the public schools. A well known Texas pioneer said: "Cultivated mind is the guardian genius of democracy, and while guided and controlled by virtue, the noblest attribute of man. . . . It is the only dictator that freemen acknowledge, and the
only security which freemen desire." Teachers colleges are the institutions of higher learning nearest the people, for their products go directly into public service. They are now largely the only arts and science colleges left. Training in all other types of colleges is at present almost entirely preprofessional, but teachers colleges must of necessity give instruction in the arts and sciences in order to prepare people to teach these subjects. Teachers colleges have during the past twenty-five years emphasized the importance of mastery of subject matter as well as the technique of passing on to others the process of learning.

Physical Plant

The physical plants of the teachers colleges of the United States are evidence of the high esteem which the people of the states hold for these institutions. The plants are also an evidence of the wise planning of those entrusted with the management of these colleges. These physical plants have increased in value many times over during the past twenty-five years. Teachers colleges have made the most remarkable progress with respect to the growth of their plants, of any type of institution of higher learning.

Curricula

The curricula of teachers colleges comprehend preparation for all kinds of public school positions upon a four-year and in many instances upon a five-year basis. Teachers colleges have made no greater progress than is found in the expansion of their curricula during the past few years. The old traditional normal school simply caused its students to review the subjects taught in the public schools. Now a teacher must master subject matter in the field in which he expects to work and in addition thereto must learn in the laboratory schools how to transmit the learning process to others. Curricula in teachers colleges are concerned not only with what to teach, but how to teach. Graduates of teachers colleges command respect, for they are workmen that need not be ashamed of their work. The terminology of educational literature is as technical as that of the legal or medical profession and one must be trained in this technique in order to understand educational methods and processes.

Faculty

Teachers colleges are today manned by highly trained masters who know what they are doing. This was not true in many instances twenty-five years ago. Today teachers college faculties are known and appreciated for their learning, for their skill, and for their contributions to civilization. When society needs help in solving its economic problems, who is better fitted to render this service than teachers? When expert knowledge on taxation is sought, who can render higher service than teachers? When the destinies of democratic governments hang in the balance, who can bring more security to the people than teachers? When the rising tides of unrest coming out of chaos of fallen civilizations threaten the peace and happiness of nations, who can look farther into the future and plan better than teachers? The faculties of colleges, particularly teachers colleges, do more in shaping the ideals of future citizens than any other institution fostered and maintained by the people. Teachers college faculties are today made of men and women of the highest preparation and ideals and no greater security than this can come to a free people.

Teachers College Products

The products of teachers colleges are permeated with the learning of the ages and addition thereto with ideals for public service that at once give them a ready reception into the life of the people. The attitude of teachers intellectually is accurate, alert, logical, sincere, open-minded, and naturally desirous of learning; their habits of work are artistic and neat, industrious, adaptable, attentive, cooperative, and punctual; personally and socially they are conscientious, self-controlled, prudent, and refined; emotionally they are ambitious, courageous, earnest, reverent, devoted to the right, generous, humble, well-poised, tolerant, sportsmanlike, and public spirited; physically they are strong and vigorous, healthy, and well behaved. What more can be expected? What more is desired?

Appreciation of The Western Kentucky State Teachers College

The Western Kentucky State Teachers College has exemplified throughout its history the proper objectives in teacher training; it has a plant here second to none; it prepares teachers for every type of public school service in this Commonwealth; its faculty is known far and wide for its efficiency, vision, and service; and, this institution has given dignity and importance to the education of the masses. A professional atmosphere permeates its every activity and today the American Association of Teachers Colleges expresses its appreciation for this service and congratulates this institution upon its worthy accomplishments. The Association congratulates also the State of Kentucky which has made this institution possible.
Mr. Chairman, Ladies and Gentlemen: Twenty-fifth anniversary celebrations sometimes stir varied emotions in the human heart. As that date drew near in the married life of Katie and Pat, she remembered it but he had forgotten it. So she decided to remind him of it. She said: "Pat, don't yez think we ought to be celebratin' Thursday a week?" "And phwat would yez wantin' to be celebratin' Thursday a week?" said the son of Erin. "Well, Pat," she replied, "it will be twenty-nine years that we were married and I thought we might have a celebration." "And how would yez want to be celebratin'," asked Pat. "Well, Pat," she said, "I thought we might have in our friends and kill the pig." "And why kill a hinneseent pig," said Pat, "for what happened twenty-nine years ago?"

It is not so that any one feels about celebrating the fine thing that happened here twenty-five years ago. But when I ask how you would be celebrating it, I am somewhat impressed by the apparent incongruity of the program tonight. It was indeed a very happy thing for all of us that you had chosen Senator Lafollette to represent the state. But I cannot help but question the incongruity of having asked him to speak on a Statesman's View of Education during the Past Twenty-five Years. For I doubt whether he could remember that far back and you would scarce expect one of his age to speak in public on the stage of a twenty-fifth anniversary occasion. But a thought has come to me which, since he has not appeared, may prove of value to you in the future. My thought is this. If you celebrate your twenty-fifth anniversary you will certainly be wanting to celebrate your fiftieth anniversary. And I would like to nominate him for a place on the program twenty-five years from now. He will still be going strong then as a United States Senator or perhaps as our president. He is the only Senator of whom you could expect it. For all the other Senators will be in Heaven by that time, that is to say if the Lord is very merciful to them for the sins they have committed in the United States Senate on earth.

The other and more striking incongruity on the program is my own presence here as the representative of the Church. I think it a very gracious thing, indeed, that along with such distinguished representation of the state's function in education you should have made a place for the representation of the Church. But it may be that before I am through some of you will feel as a Scotch regiment did during the World War at an entertainment provided for them at the front. I heard it from a member of the regiment himself. Every one that was thought to have any talent for entertaining was commandeered for the occasion. And among others they had put a man on the program to play the bagpipe. Now there is no middle way of playing a bagpipe. It has to be done either very well or not at all. And this man could not do it very well. So it became a great offense to those Scotch ears and they began to hiss and cat-call and finally above the din someone yelled: "Throw the son of a gun out." Then the commander of the regiment became angry and stepped to the front and demanded to know who had called the piper a son of a gun. No one replied. Again he demanded and again no one replied. "Not a man of you shall leave this hall tonight," said the officer, "until I have learned who called the piper a son of a gun. Then an Irishman arose—an Irishman is always equal to any emergency. He saluted and said: "Mr. Officer, did yez want to know who called the piper a son of a gun?" "Yes, sir," said the colonel, "that is what I demand to know." "Mr. Officer," said the Irishman, "that is not what we are interested in. We don't care to know who called the piper a son of a gun. What we want to know is who called the son of a gun a piper."

Now it may be you will feel like asking such a question concerning me and my place here on this program of secular education tonight. I can only hope that the same graciousness which gave the Church a place on this program will endure to the end. Indeed the place of the Church on a program celebrating the advance of secular education is not so incongruous as it might seem. For I want to make two points tonight.

And the first one is concerning the great part which the Church has played in the secular education of the past.

Ignorance is not merely the foe of the physical life of man and the foe of the intellectual life of man. It is the foe of the moral and spiritual life of man as well. "My people perish for want of knowledge," is the complaint of one of the writers in the Old Testament. And no one at all acquainted with the history of God's ancient people but knows their early emphasis on home training and the later emphasis by scribe and rabbi through synagogue and synedrion laid on education in law and government, in trade and craftsmanship as well as in morals and religion.

And presently when the Christian Church had been launched on its career to the emphasis on Hebrew culture there was added the emphasis on Greek culture. The great leaders of the Christian Church, especially among the Greek fathers, were educated and learned men. Indeed they needed to be. For Christianity had not only for such a man as Paul to be harmonized with Hebrew tradition; it had for such a man as Clement of Alexandria or Origen to be harmonized with Greek Philosophy too. Famous schools arose such as at Alexandria and Caesarea. And presently there was more education in the Christian Church than in paganism outside of it.

Then came the Middle Ages with their intellectual collapse. But it must be remembered that in that
collapse it was not the State but the Church that preserved classical secular knowledge so that it might be handed on to the ages yet to be. It has been the modern fashion to belittle the thinking and the educational methods of the schoolmen of the middle ages. But, like the Puritans, their stock is rising again in the mental markets of the world. Thomas Aquinas, as Arnold Lunn has pointed out in his recent book on "The Flight from Reason," would not have been guilty of the loose thinking and unwarranted conclusions to which some of our moderns have leaped. And at any rate they were the only schoolmen there were. And they were all in and of the Church. The state apart from them fostered no education at all.

At a conference of the representatives of 278 Liberal Arts Colleges held in the City of Chicago on March 18-20, 1930, President J. W. R. Maguire of St. Viator College spoke as follows: "I have been invited to speak here today on the future of the college of Liberal Arts mainly, I suppose because I represent, unworthily and inadequately it is true, the oldest Educator in the world... While still wrapped in blood-soaked swaddling clothes the Church conducted her catechetical schools in the darkness of the catacombs. When persecution ceased her cathedral schools sprang up everywhere. From Caesarea, under Basil, went forth the light of learning that illumined the East, and the scholarship of early centuries issued from the schools the Church established in Arles, Lerins, Tours, Poitiers, Mauromart. At her feet the Universities of Oxford, Cambridge, Paris, Bologna, Utrecht, Louvain, Tubingen, Salamanca, and others too numerous to mention sprang into being.

And what was true for that older day has been true also for this later day and for America. I should like to remind the present generation that as in Europe so in America the origin of our great American universities was not with the State but with the Church. It was the gift and initiative of John Harvard, a minister, that originated Harvard University. It was a group of ten ministers that began Yale. It was the gift of Trinity Church in New York City and the presidency of Samuel Johnson, a minister of the Gospel, that was the commencement of Columbia. It was the Presbyterian Synod of Philadelphia that started Princeton. The state with its state universities in this country has only followed where the church has led.

And that is only a small part of it. From that time, all through America, from east to west and from north to south one small college after another sprang up under the conception and inspiration, the guidance and the maintenance of the Church, giving education, secular education where else there had been none and furnishing leadership everywhere where, without that, there would have been none. There are still today more than 300 such colleges of liberal arts affiliated with the Church in the United States today, several for every state in the union. The record of that achievement and its results will ever be one of the bright pages in the history of our land. I cannot better emphasize that than to use the words of Ex-

governor Frank O. Lowden of Illinois written as recently as 1930. He writes: "Until comparatively recently the college of liberal arts was the capstone of our educational institutions. The universities proper in the United States are of relatively recent origin. They have grown so rapidly, however, as to overshadow the independent college of liberal arts. The latter have now come to be regarded as small colleges. And yet in most of our past it has been the small colleges which have furnished leadership to business, to the professions and to our public life. They must still furnish that leadership in my opinion." Thus spoke Governor Lowden. These colleges were in their incipiency and still are, for the most part, church colleges.

It is not my purpose tonight to try to make any comparison in the value of work done or the quality of leadership furnished between these educational institutions of the Church and the educational institutions of the state. There is plenty of room for pride in both. But the point I want to make, the thing I want to emphasize, is that in the matter of secular education alone America and the world owe such a debt to the Church as has never yet been adequately expressed and can never adequately be repaid.

II.

And now if I have succeeded in conveying to you any appreciation of the part which the Church has played in the education of the past, may I go on to say a second word of the part which the Church is destined to play in American education of the future.

1. Let me begin, then, by saying that in my opinion the service which the Church has rendered in secular education is largely done.

Not only has the day passed when the Church in America either as an institution or as a group of churchmen will be starting a university but even the small church colleges of liberal arts now existing are doomed I think to disappear.

I do not mean, of course, to say that that will necessarily happen to every one of them. For some of them, through large gifts by individuals, have acquired such wealth and size and independence that they can and will go on living. They may constitute a somewhat different type of education from that of the state; for as Professor William James said, it is one of the fortunate situations of free America that different types of schools and education can go on existing happily side by side. But church colleges that acquire such independence are apt also to become independent of the Church, to lose their church consciousness and even their religious consciousness and to become practically only another type of secular education.

Meanwhile the small church college is, I think, doomed. Educational standards largely through the pressure of state institutions themselves have become so high and therefore so expensive financially that between these two millstones, the upper millstone of educational standards of equipment and faculty and the lower financial millstone, the life is being slowly but surely squeezed out of them. Many, perhaps the
majority of them, are even now tottering on the brink of financial bankruptcy. The Church academies have already for the most part passed out of existence. In another quarter or half a century, as it now appears, the Church college will follow.

There is a certain pathos about that and to some it will seem nothing short of tragedy. There are few objects of more sentimental attachment, we have often been led to think, than that of one’s alma mater. It has been associated with beautiful memories and stimulated by intercollege competitions and by song and story. But all this is not serving to furnish the small church college the means to exist in this more expansive and expensive new day. And we sometimes wonder whether all this supposed sentiment is not more vocal than it is deep and sacrificial.

Be that as it may, the financial burden of her educational institutions has become an intolerable one to the Church. It is crippling all her other benevolent and missionary enterprises. And she is beginning to ask herself whether she is justified in carrying this burden any longer; whether the education of her youth can not be achieved in a more sensible and feasible way.

For the Church’s responsibility to the world is never primarily a secular one. She is interested in the secular affairs of man because nothing about him is foreign to her. So she is often concerned about his poverty and when no one else ministered to it has managed poor funds and charities for him herself. In a similar way she has sometimes built hospitals and asylums and orphanages for him. In all these ways she has acted as a pioneer doing these secular things as long as no one else did them, as a sort of emergency, and until it could be done in a better way. But these things have never been her primary responsibility; and just as soon as society or the state has been educated and inspired to do this task, the church feels or ought to feel the wisdom of withdrawing from any secular field that she may give her energies and resources to the more spiritual task to which she is called and which it is her chief responsibility to undertake.

It is just so with education. The major part of the task of even the small church college is a merely secular one. The teaching of mathematics or the languages or natural science or engineering, for example, is a secular task. The state can now teach these things as well as the small church college, and better. The pioneer or missionary duty of the Church in regard to secular education as for the most part in regard to charities and asylums is ended. She does not need for that purpose to maintain the small church college any more. It can be better done by the state. Moreover, under the financial pressure from which the small church college suffers today, even the spiritual consciousness of a former day has been in some measure lost. The same secular spirit which pervades the state institution has with a notable exception here and there come to pervade the small church college, too. The difference between the two is often not worth talking about and certainly not worth sacrificing for.

2. Is the responsibility and task of the church, then, in matters of education ended? I would rather say that it is just begun. Ought she to feel oppressed by the tragedy of the extinction of the largely secular small church college? May it not rather be that, in the Providence of God, she may with a consciousness of a pioneering work well done feel the discharge from her responsibilities as a secular educator in order that she may, with a freer heart and hand, turn to the duty and privilege of a religious and spiritual education which was always here more rightful task?

Let me put before you a concrete example of just what I mean.

The Presbyterian Church to which I belong has a Presbyterian College at Danville. It has had a glorious past. And it is still doing a good work in the present under the guidance of its brave and inspiring president, Charles J. Turek. It is, I believe, a sound institution financially and may be one of the colleges of liberal arts that is destined to survive. It has in the neighborhood of 300 students; probably the majority, though not all of them, are Presbyterian. The Church gives them not merely religious education. We do that. But most of the money and energy and enthusiasm is spent on their secular education. In other words, we do the whole job of education for them, secular and spiritual both.

But over at the State University at Lexington there are not only many more students but many more Presbyterian students than at Centre and as a Church we do nothing for those students at all, not only not in a secular way but not even in a spiritual way. Would there not seem from the standpoint of the Church’s chief responsibility in education to be something all wrong with such a scheme as that?

Or to come a little nearer, it is just so here in this great institution at Bowling Green. You are engaged here in the magnificent project of training teachers to whom is to be committed presently the tremendous task of educating the youth in every town and village and country schoolhouse in Kentucky. Has the Church no stake in such a tremendous and far reaching project as that? Are we to have no part in it? Ought we not to have as Presbyterians or, in combination with other evangelical church bodies, some church college opposite your campus or hard by which entrusting the secular part of the education to your more efficient hands would undertake, possibly with academic credits given on your part, adequately to train your students in those religious and spiritual subjects which you are not adapted to give. It is to some such new and more spiritual task that some of our church leaders think that God in his Providence is pointing the Church today. So that when Senator LaFollette comes back in 1956 he may find here not only a normal college but such a new type of church college, too.

For a secular education such as the state feels qualified to give can never in the nature of the case be an adequate education. We have come a long way in our educational system but we still have a very long way to go. And I do not mean by that primarily that we have a long way to go in training the
The greatest teacher England ever produced is by common consent Thomas Arnold. Every boy that left Rugby went from it with the stamp of Thomas Arnold on him, just as your students go forth with the stamp of President Cherry on them. Arnold originated no new pedagogical method. He was not more erudite than others. He was a great teacher because of the great earnestness with which he held his moral convictions and the power of a personality by which he could make them impressive. And the students went forth from Rugby not merely with a better trained intellect but with high ideals and sentiments and a strengthened and determined will. It is such teachers as that ought to go forth from this normal college and every normal college in the land to save and redeem our civilization and bless the world.

And it is just here that religion and the church are adapted to play a part from which the state with its religious neutrality is restricted and inhibited.

It has been said that the educational ideal of the serf is "etwas zu machen", and the ideal of the nobleman "etwas zu sein". This I am sure is the high ideal of every normal college, that the men and women it sends out into the world should first be men before they are teachers, that they should be someone themselves before they teach others. And to that end the church should add its inspiration to the training given by the state.

It has been well said that all ethics basically rests on reverence for personality. But the church is committed to that reverence as no institution on earth, not even the state, can be committed. For she believes that men came from God and bear indeed God's own image; that even his sinful personality is of such worth that God redeems him at an indescribable cost, and even the personality of the lowliest is destined to an endless immortality. It is such a reverence for man's worth that underlies all our civilization and is the only hope of its progress.

The Church therefore has a contribution to make as well as the state to the education of every one, not least of all to one to whom our mutual destinies are so entrusted as they are to our teachers.

And my hope not only, but my growing conviction is that we shall some day in the future and, I trust soon, be more closely united in the great task that is set before us in this noble institution founded a quarter of a century ago.

THE MISSION OF TEACHERS COLLEGES

GEORGE WILLARD FRASIER,
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To understand the mission of the teachers college, it is necessary to examine some of the facts concerning the origin and history of the teacher education movement. The teachers college as we know it today has had an interesting history. When the first school of this kind was founded in America in 1839, there were teachers seminaries in Europe older at that time than the oldest American normal school or teachers college is today. So we should be able to learn much from those who have gone before.

Dr. Calvin E. Stowe, of the University of Cincinnati, in a report made to the Legislature of Ohio in 1857, said that the first teachers seminary was established at Halle, Prussia about 1704. This statement may be true although the first record I have been able to find was the establishment of a teachers seminary in Stettin, Germany in 1735, followed by one at Potsdam in 1748. These dates are to be found in an official list of the teachers seminaries in Prussia published in 1846. This list did not contain Halle.
Perhaps a teachers seminary was established at Halle about 1704 and discontinued before 1746. The first institution of this kind to be found outside of Germany was established in Austria in 1775; the first one in France came in 1808; in Holland in 1816; and those in the British Isles were established about the time that we were making our first beginnings in America; in fact the exact date for Scotland is 1835, Ireland 1836, and England and Wales 1840. The records show that there were 264 teacher education institutions in the various countries in Europe in 1850.

The first schools for the education of teachers that were established were called teachers seminaries. Connected with each one was a model school, in fact sometimes several model schools. These model schools were later known as normal schools, the name normal coming from the Latin word norma, which signifies a rule, pattern, or model. The model school was considered so important in Austria that the name normal school was applied to the whole institution. Later this name was adopted in France and from there it was taken to the British Isles and America. Just why the French designation should be used instead of the German is hard to understand because at that time the German schools were far in advance of anything in France, and America was getting much educationally from Germany. In 1850 Henry Barnard, in referring to the various states that made up Germany, wrote:

"Here, too, education first assumed the form and name of science; and the art of teaching and training children was first taught systematically in seminaries established for this particular purpose."

Another interesting thing is that in these early German seminaries the term teacher education was used instead of the more modern and much less expressive term teacher training. Even in America teacher education was used before teacher training. Henry Barnard published a book in 1851 on the "Professional Education of Teachers." We are just now attempting to get back to the correct terminology, and drop the words teacher training, and use the earlier and better expression. Perhaps the words education contrasted with training, and teachers seminaries contrasted with normal schools show more difference than seems evident at a first glance. The German seminaries that "educated" had courses of study rich in culture and knowledge. The normal schools that were interested in training seemed to be much more given to methods. In this connection let us examine some of the principles and curriculums of the early professional schools for teachers established in Europe.

The seminary for teachers of the city schools of Berlin was established somewhere between 1846 and 1850, as it is not included in the official Prussian list in 1846, and is included in Bache's education in Europe in 1850. The following is a statement of the purpose of the Berlin Seminary: "First, to educate teachers for the city schools; second, to enable teachers to advance in their vocation by providing them with lectures and a library; and third, to enable candidates for the ministry to become somewhat acquainted with the art of teaching." The third purpose corresponds to our courses for superintendents and supervisors as the ministers became inspectors of the schools. On the whole this sounds modern —education of new teachers, extension work for the in-service teachers, and something for the administrator.

Because Berlin is representative of the early German seminary, let us take a look at the course of study. It was made up of Pedagogy, Practice, Religious Instruction, Theory of Music, Vocal Music, German Language, Reading, Arithmetic, Geometry, Geography, History, Zoology, Mineralogy, Physics, Drawing, Writing, and Playing the Violin. This is an example of an early professional school that had ideals of education, culture, and professional work much like ours. A little later we find a three-year course in Zurich, Switzerland, consisting of Religion and Morals, German Language, French Language, Arithmetic, Geometry, History, Geography, Natural History, Physics, Singing, Art of Writing, Drawing, and Art of Teaching. The normal schools at Versailles and Dijon early in the nineteenth century had a course described as follows:

"The period of instruction is two years. The first year is devoted to the revision of elementary studies, and the second to an extension of them, and to theoretical and practical instruction in the science and art of teaching. The subjects of revision or instruction are, reading, writing, linear drawing, geography, history, the drawing of maps, morals and religion, vocal music, arithmetic, elementary physics, terraculture, and pedagogy."

In these early seminaries and normal schools there were courses in the art of teaching. In most cases these were made up of a series of lectures. The best description of this type of course that I have been able to find is in the course of study of the Borough Road Normal School, London, 1847. Sixty lectures on the art of teaching were given by the principal and the vice-principal. The list is too long to include here; however, I might mention some of the subjects. The lectures dealt with problems of class organization, discipline, teaching as a profession, the teaching of the different subjects, examinations, rewards, moral and religious training, and the teachers relationship to the community.

Now to return to America. There had long been a demand for better teachers and for schools to prepare them. Governor De Wit Clinton, in his message to the New York Legislature in 1825, wrote:

"It is necessary that some new plan for obtaining able teachers should be devised. I therefore recommend a seminary for the education of teachers in those useful branches of knowledge which are proper to engraft on elementary attainments. A compliance with this recommendation will have the most benign influence on individual happiness and social prosperity."
The best of the early statements of the need of normal schools in America was written by someone unknown and presented to the Massachusetts Legislature in 1837 in the name of the American Institute of Instruction. It tells such a clear story of the condition of teachers in America at that time, and the great need for teacher education institutions, that I wish to quote at some length:

"That there is, throughout the Commonwealth, a great want of well-qualified teachers;

"That this is felt in all the schools, of all classes, but especially in the most important and numerous class, the district schools;

"That wherever, in any town, exertion has been made to improve these schools, it has been met and baffled by the want of good teachers; that they have been sought for in vain; the highest salaries have been offered, to no purpose; that they are not to be found in sufficient numbers to supply the demand;

"That their place is supplied by persons exceedingly incompetent, in many respects; by young men, in the course of their studies, teaching from necessity, and often with a strong dislike for the pursuit; by mechanics and others wanting present employment; and by persons who, having failed in other callings, take to teaching as a last resort, with no qualifications for it, and no desire of continuing in it longer than they are obliged by an absolute necessity:

"That those among this number who have a natural fitness for the work, now gain the experience, without which no one, whatever his gifts, can become a good teacher, by the sacrifice, winter after winter, of the time and advancement of the children of the schools of the Commonwealth;

"That every school is now liable to have a winter's session wasted by the unskilful attempts of an instructor, making his first experiments in teaching; By the close of the season, he may have gained some insight into the mystery, may have hit upon some tolerable method of discipline, may have grown somewhat familiar with the books used and with the character of the children; and, if he could go on in the same school for successive years, might become a profitable teacher; but whatever he may have gained himself, from his experiments, he will have failed too entirely of meeting the just expectations of the district, to leave him any hope of being engaged for a second term: He accordingly looks elsewhere for the next season, and the district receives another master, to have existing regulations set aside, and to undergo another series of experiments: We do not state the fact too strongly, when we say that the time, capacities, and opportunities of thousands of the children are now sacrificed, winter after winter, to the preparation of teachers, who, after this enormous sacrifice, are, notwithstanding, often very wretchedly prepared:

"We are not surprised at this condition of the teachers. We should be surprised if it were much otherwise.

"... Whatever desire they might have, it would be almost in vain. There are now no places suited to give them the instruction they need.

"... We maintain that provision ought to be made by the State for the education of teachers; because, while their education is so important to the State, their condition generally is such as to put a suitable education entirely beyond their reach; because, by no other means is it likely that a system shall be introduced, which shall prevent the immense annual loss of time to the schools, from a change of teachers; and, because, the qualifications of a first-rate teacher are such as cannot be gained but by giving a considerable time wholly to the work of preparation.

"... The qualifications requisite in a good teacher are:

"1. We begin with the lowest. He must have a thorough knowledge of whatever he undertakes to teach.

"2. A teacher should so understand the ordering and discipline of a school, as to be able at once to introduce system and to keep it constantly in force.

"3. A teacher should know how to teach. This, we believe, is the rarest and best of his qualifications. Without it, great knowledge, however pleasant to the possessor, will be of little use to his pupils; and with it, a small fund will be made to produce great effects."

In 1846, Horace Mann, speaking at the dedication of the first building for the Normal School at Bridgewater, Massachusetts, said:

"Mr. President, I consider this event as marking an era in the progress of education,—which, as we all know, is the progress of civilization,—on this western continent and throughout the world. It is the completion of the first Normal Schoolhouse ever erected in Massachusetts,—in the Union,—in this hemisphere. It belongs to that class of events which may happen once, but are incapable of being repeated.

"I believe Normal Schools to be a new instrumentality in the advancement of the race. I believe that, without them, Free Schools themselves would be shorn of their strength and their healing power, and would at length become mere charity schools, and thus die out in fact and in form. Neither the art of printing, nor the trial by jury, nor a free press, nor free suffrage, can long exist, to any beneficial and salutary purpose, without schools for the training of teachers; for, if the character and qualifications of teachers be allowed to degenerate, the Free Schools will become pauper schools, and the pauper schools will produce pauper souls, and the free press will become a false and licentious press, and ignorant voters will become venal voters, and through the medium and guise of republican forms, an oligarchy of profligate and flagitious men will govern the land; nay, the universal diffusion and ultimate triumph of all glorious Christianity itself must await the time..."
Starting in Massachusetts in 1839, in New York in 1845, in Pennsylvania in 1848, and in Connecticut in 1849, we see the teacher education idea firmly rooted in America. One finds two types of schools here as in Europe. In Connecticut the Legislature established a normal school for training teachers by the use of the following words:

"The object of which Normal School, or seminary, shall be, not to educate teachers in the studies now required by law, but to receive such as are found competent in these studies, in the manner hereinafter provided, and train them in the best methods of teaching and conducting common schools."

When Henry Barnard, the first principal of that school, wrote his first report, he discussed the curriculum which was made up of a review of the common branches and much work in methods. The first course of study set up in Massachusetts provided for a much broader education. Here is found enumerated a list of eleven groups of studies and "the science and art of teaching with reference to all the above named studies."

The teachers college of today is a product of all that has gone before. What is its mission or purpose in 1931? I can give this in a few words, and in doing so will be saying over many things that are more than two hundred years old.

It seems almost unnecessary to say that the whole purpose of a teachers college is to educate teachers. This has been said so many times that its repetition seems useless; yet it must be stated here as the basic mission of a teachers college. Perhaps I can ask and answer some questions that will help explain some of the more detailed functions of a teachers college. First: What teachers should a teachers college educate? My answer is all teachers. This includes all grades from the pre-school through the kindergarten, elementary, junior and senior high school, and college. It includes also teachers of all special subjects in all of these schools. I make this statement because I believe the teachers college to be the best fitted agency to educate teachers on all of these levels. Certainly the teachers colleges are better equipped to educate high school teachers than are the general run of liberal arts colleges. Of course when I use the term teachers college I include the colleges of education that are connected with universities. What we really find in the best universities are teachers colleges on a university campus. Second: How long should the period of education be? Certainly two years is too short a time to prepare a teacher for any kind of a job. I should say that four years would be the absolute minimum. Of course it will be a long time before we shall reach this minimum in all of our American states. I would go on beyond this and say that the teachers colleges must accept the responsibility for graduate work. I would not expect all teachers colleges to do that immediately, but I would say that when a teachers college has a faculty and a library comparable with our good graduate schools of education, they certainly should go forward with graduate work.

In this process of educating teachers, the greatest mission of the teachers college is to understand and guide the individual student. The new personnel movement that is sweeping through our teachers colleges is a start in the right direction. Certainly anything we can do that will help us advise and place our students is worth while in a teachers college.

In preparing teachers for our public schools, the teachers college must give its students four kinds of education: First, a liberal education. I hasten to say that I do not mean a liberal arts education, for the most un-liberal thing I know of in American education is the subject matter taught in the average liberal arts college. What I do mean is a breadth and depth of knowledge in science, history, language, and the various other major branches of knowledge. I would also include in this liberal education literature, music, and art, and anything else that would add to the cultural appreciations of life. Second, a social education. I mean by this a thorough knowledge and appreciation of the relationship between individuals. This would include races and nationalities, religious sects, and groups that differ from the particular student. I would hope to make each teacher a citizen of the world. I believe this social education should also concern itself with how to behave in polite society. A graduate of a teachers college should be at home at all times in all places and with all classes of people. Third, the teachers college must give its students a technical education. This is a real professional job. Students must be taught what to do and how to do it. This means a careful study of curriculum and curriculum methods; a knowledge and appreciation of individual differences; and the best method of presenting subject matter. Fourth, I believe a teachers college should provide its students with a right philosophical outlook. I mean a philosophy of education and a philosophy of life that will help them understand and answer such questions as, what is this thing called education?

The teachers college owes a certain definite responsibility to its state. Its mission is to get the right teacher educated to the best of its ability into the right job at the right time. If it does this, it has served its purpose. But in addition to this the teachers college should always be ready to serve its state through advice, surveys, conferences, extension classes, summer classes, and even correspondence work for those teachers who live in out-of-way places.

Let me close by enumerating some other things that I consider to be functions of a teachers college. A teachers college faculty should know all there is to know about correct methods; in other words, we must be constantly experimenting so that when the public school administrators want to know the newest and the best in education they will come to the state teachers college for their information. This we are able to do because we have experimental schools where new ideas are tried out. Every teachers college
should have one school in which there is no practice teaching, but which is given over entirely to laboratory work and demonstration. What I have just said concerning method should also be true in the field of curriculum. If a public school wants to know the latest and best in subject matter, it should find the information in its correct form in the laboratory school of the teachers college.

Finally, let me say that I consider that next to the education of teachers the most important mission of a teachers college is to do research. I believe that a research department on a campus is more important than any specialized teaching department. I do not mean by research tests and measurements and advice to schools in this field. I mean real educational research which spends its time and energy helping the teachers college and the public school solve educational and administrative problems.

Perhaps I have said nothing new. I have attempted, however, to discuss for you a very interesting and important question.

THE FUTURE OF STATE TEACHERS COLLEGES

D. B. WALDO
President, Western State Teachers College, Kalamazoo, Michigan

In early August, a most gracious letter from President Cherry invited me to take part in the exercises of your twenty-fifth anniversary. President Cherry’s letter was immediately followed by a cordial note from Dean Grise, chairman of the committee on twenty-fifth anniversary. Prompt acceptance was mailed. I deem it not only a distinct honor to Michigan but a personal privilege to have even a small part in your celebration.

For a number of reasons, it was easy to accept. I admire and enjoy Kentucky. Yours is a wonderful commonwealth, rich in the resources and attractions of nature. Your hills and rivers, your forests and cave regions intrigue those who live beyond your borders.

And there is a richness in your traditions and history in which all Americans take genuine pride. Here dwelt Boone and Kenton, Harrod and Clark. Here was the “Warriors Trail” and in Kentucky the red man and the white struggled desperately for control. In Kentucky were born within a twelve-month Jefferson Davis and Abraham Lincoln. The pages of your history are fairly ablaze with distinguished names. Kentucky heroes and heroines, Kentucky statesmen and scientists,—their name is legion.

It is entirely fitting that Bowling Green and Kentucky celebrate in a large way during these three days. In Lexington was established the first liberal arts college west of the Alleghenies. In Lexington is a great university whose educational values and contributions under its present skillful leadership are acclaimed from coast to coast. And here are four splendid state teachers colleges,—Morehead, Murray, Richmond, and Bowling Green. In the past four years I have been in Kentucky five times, and on three occasions have visited this college. The dynamic leadership of President Cherry and the co-operation of his colleagues on this campus have made Kentucky a better region in which to live and the influence of Bowling Green is felt directly in every state of the Middle West and South and indirectly in every commonwealth of the Union.

A definite topic was assigned to me, “The Future of Teachers Colleges in America.” I have assumed I am to speak on the future of state teachers colleges and for convenience, shall take a look, not into the indefinite future, but only through a twenty-five year period. I am perfectly well aware that changes are coming so rapidly in American life and education that no one can accurately predict a quarter of a century ahead. I am neither seer nor soothsayer. Nor am I Sir Oracle but am comforted by the fact that twenty-five years from now no one will hold me responsible for the utterances of this morning. To some extent, a prediction is a gamble but it is not all a gamble and I am willing to take a chance.

First of all, we know much of the past. In twenty-five years the teachers colleges of the United States, formerly called normal schools, have made progress that is almost revolutionary. Standards have been raised, faculties have been improved, resources have been augmented, organization has been effected, and increasing respect from the public has been won. The last quarter century has been a story of struggle, of some depressing defeats, of notable victories won, and of handicaps overcome. If in the next twenty-five years we go forward as rapidly as in the past, no one here today can visualize the teachers colleges of 1956.

We have not yet emerged from a depression that had its beginnings two years ago but the dawn is here. The World War cost directly ten million lives, indirectly another ten million lives, and destroyed wealth to the value of more than three hundred billions of dollars. Barring another suicidal world war, the total accumulation of wealth will be greatly augmented by 1956. There are now hopeful signs that the political, financial, industrial, and educational brains of this country, in conjunction with trained economists, will have solved the problem of cyclical depressions. Possibly we shall have learned some lessons from Russia. The United States will not have turned red communist. The virtues of capitalism will be retained but we shall no longer have the sad situation of alleged overproduction along with seven million or more workers out of employment. We shall be well along toward solving the problem of distribution of wealth. Cold and hunger, poverty and sickness will be less prevalent. The United States will be prosperous and we shall be approaching equity in the distribution of wealth.

In place of the present archaic, outworn, discriminator, unfair and partially futile tax systems that
now obtain in many of our states, we shall have a
general tax system that is just, equitable, and suffi-
cient. Health, education, and the conservation of
resources will be very definitely assured.

Appropriations for state teachers colleges will be
made on the basis of carefully prepared, definitely
itemized budgets. The estimates, however, will
involve reasonable flexibility rather than drastic
rigidity and will look forward to a program of con-
tinuity,—a five-year or ten-year program with definite
assurance of security. Discrimination against teach-
ers colleges will be no more. Distribution of state
funds for the educational institutions of the common-
wealth,—the university, state college, the teachers
colleges, will be equitable. In many states, teachers
college budgets are now pruned without rhyme or
reason. A quarter of a century hence, review and
final approval of budgets will be done by men with
clear appreciation of educational values whose func-
tion will be to help rather than to handicap and
impede. Administrators will be free from finan-
cial worries and can devote time, energy, experience and
ability whole-heartedly to the problems of education.
Gifts and endowments for state teachers colleges will
be common in twenty-five years.

In certain sections there will be elimination of
some of the present teachers colleges. One state that
needs but four or five now has ten. These figures are
duplicated in another commonwealth. Two states
with a population less than that of Kentucky each
have six teachers colleges. These mischievous duplica-
tions brought about by expensive political log rolling
will be undone by intelligent consideration of the real
needs of the state. County normal schools, high
school training classes, and the like make shifts will
have gone permanently into the discard. Many of
these served a purpose in their day but their useful-
ness will be over before 1956. Kentucky is reasonably
fortunate in the number and location of her teachers
colleges.

**Physical Plant**

The physical plant will be greatly improved.
Many of these colleges will double or quadruple their
acreage of land. There will be sufficient area for
campus, recreation and athletic fields, school garden
and farm, and forest plantation. Adequate provision
will be made for many recreational activities such as
tennis, archery, golf.

Not more than one in four of the teachers colleges
now has an adequate library building. Later, all will
be provided with high-type structures where students,
teachers, and library staff can work to advantage.
More important, the libraries will be better supplied
with books, magazines, newspapers and pictorial
material properly catalogued. An institution that
now points with pride to 25,000 books will then, with
modesty, speak of 100,000 volumes. The contents of
the libraries will be kept fresh and alive. There will
be constant elimination of dead material. Stacks and
reading rooms will be sources of information, inspira-
tion, joy, and growth.

A large percentage of the student body will be
housed in modern up-to-date dormitories, well
planned and well furnished with adequate provision
for both physical and social health and growth. Col-
lege life will be properly cared for in the living halls
and will be regarded as an important factor of the
student’s general preparation for his profession.

Every teachers college will be adequately served
in physical education with both buildings and recrea-
tion fields. There will be classrooms sufficient to
conveniently serve teachers and students and enough
offices to eliminate inconvenience and waste of the
teacher’s time. Well planned, well built aquaria,
bird houses and animal houses will be common. Every
college will have a commodious green house to serve
various departments of the school, and on nearly
every teachers college campus, under some name or
other, there will be a union building which will serve
instructors, students, alumni, visiting friends and the
general public. The radio and broadcasting outfits
will constitute common equipment. Visual education
devices, including television, will be included in the
inventory.

The student body will be carefully and more
rigorously selected. Entrants will meet scholarship
and health requirements and personality trait tests
will eliminate a high percentage of undesirables. A
large part of the enrollment will come originally from
the upper third or fourth of the accredited high
schools but provision will be made for students who
are potentially promising, though entirely innocent
of marked contemporary scholastic achievement. If
an educational Edison or Lindbergh offers himself for
enrollment he will be given cordial welcome. More
adequate criteria of the applicant’s potentialities will
be determined. It is entirely probable that selective
entrance examinations of new types will be in use
and that personal interviews will play an important
part. As the teacher of the future is to be a profes-

dional and social leader rather than a mere class-
technician, qualities of leadership will be in demand
in determining the personnel of the student body.
Quality, not numbers, will be emphasized.

By 1956 there will be quite definite information
as to the approximate teacher supply and demand,
and professional institutions will give heed to this
knowledge. Students will attend the teachers col-
leges not for one or two or three years, but for a
minimum residence of four years. All important
teachers colleges will have curricula covering five
years or six years. All of these institutions will
require the equivalent of the bachelor’s degree before
certifying a student for graduation. Most of them
will be granting the master’s degree and a few of the
stronger teachers colleges will be offering courses
that lead to the doctorate. There will be close affilia-
tion with the state university. The educational forces
of the state will work co-operatively and not competi-
tively. The long summer vacations may wisely be
devoted to contacts with occupations other than
teaching.
Faculty

The instructional staff will be more scholarly, more professional, and more inspiring to the student body in twenty-five years. There will be great gain in teaching skill. The teachers college of 1956 will include no instructor holding less than the master's degree and a high percentage will possess the doctorate or its equivalent. Sound scholarship and marked professional zeal will dominate the campus. The teachers college president will bring to the organization several types of excellence. A faculty of one hundred teachers will include two or three or more men and women who have had successful business experience. A considerable percentage of the group will know the technique of research and a large percentage will be doing co-operative research work. A few will be serving the public directly in extension courses, some of which will constitute a part of so-called adult education. All instructors will have the habit of travel.

No teacher will be employed in a state teachers college who is innocent of the general field of technical education or who has the prejudice of an academic ignoramus against education as such. In scholarship the teachers college faculty will not suffer by comparison with the teaching staff of the state university or state college or liberal arts college. In a faculty of one hundred, all will exemplify leadership but there will be a score of outstanding leaders whose vision, scholarship, courage and enthusiasm will be contagious on the campus, in the local community, and throughout the Commonwealth.

A reasonable teaching year with the sabbatical properly compensated will insure absence from the campus of a few instructors each year and there will be a corresponding increment in the return of these absences with inevitable enrichment of daily campus life. A majority of the teachers will be active minded in several fields of thought. They will be in the stream of life fully aware of the necessity of stimulating the imagination and developing the reach of youth. The teachers college faculty will cultivate contacts in many directions. National and international travel will be common.

Twenty-five years hence, instructors will be more happily situated. The actual teaching load will be lessened though more work will be done and better done. Now, many teachers are under the strain of fatigue from excessive teaching hours or from an unduly lengthened school year. This unwisdom will be at an end. Sufficient clerical help will be at hand to reduce drudgery and release the instructor's energies to the noble art of teaching.

In twenty-five years the teachers in the public schools will no longer anywhere be looked upon as a second-class servant. Three decades ago, Dr. Van Dyke said the teacher was the worst remunerated and the best rewarded servant of the public. This will change. She will receive less gush and more cash.

More accurate measurements of teaching success will be available and there will be no place in the teachers college for an instructor who lacks teaching skill. More and more the teachers college will give the student the sort of education "that will enable him to think for himself, to feel with others, to understand others, and to serve all." More and more the teachers college will endow the student with "ability to weigh, to judge, to appraise, to choose. A student will be taught that life is being, not having. He will be helped to make choices on the basis of reason." The teachers college of the future will emphasize breadth of view, richness of scholarship, vision, leadership. They will emphasize courage, truth and understanding.

Curricula

The curricula will be greatly modified from those of the present day. The makeshift one, two, three-year curricula will have gone. The standard teachers college course will extend over a five-year period. The present tiresome discussions of the relative merits and values of professional work on the one hand as against academic work on the other will have joined the dodo. The faculty made up entirely of scholarly men and women will guide and inspire the student body to standards of scholarship not now reached. Professional zeal will go far beyond that of the present. The curricula of the future will emphasize natural science and social science more than today. The fine arts will be more emphasized. The curricula of the teachers college in 1956 will be a program of professional preparation that will include social problems providing liberal introduction to social welfare, industry, commerce and a variety of important problems, national and international.

If some courses in technical education at the present time are rather thin, this thinness will have been eliminated. Technical education will be on the firm foundation of solid content and logical organization of material. Courses in psychology will have been objectified and based in large part on laboratory experimentation and experience. In all the curricula sound scholarship will be stressed but the curricula will be related to life. They will be full of vitality and high value. The teachers college curricula will include courses for every type of teacher from kindergarten to senior high school. It will be the aim of the faculty in administering the curricula to give the student broad outlook and rich culture, so the curricula must be correspondingly broad and rich. The teachers college of the future will be professional in that the needs of the student teacher will dominate all planning. Much of the curriculum will be based, not on high school graduation, but on college graduation. Twenty-five years from now a high percentage of instruction will be on the graduate level. Everywhere, teacher-education will be established on a scientific basis.

Training School.

The training school of the future will make a larger contribution than at the present time. It will become to much larger degree than now a laboratory center and will continue to provide opportunities for observation, participation, and practice teaching, but the emphasis will be greatly changed. The
campus training school will serve more and more as a laboratory for college classes. Instructors in psychology, education, and professionalized subject-matter courses will, wherever possible, incorporate into their courses directed observation in the training school.

There is no valid proof as yet regarding the relative value of observation of good teaching on the one hand and skill that comes from personal practice on the other, but the evidence already in seems to point more and more toward the value of observation. In twenty-five years student participation will be gradual and the student will be better prepared to do one thing well. This induction into teaching, while more gradual, will be on a higher plane.

In twenty-five years no teachers college will send a teacher into the field to assume responsibility for a large group of children when he has had no more than twelve weeks of practice. It is altogether likely there will be an internship period in teaching. The training of students in a normal situation will help to improve relationships between teachers colleges and public school system. The larger teachers colleges will be obliged to utilize public school organizations if there is to be anything comparable to a laboratory in the education of student teachers.

The training school will be much more important than now if psychology, philosophy, principles of education and technique of teaching are to be developed through actual experience. The training school will have gradually become the institution center of curricula and organization.

The training schools of the future will include the following: (1) A campus training school in which a course in introduction to teaching will be given, this course being preferably offered in the student's second college year and will include sufficient practice teaching to acquaint the student with the problem he has in making him aware of some of his needs if he is to be a teacher. The understanding of child nature and needed controlled subject matter will here be made evident.

(2) Affiliation with or control of enough public schools to provide for the middle period of practice teaching, a period in which habits, skills, and techniques are fixed.

(3) A campus laboratory school for the experimental work of the entire faculty. This will also be the school where practice teaching is given for the advanced students who are preparing for critic work, supervision, and principalships.

(4) The nature of practice teaching will be modified to meet the school situation resulting from the blending of the programs of the existing two groups of educators. They may be called the "subject matter to be learned group and the child growth through meaningful experiences leading to an understanding of modern social life group."

Special Education

Special education now neglected will be a prominent part of the teachers college program. The training of non-typical children is not new. Definite organized efforts to educate the blind, deaf and sub-normal date back to the seventeenth century. But public school special classes for the education of exceptional children is modern. The first organizations of special classes in the public schools of the United States date as follows:

<table>
<thead>
<tr>
<th>Deaf</th>
<th>Boston</th>
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<tr>
<td>Delinquent</td>
<td>New York</td>
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<td>Subnormal</td>
<td>Providence</td>
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<td>Crippled</td>
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<td>Sight Saving</td>
<td>Roxbury, Mass.</td>
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At the present time there are 244,000 children enrolled in 11,050 special classes of eleven different types. In a general way, our people are committed to the proposition that every child shall receive such education as will enable him to become self-respecting, self-supporting, and law-abiding. Educational research has shown that the ordinary school curriculum will not accomplish this for the non-typical child. We need a different method, a different curriculum, a different teacher. There are 11,500,000 handicapped and gifted children in the United States, and for less than 20% of these children is there any special provision. Still further, many of the special classes now in existence are of little value to the children enrolled.

Here is a big open territory and the state teachers colleges of the future are certain to make large contributions in the field,—first, in the training of special teachers; second, in research into the psychology, sociology and instruction of the special class child; third, in the establishment of educational clinics and clinical procedures; fourth, every teachers college will have as a part of its training school system one school where special methods and new curricular materials may be tried out and where special class teachers may see superior technique and the latest methods demonstrated by master teachers.

Extension.

In twenty-five years there will be enlargements and radical revisions of extension work. Extension classes on the campus and off the campus will assist groups of public school teachers in solving definite problems. These groups will be under expert directions from the teachers college. A minimum of extension work will be offered primarily to enable students to graduate. At the present time, tenths of all extension courses are taken by teachers clamoring for diplomas and certificates.

There will be separate institutional administrative organization for extension activities. Full-time extension supervisors will in large part have taken the place of the present classroom teachers who carry an impossible load of outside extension work. Extension courses will be adequately supported by the state. There will be co-operation and correlation in this work of the several teachers colleges and the state university of a given commonwealth. Somewhat elaborate programs for the public will be provided and extensive recreational programs both for adults and young people will be furnished. Strong emphasis will be laid on field work. There will be adequate
"follow-up" and assistance to the alumni. Administrators and supervisors throughout the state will lean heavily on the services of the extension division. The radio will be utilized and there will be close co-operation with the daily and weekly newspapers and other publications.

Research.

The future state teachers college will be much more genuinely professional in that it will prepare teachers to utilize the results of research as well as the results of critical analysis of good teaching practice. Research will be greatly enlarged during the next quarter century. Now only twelve or fifteen state teachers colleges are doing creditable research work. In twenty-five years original investigations will be a definite part of every state teachers college program. It will attempt a solution of practical pressing problems within the institution and in the territory served by the college. The aim of service to the state will be stressed tenfold more than now. Teachers colleges will co-operate with each other, with the state university, and with the state department in many types of research and school surveys. The development of the spirit and attitude of research in the faculty as a whole will have an inevitable effect on the productivity and scholarship of the teaching staff. Not all instructors will become such workers but a high percentage will be provided with facilities and opportunities to do individual or co-operative research. The teachers college will have become real centers for the furtherance of the science of education.

The personnel of an up-to-date research department probably will consist of a worker in institutional research, a worker in training school service and experimentation, a director of a mental hygiene clinic, an educational consultant for public schools, and a competent staff of clerical workers. It will involve an expenditure of real money but the dividends will be large.

These developments will divide their activities between actual research and service. The latter will be rendered to the institution, faculty members, public school teachers, school officials, and the general public.

Research activities will deal with such problems as (1) objective and standardized test construction in different educational areas, (2) case studies dealing with problems of control and educational disabilities, (3) personnel studies and vocational guidance, (4) studies of teacher supply and demand, (5) curriculum studies, (6) placement and reclassification of children, (7) problems dealing with selection and cost of school equipment, (8) studies of per capita costs in education, and (9) studies of factors affecting the performance of children.

Service activities will center around (1) the preparation of reference materials such as index cards, bibliographies, and abstracts required by members of the faculty, public school teachers, and school administrators, (2) the appointment and placement of teachers after a careful study of their abilities and qualifications over the entire period of their training in the institution, (3) the preparation of different objective measures to be used not only by faculty members in their classes but by city and county school officials, (4) the organization of school surveys, (5) the publication of a research bulletin which will interpret new educational data resulting from current research in the field of psychology and education, and (6) the study and clinical investigation of problems of control and remedial instruction in tool subjects and vocational guidance. Local and traveling clinics will provide diagnoses and remedial aids to the parents and teachers of problem cases, and should be a means of gathering data for educational study and research.

Research in the teacher-training institution will be co-operative. Both short and long term projects will be carried to completion under the general supervision of one individual or bureau in order to eliminate duplication of effort. Each faculty member or each teacher interested in the immediate problem will limit himself to a definite area and will be responsible for data from that field. Data collected in this matter will be pooled and interpreted collectively by all having a part in the project.

In a similar manner, the various teacher-training institutions in the state will work co-operatively under the direction of a central bureau, perhaps that of the state university. Long term projects requiring three to five years of study will thus be carefully and economically carried to completion.

By 1956 the state teachers college will be making vastly larger contribution to rural life than at present. There are now about 5,500 one- and two-room rural schools in Michigan,—this in spite of the fact that the first school for the training of teachers west of Albany went into operation in our commonwealth in 1858,—this in spite of the fact that the first land grant college was established at East Lansing in 1857,—this in spite of the fact that Michigan has had for nearly a century a great state university.

Before the quarter century has ended, the school district of Michigan will be no more. The county unit system will be in full force. The county superintendent will be elected by a county board of education of five or seven members elected by the people on a non-partisan ticket. A small board of five or seven members will replace the unwieldy aggregation of 500 or more school officials in each county. In the place of 5,500 one- and two-room rural schools, we shall have at the outside less than 1,000. Consolidation will have taken place in all parts of the state and that which is predicted of Michigan may be also predicted for the other commonwealths. Teachers for consolidated schools will be prepared at the state teachers college. The curriculum will provide a minimum residence of four years and from five to seven years of preparation for teachers in rural communities will be the established rule.

Qualifications and remuneration of teachers in rural districts will match those of urban communities. The curricula for the rural child will capitalize his rural environment in training him for a
world citizenship. Administrative and supervisory officers of school units will be chosen on the sole basis of professional fitness and with no regard to political relationships. Trained and educated supervisors will stimulate and insure continued professional growth on the part of teachers. In general, there will be equality of educational opportunity for those who dwell in the country.

Publicity

The state teachers college in 1956 will not only be making greatly enlarged contributions to the development of society but the nature and value of its work will be known and appreciated. Wholesome and entirely desirable publicity will be given larger place than now. In non-sensational but effective ways, the work of the teachers college will be kept constantly and decently before the public. The press is constantly on the search for news and the teachers college will co-operate.

EXTRACTS FROM AN ADDRESS BY J. C. W. BECKHAM

GOVERNOR OF KENTUCKY AT THE TIME OF THE ESTABLISHING OF THE WESTERN KENTUCKY STATE TEACHERS COLLEGE.

We are able to give only parts of the address of Former Governor Beckham, and not as it was delivered, since he spoke without manuscript or notes.

He expressed his great pleasure in having any part in the establishment of this excellent institution, in advocating it and in signing the bill, passed by the General Assembly twenty-five years ago creating it. He commended in the highest terms the faithful and intelligent work of the Cherry Brothers and their associates, developing from a small beginning such a splendid institution of learning and training. He said that the State of Kentucky owed a debt of gratitude especially to President H. H. Cherry whose zeal in the cause of education, whose indefatigable energy under many difficulties, and whose intelligent services and high ideals had succeeded in establishing one of the finest schools for the training of teachers to be found anywhere in the south.

"In the beauty of its location and surroundings," he said, "in the plans for its physical development, in the commendable spirit of its faculty and other officials, and in the enthusiasm and devotion to work of its student body, it stands as a model of its kind and a source of pride to all Kentuckians who take an interest in the educational progress of the state."

In speaking to the large number of students who were present, he earnestly reminded them of the obligation and debt under which such educational opportunities placed them. "If our Republic and its institutions are to survive in the uncertain years ahead," he said, "if the experiment of a democratic government based upon universal suffrage is to succeed, and our people are to continue to enjoy in the coming generations the blessings of life, liberty and the pursuit of happiness, then we must recognize the essential importance of the proper education of the people to the realization of the fact that the responsibility rests upon them, in exercising an active and patriotic part in their duties as citizens and voters."

"The theory upon which the state burdens itself in the broad and generous policy of offering educational advantages to all of its young people is based upon the idea and expectation that such a liberal plan is the best method of training the citizenship to preserve the institutions and ideals handed down to us by the founders of the Republic. Let us bear in mind that our theory of government is still in an experimental stage, that it is not yet a hundred and fifty years old,—a very short period in the history of nations,—and that if it is to succeed, as we hope and believe it will, it must be through an awakened and aroused sense of responsibility in the minds and hearts of our citizens and in an intelligent and vigilant discharge of their duties to the government under which we live. I would therefore, impress upon you, my young friends, that when you leave this institution, after having received all the advantages it has given you, and gone out to take your part in the affairs of life, you have incurred a debt to your country which it expects you to repay by doing your part unselfishly and actively in promoting the cause of good and honest government in our land, and in preserving for ourselves and for those who come after us all of those priceless heritages of liberty and opportunity that the builders of our country passed down to us."

Governor Beckham also spoke as the appointed representative of Centre College to the anniversary ceremonies and expressed the cordial good wishes of that college for the continued growth and progress of Western Teachers College.
A TRIBUTE TO CERTAIN CHOICE SPIRITS WHO HAVE ENTERED PERMANENTLY INTO THE LIFE OF THE INSTITUTION.

J. R. ALEXANDER
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Man acquires the larger part of his valuable assets in life from experience. The most highly cherished and precious of these assets are those acquired from personal contacts. The most potent influence in all the world, for good or evil, is the reaction of one human life upon another.

For a period of nearly half a century it has been my rare good fortune to have been intimately associated with an ever-changing group of exceptionally fine men and women. I say exceptionally fine because in intelligence, character, devotion, scholarship and ideals they would rate far above the average.

I would be a stupid ingrate if I failed to recognize and acknowledge the debt of gratitude I owe these splendid men and women, the source of whatever inspiration I may have had. The knowledge gained by an intelligent, intimate association with these men and women would constitute a liberal education within itself.

What is true as to my individual relation to the group is in a large measure true of this institution as a whole, and of each individual connected with it.

I like to think of the Western Kentucky Teachers College as a living, growing, aggressive entity embodying the living composite spirit of all those who have served it, and been served by it. This spiritual asset is infinitely more valuable than all the accumulated records, and physical equipment about which we are ordinarily so much concerned.

Personally, I would be extremely lonesome if I could not feel the presence of the men and women with whom I have associated through the years from first to last.

It would be interesting to call the roll this evening if each individual could in some way respond to his name; but far too many would be unable to answer except in the spirit, unless, perchance, one of the group, long since dead, be permitted to answer for himself, and the others that have passed, in his own verse (the language of time and eternity).

"All, all is safe in boundless mercy’s clasp,
Eternal right, eternal wisdom planned.
Living or dead I’m still within his clasp,
Still in the hollow of the Almighty’s hand."
—Flecher

The present institution has for its background some thirty years of history covering the life period of the Glasgow Normal School at Glasgow, Kentucky, which was followed by a Southern Normal School located in the same building in which this school was organized twenty-five years ago.

I think it would not be out of place at this time to make mention of, and to pay some well deserved tributes to, a few of the strong personalities who served the public through these pioneer institutions in the normal school field.

I believe my memory is vivid enough to photograph these individuals in a sort of moving picture. The first figure on the screen is that of A. W. Mell, President of the Glasgow Normal School at Glasgow, Kentucky, from 1874 to 1884, and President of the Southern Normal School from 1884 to 1891. Mr.
Mell was the most enthusiastic and optimistic man I ever knew. He believed in himself and in his mission and had the rare gift of inspiring faith and the spirit of optimism in his pupils; and, for that reason, he was able to develop the best that was in them.

The next figure in the picture is that of J. Tom Williams, co-partner in the schools and their business manager. Mr. Williams was an excellent teacher, a safe counselor, a man of integrity, always yielding a wholesome influence in the school community.

Mr. Mell and Mr. Williams are still living, though they have long since passed the Biblical three score years and ten.

The reel next reveals the picture of Claudius Taylor, the most appealing personality of the older group. Mr. Taylor was a hard student, a modest, self-made, straight-thinking man with no delusions about himself or anybody else.

Next appears the magnificent physical form of brainy, scholarly, ambitious, argumentative A. L. Peterman, having the ability and the desire to do really great things, but ever lacking the will to stay with anything until it was finished.

Here is unassertive, resourceful H. C. Snoddy in possession of a fund of fine qualities that commanded the respect of everybody.

The last of this particular group is the sweet-spirited, versatile Tom McBeath, the poet. His zest for life and his intense interest in every teacher and pupil in the school made him the trusted friend of everybody, and, at the same time, made him a popular and effective teacher.

If you will listen you may hear the spirit of McBeath speaking from beyond the great divide in the opening lines of one of his poems, "Biopsis", in which he expresses the hope and philosophy of himself, of most of his associates and successors, and, for that matter, the hope and philosophy of most of mankind.

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

We are now approaching the end of the reel and the date 1892. On the screen now may be seen the gracious thoroughly self-disciplined Stella Thompson with her fine sense of values and her motherly solicitude for the welfare of every teacher and student in the school. Along with her is Edwin Norris, country bred, like most of his associates, with a strong leaning toward the law and politics. His active manhood career began as a teacher in the Southern Normal School, and ended as governor of Montana, and ultimately in an untimely death.

The last figure appearing on the screen is that of an Ulster Irishman, an old man whom I recall with profound emotions of affection and gratitude. Henry McD. Fletcher was the finest scholar, the sanest philosopher, and one of the most helpful friends I ever knew. I count his contributions to my life the best that is in me. His voice comes back to us through one of his poems, "On the Brink of Death," where I last saw him.

"Grim shadows from the region of the dead Wave their black wings across my darkening eyes; The dizzy earth reels back beneath my tread, And heaven, like tempest-driven vapor, flies.

Lord of my life, all mighty and all good, E'en should creation sink in ruin's waves And I be 'carried off as by a flood', I cannot go beyond the arm that saves.

I fling my wrecked existence on Thy breast Where life's dark storms can reach me never more; Haven of calm and everlasting rest Beyond the sea where time's wild billows roar."

In 1892 began the most heroic, persistent, determined, self-sacrificing struggle in an educational effort that was ever made in this state or in any other state so far as I know. When the Cherry Brothers undertook to salvage from the wreckage of the old schools enough patronage to form the beginning of a new school, they entered upon an enterprise that had in it as little promise and encouragement as one could well imagine. After operating for a short time as the Bowling Green Business College and Literary Institute with varying success, they changed the name of the institution to the Southern Normal School and Bowling Green Business College. With this enlarged vision, implied in the new name of the school, the struggle began in dead earnest. Nothing less flexible or less resilient than a steel will or less wearing than an iron constitution could have withstood the strain of the next thirty-seven years. The first twelve years of this span covers the period of operation of the later Southern Normal School and Bowling Green Business College.

This mid-period of educational development, as it relates to this institution and to the state, is a very important period in the educational history of Kentucky, because it was in these years, and largely through the influence of the Southern Normal School, that the necessity for better educated and better trained teachers came to be generally recognized. Out of this recognized necessity came the insistent demand for normal schools in Kentucky. This demand was met by the 1906 legislature when they voted funds and authorized the establishment of two normal schools in the Commonwealth.

This legislative act was not a conscious objective of the Southern Normal School, but rather a natural result of its patriotic effort to adequately train teach-
ers for the public schools of the state in a private school independent of state aid.

These were hard, lean years with many disappointments, heartaches and hectic experiences, that bore heavily upon the responsible head of the institution. Of course, no one man could have carried such a load alone. Associated with the president was a body of loyal men and women in daily contact with an equally loyal student body made up of earnest, ambitious young people, the source of whatever inspiration, and the foundation of whatever hope the institution might have had.

For a number of years Mr. T. C. Cherry shared with his brother the administrative responsibility. At the same time he carried a teacher's load, which in those days was from thirty to forty hours a week. In 1905 Mr. T. C. Cherry resigned to take the superintendency of the Bowling Green city schools, a position he has held for the past twenty-six consecutive years.

Colonel J. M. Guilliams, Mr. R. P. Green, Mr. W. S. Ashby, Mr. J. L. Hamlon and many others, each in his own way, contributed years of effective, loyal service to the Southern Normal School and Bowling Green Business College.

Professor J. S. Dickey when he became executive head of the Business University had taught in the Southern Normal for many years. He was president of the Business University from 1907 to the date of his death. Mr. Dickey had a distinct individual place, not only in the school community, but in the community at large. He was a born leader of men, because he knew how to make friends. He knew how to make friends because he knew how to be a friend. It would be very difficult to estimate the value of the contributions he made to the institutions with which he was connected. I am sure the wholesome life and spirit of Joe Dickey is still a potent influence in this institution as well as in the Business University.

In 1906, the Western Kentucky State Normal School came into being, inheriting the larger part of the faculty and student-body, together with the spirit and traditions of the older institutions. In this change there was no break to destroy the continuity of the school's activities except the break that separated the state school from the Business University. The new school, in a way, restricted the field of operation, but enlarged the field of opportunity, and added tremendously to the weight of responsibility. This enlarged program called for a larger teaching force with a greater variety in educational training and mental equipment. The change to a state-supported institution changed the nature, not only of its responsibilities, but the nature of its contact with the public.

This new situation required the aggressive loyal support of clear thinking, public spirited men and women outside of the institution. In this respect, the school has been extremely fortunate and, therefore, has no valid reason for registering complaints.

The law creating the school provided for a board of regents consisting of a chairman, the Superintendent of Public Instruction (member ex officio), and four other members appointed by the Governor for a term of four years. The appointees to the board to date number eighteen, as follows: Mr. H. K. Cole, Mr. Conn Linn, Dr. E. H. Marks, Mr. H. C. Miller, Mr. J. Whit Potter, Mr. C. W. Richards, Mr. W. J. Gooch, Judge J. P. Haswell, Mr. R. E. Cooper, Mr. John Allen Dean, Mrs. Mary Gilmore, Mr. Sterrett Cuthbertson, General H. H. Denhardt, Mrs. J. W. James, Colonel H. J. Stites, Judge M. B. Harlan, Mr. M. O. Hughes, Colonel E. B. Bassett. Members ex officio: Superintendents J. H. Fuqua, J. G. Crabbe, Ellsworth Regenstein, Barksdale Hamlett, V. O. Gilbert, George Colvin, McHenry Rhodes, W. C. Bell.

Taken as a group, it may be doubted if Kentucky has ever been better served by a body of men and women to whom was delegated a public duty or a public trust. Serving without compensation, they have manifested through their administrative acts a sane and lofty conception of a public trust. These men and women's unselfish service has earned a full measure of gratitude and appreciation. Death has overtaken at least eight of the twenty-six board members just named.

It is unfortunate that we cannot pause here long enough to give vocal expression to what is in our minds and hearts—a tribute of respect and love for, and appreciation of these eight splendid lovable men.

As an illustration of the significance of this service, we recall, with a sense of obligation and gratitude the aggressive activities of Mr. Potter. For twelve years Mr. Potter, a local member of the Board, to whom would naturally fall a large share of the Board's responsibilities, donated a liberal share of his time, money, and splendid abilities to the interest of the institution. Broad-minded, liberal-hearted, and public spirited, he understood the nature and responsibilities of his official position.

There is much that should be said in appreciation of a number of individuals in a much larger group of men and women whose sympathetic militant support from first to last made possible the success of the normal school movement in Kentucky. But this list is barred from the discussion by a time limit. The strategic position of the governor in his relation to legislation forced upon him the largest individual share of the responsibility for this new educational movement. That Governor Beckham with his fine sense of values and discriminating judgment should decide in its favor, as he did, was a tremendous influence in popularizing and making effective the launching of the first two Kentucky normal schools.

We come now to that part of our review that has to do with the more significant group of personalities known in institutions of learning as the faculty. It is stating the perfectly obvious to say that, in its last analysis, the success or failure of an institution of this nature depends upon the character, scholarship, and personality of its faculty members.

For the most part it is too early to pass final judgment upon the personnel of the present faculty. It is not safe to pass judgment upon a man's work until the task is finished and the results evaluated. There is, however, a limited number of men and women who at one time or another were members of
the faculty, and whose work in this world is finished, unless we remember, recognize, and incorporate their splendid contributions to the spirit, character and traditions of the institution.

On the honor roll of our dead comrades you may find the following: Clean, dainty, serious-minded, industrious, Miss Iva Scott was, for nine years, director of the Domestic Arts Department. The best we can hope for that department is that the chaste, refining influence of Miss Scott may carry on through the years.

Mrs. Nat B. Sewell (Miss Mattie Reid) endeared herself to the faculty and student body by her commanding personality, great good sense, self-sacrificing loyalty to the school, and devotion to her task. She was a distinct, differentiated personality that will be hard to replace.

Patient, long-suffering Miss Mary Stallard devoted eighteen years of her life to the tedious, grilling work of the registrar's office, possibly overreaching her physical strength, and in consequence came to an untimely death.

Mr. Leon Stephan, one time director of the training school, brought to that institution a skill and technique in handling a difficult and exacting situation that at once marked him as a man of unusual ability. His education, experience, professional training and his will to succeed made him preeminently the man for the job.

Dr. A. J. Kinnaman gave to this institution practically the entire span of his manhood years. For sixteen years he devoted his time, his splendid natural talents, his trained intellect and big heart to the Western Kentucky State Normal School. It would be hard to estimate the far-reaching influence of such a life devoted, as his was, to such a cause.

Your reviewer possibly could not be regarded as an unbiased witness in an attempt to establish the character of his own associates, but I am sure that those who are familiar with the facts will bear witness that I have not been extravagant. I realize that these men and women to whom I have paid these poor, brief, halting tributes, since they were here, have had their faults, but whatever weaknesses they may have had, were so obscured by their virtues, that of these faults, my memory fails to register anything more than faint shadows in the background of the picture.

At this point I must be given more liberty in the use of qualifying adjectives and phrases, because I may find it necessary to use some extravagant statements, since I am to deal with an exceptionally extravagant personality. I am introducing a man who has been and still is excessively extravagant in the expenditure of his mental and physical energy, extravagant in his demands upon all his natural and acquired resources, exceedingly extravagant in his visions and hopes.

The spiritual and physical assets of College Heights in evidence today is a convincing proof that these extravagances were not meaningless exaggerations, nor his visions and hopes the mere idle dreams of an overwrought, excited brain. There was always a possible realization since there was always a conscious, well considered "method in his madness".

While I am trying to portray a very unusual man, I am not attempting to place him in the ranks of the super-man. Like other men he has his limitations. There are some things in the realm of human possibilities that he, in all probability, could not have accomplished. He could not have made a great mathematician, because mathematics has to deal sometimes with finite numbers. It would have been hard for him to understand that anything must be either final or finite. Mathematics has to deal extensively with the theory of limits. It may be doubted if he could ever have been brought to acknowledge that anything could have a limit. He could never have starred as a football player, because his goals have a way of moving out as he approaches. If he had been a member of the first football squad that played on College Heights field, and had continued with the team until now, the goal posts would be a thousand miles apart, and he would still be trying to make his first touchdown.

He could never have gotten much thrill from mountain climbing, because mountains have tops, and that fact would have destroyed the significance of the challenge.

Possibly, without understanding either his powers or his limitations, he has had the practical good sense to use them both to the finest advantage in accomplishing his high purposes.

With these and other finer qualities of head and heart he has pursued his course with a persistence and continuity of effort rare in human experience. Through the years of his skillful leadership and direction of both the private and state institutions he has set in motion a compelling and constructive influence in the intellectual, spiritual, and social life of the Commonwealth, that has already placed him in the ranks of Kentucky's immortals.

Through all the vicissitudes of fortunes through which this institution has passed, during the last thirty-nine years and more the strong unbroken and unbreakable will, the comprehensive mind, and stout heart of Dr. Henry Hardin Cherry has been its hope and its inspiration. Dr. Cherry will now tell you something of his handiwork in discussing "The Spirit and Achievements of the Institution during a Quarter of a Century."

NOTE:—Since the above was written, the following men, to whom reference is made, have died: Prof. A. W. Mell, Mr. J. Tom Williams and Mr. A. L. Peterman.
I value the opportunity and feel deeply the responsibility of speaking to you at this time. I wish I were worthy of the confidence and the appreciation you have so kindly and generously expressed during this anniversary occasion. When Charles Kingsley was asked the secret of his success in life, he replied, "I had a friend." I do not claim to be a success; in fact, I am deeply conscious of my failure to do many things I should have done and could have done, but the impulses of my soul urge me to say at this time: "I had a friend." No man succeeds who does not have a friend; who does not live beyond the area of self, who is not a part of the friendships and associations of a union of souls. An ideal that will make a good citizen cannot survive and grow as it should in the world of a single individual. It must reach beyond self, be of a universal nature, and be brought into contact with the new experiences and interpretations of the social whole. It is doubtful whether any man succeeds beyond the friendships and human contacts he makes.

Nature has ordained that no man can live alone. This is the law of the universe, and it is the law of the human being. The man who thinks he lives alone or tries to live alone confines his influence, his leadership, his life to the length, the breadth, and the depth of a grave. He has made a splendid preparation for the sexton and the undertaker.

Gratitude, the highest virtue in human experience, prompts me to use this occasion to recognize, value and express my appreciation for the friendships of life; the numerous contributions of service that have been made to this institution by noble souls who were willing to sacrifice and suffer in order to help it to be a strong influence in carrying life and inspiration to childhood and in growing worthy citizens for service in our country. Time will not permit a personal mention of those who have given real and sacrificing support. Some of them have passed into the invisible world of the righteous dead and are now enjoying the rewards of a noble life, but their deeds are with us, a part of this institution. It seems to me I can hear their voices tonight calling upon us to be strong and to "carry on." Thousands of other loyal souls are on the battle line helping to make sacred and enduring the work and traditions of the past and the programs of the present. If you should ask me the secret of Western's success tonight, I would reply, "It had a friend."

Memory takes me back tonight to 1892 when Brother T. C. and I organized the Bowling Green Business College and Literary Institute, opening a new and private institution which enrolled only twenty-eight students during the first six months; to the four small dingy, unsanitary rooms that constituted the educational plant in which the school was at that time conducted; to the panic of 1892-94 which made it necessary to accept every kind of product of the farm in lieu of tuition. Memory takes me back to the fire of 1899 which destroyed the entire property of the institution leaving it $16,000 in debt; to the hard experiences following the fire which necessitated housing the school in rooms secured in business houses on the public square; to the efforts of the citizens of Bowling Green who organized the Southern Educational Building Company and succeeded in raising money for the erection of buildings for the use of the institution. Memory carries me back to 1905 after the private institution had gained prestige and with its annual attendance of 1012 students entered a state-wide crusade for the establishment of state normal schools in the Commonwealth; to the work done during the legislature that met in January, 1906, for the establishment of state normal schools and the many trying experiences connected with the undertaking; to the collective efforts and experiences of fourteen years of work with a private institution making it possible to show convincing reasons why one of the state normal schools should be located in Bowling Green.

Memory takes me back to the transfer of the institution from a private track to a state track and the many difficulties connected with the task; to the labor of interpreting the new Normal School law and organizing an institution that would carry into effect the purpose of the law; to the responsibility of conducting a school with an annual enrollment of 1012 different students on an annual income of $20,000.

I pause here to publicly recognize and express my special appreciation for the services of four men. When the value of normal schools to Kentucky was not yet known and a state educational system as we know it today scarcely existed, Governor J. C. W. Beckham had the vision to foster the movement which led to the establishment of normal schools. He signed the act creating normal schools and he appointed men of character and broad vision to serve on the Board of Regents. The childhood of Kentucky will be permanently indebted to you, Governor Beckham, and your associates of 1906 who laid the foundation for our present splendid state system of education. Because of his long service on the Board of Regents; because of his broad vision and philanthropic spirit; because of his courage and daring in the midst of adverse circumstances the name of J. Whit Potter is written indelibly into the life of this institution. C. U. McElroy was my friend and personal advisor, a man of broad scholarship and of broad human interest; calm and serene in the midst of tempests, he gave me council during his lifetime. Dr. A. J. Kinnaman was the first dean of the state institution. He launched the academic career of Western on a broad plane of scholarship and professional training and piloted the institution through the many academic changes that have made of it the Western of today. These men and many others have performed signal service to Western and their deeds will live after them in the glory of the Western of the future.
A college is not its campus, its walks, its buildings. A college is an ideal, a spirit, a long tradition, a zeal for more life and more knowledge. It is more than its president, more than its board of regents, more than its faculty and students of a single year. A college represents the friendships, the achievements of all of the known and unknown people who have made it possible, who have given it a distinct stamp, who have extended it material and moral support, who have interpreted its spirit into useful lives.

The glory of a college is not in its material possessions but in its ideals; not in its capacity to receive, but in its capacity to give and its willingness to serve. Its magic is a Paul Revere making a midnight ride, awakening the people from their slumber and from a neglect of their opportunities and prompting them to become responsible citizens, torch-bearers scattering the fire of democratic uplift, freedom, and inspiration in every home in the land. Its mission is to be a democracy; to put health above disease, intelligence above ignorance, service above selfishness, right above wrong, freedom above slavery, the rule of ideals above the rule of force; and to give every human being a chance to live, a chance to grow, and an opportunity to be prosperous and happy, whether he lives on the hillside or in the valley, in a hut or in a mansion, possesses a million or a penny. A vitalized college considers these things when it organizes its programs of action and defines its policies. It reaches beyond the campus and becomes a militant influence in disseminating universal education among the masses, in growing communities, and in establishing academic and professional standards.

No college that is content with merely imparting knowledge, functions properly. American citizenship should mean patriotism, and patriotism is not of the intellect alone. It is very largely of the spirit and of the heart. It cannot be taught by merely imparting knowledge or by accumulating information. It takes more than this. An appeal must be made to the heart, to the spirit, to the emotions, as well as to the intellect. The big thing in a college is its spirit, its atmosphere.

The spirit of Western is the central theme of all of its various activities. Its faculty express this spirit in their recitations and interpret its ideals everywhere. This spirit falls from the lips and tongue of every student; prompts students to volunteer their attendance at chapel exercises; to launch militant educational and attendance campaigns; to write articles to the press and speak of the opportunities offered by the institution; to perpetuate its history and traditions; to support its expenditures, its chautauquas, its music festivals, its pageants, its traditional excursions, its debating societies, the Alumni Association, its play and athletics, its social occasions, and all of its worthy programs.

The students of the institution have never failed to enter joyously into any activity that would add to the beauty or strength of the college. They volunteered their services and carried the equipment and furniture from its old plant in the valley to its present one on the Hill at a time when the institution did not have funds to pay for transportation. They cut trees, hewed the logs, erected the beautiful Cedar House, and donated it to the state for a community center; without material compensation they gave many days of hard work to beautifying and developing the campus. During the oil boom in 1919 when there was a crisis in the rooming situation they joined the institution in a cooperative effort that resulted in the erection of seventy-six small rooming houses, which afterwards became the property of the state without cost to it. They built a temporary gymnasium for the institution which served it for many years prior to the erection of the present Physical Education Building. They made possible the organization of the College Heights Foundation, which is sponsoring the Student Loan Fund and the construction of the Kentucky Building, by subscribing more than $95,000 of the $225,000 that has been subscribed up to the present time. They have from the beginning to the present supported the institution in hundreds of ways for which they have never received or expected material reward.

When the news came that the United States had declared war against Germany, several hundred students volunteered immediately for military service. They could have waited for the draft, but their feeling of responsibility prompted them to get into the conflict. The entire institution entered the war in some capacity. Twenty-three gave their lives in the conflict. I pause to say that Western will not honor the high purpose of those who responded to the call of their country and will not sanctify their glorious efforts to defend human freedom if it fails to vindicate in thought and in conduct the ideals for which they fought.

It is necessary for ideals to be in action in education in order to have ideals in action in a democracy. No student who is not a good citizen in college is likely to be a good citizen out of college. It takes more than a healthy body, more than formal education, more than degrees from higher institutions of learning, more than material success to make an American citizen. There are men who have red corpuses in their blood who are walking encyclopedias and who have millions of dollars in the banks but who are failures when measured in terms of a successful and patriotic life, because they do not have the spirit of American citizenship, a vision of the needs of humanity, and a desire to translate these needs into community life. I do not know what this intangible spiritual force which determines every human, business, and institutional success is, but I do know it is an energy, a faith, a push, and a desire in the human soul that prompts us to seek the larger service, experience, and adventures of life. It is the invisible spiritual equipment every institution of learning must have if it would succeed in being a cooperating and working unit in the social whole. Take from a college its spirit, and it would be an ideal without action, an organization without life, an engine without steam, a teacher without inspiration, and a student without vision. Take away its spirit,
and it would be a dead plant, a dying campus, and a wordless encyclopedia.

Life without a goal is like a ship at sea without a compass and without a port to make. Western has had a goal it has been trying to reach, but this goal lies as far beyond it tonight as it did twenty-five years ago. First a vision of a goal of service, then a program to guide its efforts, then a tangible and intangible organization with initiative and real life in it, and then consolidated action have characterized its work and efforts and have been the source of its spirit and unity. Believing as it does what is good for one is good for all and what is good for all is good for one, makes its work universal, puts service and continuity into its programs, and keeps the goal as far ahead of it as it was when it made its humble beginning.

The goal of a college cannot be achieved as you would build a house. One is tangible, the other is intangible; one is material, the other is spiritual; one is achieved by following the blueprints and specifications of the architect, the other, by interpreting the needs and making contacts with a changing civilization; one can be accomplished by following an inflexible program of standardization, the other, by considering the changing needs of humanity and following the ruling principle of nature. One can be supervised and completed within a stated time, the other fixes its own time limit, is gradual in its processes, and depends upon human emotions, impulses, and abilities.

Look at the little plant. How it toils to be beautiful, to preserve its identity and individuality among a million other plants by being the image of the little seed that produced it. Look at the gigantic oak of the forest when it challenges the storm; when it bears the burdens of the wind, the snow, and the rain; when it seeks life from the sun, air, showers, and the soil; when it stands like a great personality among a million other trees trying to be an oak that would be an honor to the forest and like the acorn that produced it. Look at the animal and the insect world, the lion, the bird, the ant, the bee, the spider, working to put in order their several parts of the universe in order that the world may have variety, harmony, and beauty. Then consider the ways of the stereotyped college that is without initiative and spirit, that fails to see that the real college it should be is in its own discriminating vision, yet it is trying to make its life in the pattern of a stereotyped program, trying to grow and to be effective and beautiful without recognizing that the source of its being is in the divine essence of its own nature, and in a proper interpretation of the needs of the people it serves. A pencil can be sharpened by putting it into a pencil sharpener and turning a crank, but a college cannot be made in this way. A spoon can be made in a standardized factory, but a citizen must be grown in the nurseries of the soul. Citizens are not made from without; they are grown from within in the vineyards of community life.

Western believes in a certain amount of standardization but it also believes that there can be too much standardization, too much interference and control from without, too much reform by mechanical rules and devices that reduce responsibility, chill enthusiasm, and take away initiative and originality. It believes in standardization that will be a guide post indicating certain fundamental directions, but it also believes that a college should have the freedom to make detours and even survey a new road when it is in the interest of the people.

The human being, the college, and the community are all social. They inherit responsibility. They have a right to think, to form conclusions, and to have initiative in the field of thought, leadership and organization. The traditions, the emotions, the experiences, and the intellectual interpretations and collective thinking of a college cannot be charted and standardized from without.

Effective administration depends more upon the natural process than it does upon formal rules and printed programs. It would be about as easy to write a universal rule for the conduct of an individual as it would be to write one for the conduct of a college. A college and a community must become one cooperating personality before universal service can be achieved and put into effective action. A healthy community life has its source in personalities that act as one organized unit in the social whole. They can act as one only by having and practicing tolerance, by respecting inherited individual rights, the privilege of self-determination, and the law of individual and institutional responsibility. If all of us were made in the same pattern, civilization would cease to move forward and human friction would prevail everywhere. A variety that comes from being in accord with nature is the essence of human progress and the spirit of unity.

The processes of growth are gradual and largely concealed from us. The only way we can evaluate growth is to look at the perspective of the past and of the present. The only way we can evaluate the achievements of an institution is to do what I did the other day when at the old home where I was born—see a tree that was only a few feet high when I planted it in my childhood days and then see it as it is today. I shall speak of Western as it was twenty-five years ago and as it is today.

Then—twenty-five years ago—the faculty of Western consisted of sixteen members; it now has one hundred twenty-five members.

Then—only six out of sixteen held degrees; two held the Ph. D., two the M. A. and two the A. B. There are now seventeen members of the faculty who hold the Ph. D. degree. Five more have done most of the work that leads to this degree; and practically all the others hold the M. A. degree.

Then—the annual enrollment of students was 1,012 which was abnormally large for the beginning of a State institution, this being made possible by the work that had been done by the private institution. There were last year 4,553 students in the college, not counting 457 in the Training School, two thousand six hundred sixteen doing work by correspondence and extension, thirty-eight in the Rural Demonstration School making a total for all branches of the Institution of 5,964.

Then—the physical plant consisted of one classroom building. There are now seventeen modern well planned buildings with a campus, we think, unexcelled for beauty and attractiveness.
Then—twenty-five years ago—there were but 3,733 books in the Library. There are now 31,047 volumes exclusive of the 2,500 public documents.

The maximum circulation of books in the Library was 19,291. The circulation is now 240,292.

Then—the Training School consisted of four grades with one teacher for each grade. There is now provided in the Training School building (a modern structure throughout), arrangements to accommodate all of the grades from kindergarten through a standardized junior and senior high school. It had during the last scholastic year 457 children enrolled and a faculty of twenty-seven members.

Then—only three student organizations were maintained. There are now nineteen.

Then—there was no plan to assist worthy students in financing their education. We now have the College Heights Foundation incorporated under the laws of the State which has made 5,002 different loans to deserving students bringing the eight years of its existence.

Then—there were only eleven departments. There are now twenty-two completely organized departments.

Then—there were only five courses of study; a review course, three other general courses, and a special course known as the County Superintendent’s course. The institution now maintains twenty-two separate and distinct curricula which have been planned to prepare teachers and administrators for various types of public school service and also to give students who are not prepared to teach the opportunity to acquire a general higher education.

Then—the Life Certificate class numbered only twelve members. Since that time there has been a total of 3,016 students who have received the Standard or Life Certificate. The class during the last year numbered three hundred and seventy.

Then—the institution offered what is now the equivalent of one year of college work. It now offers the Standard or Life Certificate, the A. B., B. S. and M. A. degrees. In 1924 its first degree class consisted of seventy-five members. The class last year numbered two hundred and five. During the past seven years the A. B. or B. S. degree has been bestowed upon 1,251 candidates.

Then—it had no academic standing. It is today a member of the American Association of Teachers Colleges, the Association of Kentucky Colleges and Universities, and the Association of Colleges and Secondary Schools of the Southern States. Its work is recognized and accepted in all of the higher institutions of learning.

It is proper that we consider the results of educational efforts in the Commonwealth; the then and now of the educational system of Kentucky as seen over the past twenty-five years.

Then—twenty-five years ago—the school term was six months. It is now nowhere less than seven months and in many counties eight or nine months.

Then—the State per capita for education was $3.30. It is now $9.60.

Then—the average salary of the rural teacher was less than $35.50 per month. It is now $86.00.

Then—there were no consolidated schools in the rural districts. There are now 403 consolidated schools.

Then—only forty-one four year high schools were in existence. There are now six hundred thirty-one fully accredited four year high schools.

Then—there were fewer than 8,000 pupils in all of the high schools of Kentucky. Last year there were 64,369 students attending high school and 10,329 high school graduates.

Then—the state made no provision for school superintendents. It now has many supervisors in the elementary and secondary schools in several special lines of educational work.

Then—all teaching certificates were issued and renewed on the basis of examination. High school plus college credits now form the basis upon which certificates are granted, and renewals are made only upon the completion of accredited and professional work in standard colleges.

Then—twenty-five years ago—the old trustee system of three members was in effect. Each county now has a board of education consisting or should consist of a non-political group of citizens.

Then—the superintendents of county schools were elected on a partisan ticket by a direct vote of the people and were ineligible for office in any county other than their own. They are now elected by the county board of education and, irrespective of their place of residence, are elected on the basis of training and successful experience.

Then—the qualification of a county superintendent was a first class county certificate, the examination for which a good eighth grade graduate could pass. The county superintendents are now required to have at least sixty-four standard college hours before they can qualify for office.

Then—there were no educational requirements for superintendents of city schools and anyone who could get the vote of the board filled the position. As far as I know, at the present time there is not a city superintendent in Kentucky who has less than an A. B. or B. S. degree and the majority of them have done one or more years of graduate work.

Then—twenty-five years ago—there was no system of bookkeeping provided for or required in the office of the city or county superintendents and the State Department had little or no supervisory authority over them. A developed system of bookkeeping audited annually by trained State accountants is now in force.

Then—no provision was made for the teaching of music or agriculture in the school. The teaching of both music and agriculture is now provided for by the laws of the Commonwealth.

Then—there was no systematic work done for health and sanitation. Health and sanitation is now one of the most important courses in the curriculum.

Then—Physical Education was offered only in a few schools of the larger cities. Today supervised play and some athletic training is given in all secondary schools while some type of Physical Education is offered in practically all of the graded schools of the State.

Then—Home Economics was not recognized as a high school subject. Work in Home Economics with full academic credit is now given in many of the high schools.

Then—there was no academic or professional requirement for a school librarian. High school librarians must now have the same academic rating as the teachers in the school with additional training in Library Science or equivalent experience.

These are some of the manifestations of the educational advancement extending over a period of twenty-five years. They give a perspective of the educational advancement of our Commonwealth. While Western does not claim undue credit for these achievements, yet it is fair to say that its leadership, the spirit and ability of its faculty, and the idealism and enthusiasm of its student-body have been an important factor in their accomplishment.

Western is not the product of accident or of luck; it is the product of a discriminating vision and plenty of hard work. It has from the beginning to the present given unselfishly and without any thought of material reward every inch of its body, brain, and heart in an effort to help young life to have education, character, leadership, and the spirit of service. So far as I know, out of the thousands of young men and women who have entered its doors seeking the larger experiences of life not one has yet challenged its purpose to help and to serve. It has received and achieved because it has given.

"He drew a circle that shut me out—
Heretic, rebel, a thing to flout;
But Love and I had the wit to win,
We drew a circle and took him in."
Western drew a circle that took humanity in. It recognizes with a grateful heart a loyalty of its Board of Regents, faculty, students, and friends which is unsurpassed in institutional development; a loyalty that has brought it through fire and suffering from a small beginning to a realization of the opportunities of the present. It accepts and has accepted the philosophy of Emerson when he said: “It is the ardor of the assailant that makes the vigor of the defendant.” It regards difficulty as only a word indicating the degree of strength necessary to grow and move forward, as only a call for action, for the strengthening of the nerves and the sharpening of skill, and as something that is profitable to the strong and a bugbear to the weak. It is not boasting of its achievements nor is it apologizing for its accomplishments.

No review of the achievements of Western is complete unless it recognizes the contributions to its development by the intellectual citizenry of Bowling Green. Early in the life of the state institution the present commanding site of Western was secured from Potter College. Certain of its faculty members became members of Western’s faculty and the traditions and friendships of Potter College have now become a treasured heritage of Western. Later, Ogden College entrusted to the keeping of Western its fifty years and more of noble tradition of service to the state and nation, its property and its income. Our art collection and other valuable contributions came through the benevolence of its benefactor, Perry Snell. Judge R. C. P. Thomas, the regent of Ogden College, and that board of trustees are now seeking to perpetuate through Western the best traditions of Ogden College. I do not believe that another institution of the character of Western has been the beneficiary of a richer heritage from the community which it seeks to serve.

The present with its achievements and new responsibilities is with us. We realize that the institution as it is tonight is a photograph of the work and of the spiritual and mental processes of the past and that the achievements of the future depend upon what we do with the present. With our eyes upon a goal that reaches into the future, we are charting a program of action that calls for the same spirit, devotion, and support that have brought the institution to the achievements of this hour. With a spirit of gratitude, of humility, and of a rising faith we re-dedicate our lives to the work of the future, to the growing of a greater institution. Western is upon this occasion visualizing a greater future while an optimism is covering the Hill.

We realize that this great Hill is a mirror in which we see the confidence of the people of the Commonwealth, and that it is our duty to sanctify it by hard study, by earnest work, by expressing its harmony, its order, its articulation, its sanitation, and its stateliness in our lives; by high life, high thought, high ideals, and a noble service; by seeing to it that its nobility is not marred by a single mark or desecrated in any other way; by making the beautiful sunrises and sunsets which we shall witness from this Hill the rising of a soul in a world of promise and opportunity and the setting of a soul amidst the splendors of a life well lived, by making this beautiful panorama that we shall witness from this hill-top and from classroom windows a spiritual panorama to be transmuted into life, and finally, through a patriotic use of things spiritual and things material, by unlocking the door that confines an imprisoned self, allow a new and greater Commonwealth to step forth—a blessing to man, a servant of God.
The luncheon given by the College to the visiting delegates was served here.
Dr. Whitley presents to Dr. Cherry Letters from members of the American Association of Teachers Colleges.