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IN THE STATE OF KENTUCKY

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TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
Chapter	
I. INTRODUCTION	1
The Problem	1
Purposes of the Study	1
Materials and Sources	1
Method Used	2
Plan of the Study	2
Delimitation of the Study	3
Related Literature	3
Origins as a Factor in the Development of Higher Education in Kentucky	12
Definition of Terms	16
II. FOUNDATIONS OF HIGHER EDUCATION IN KENTUCKY	18
Introduction	18
Transylvania Seminary	24
Kentucky Academy	40
Transylvania University	45
Holley's Administration	47
Denominational Control of the University	50
Partial State Control	52
Denominational Control Revived	52
Transylvania Made a State Normal School	54
Summary	59
III. ORIGINS OF DENOMINATIONAL INSTITUTIONS OF HIGHER LEARNING IN KENTUCKY	60
Introduction	60
Presbyterian Institutions	61
Centre College	63
Louisville Presbyterian Theological Seminary..	68
Additional Institutions of Higher Learning Founded by the Presbyterian Denomination....	72
Catholic Institutions	75
Lorette Literary and Benevolent Institution, Marion County	76
Nazareth Literary and Benevolent Institution, Nelson County	79
Remaining Institutions of Higher Learning Founded by the Catholic Denomination	81
Baptist Institutions	83

TABLE OF CONTENTS (cont'd)

	Page
Georgetown College	84
Southern Baptist Theological Seminary, Louisville	89
Additional Institutions of Higher Learning Founded by the Baptist Denomination	92
Disciples of Christ or Christian Institutions..	94
Bacon College	95
College of the Bible	97
Additional Institutions of Higher Learning Founded by the Christian Denomination	98
Methodist Institutions	99
Kentucky Wesleyan College	100
Union College	103
Additional Institutions of Higher Learning Founded by the Methodist Denomination	106
Episcopal Institutions	109
Shelby College	109
Margaret College	110
Summary	112
IV. THE ORIGIN OF PRIVATELY SUPPORTED INSTITUTIONS OF HIGHER EDUCATION	113
Introduction	113
Berea College	116
Bowling Green Business University	119
Private Institutions of Higher Education Established in Kentucky between 1837-1927 ...	122
Summary	133
V. THE ORIGIN OF STATE AND MUNICIPAL INSTITUTIONS OF HIGHER LEARNING IN KENTUCKY	135
Introduction	135
State Institutions	135
University of Kentucky	137
Teacher Training Institutions	142
Eastern and Western Normal Schools	148
Murray and Morehead Normal Schools	149
Municipal Institutions	151
Louisville Municipal College for Negroes	155
Paducah Junior College	156
Ashland Junior College	157
Summary	158

TABLE OF CONTENTS (cont'd)

	Page
VI. SUMMARY AND CONCLUSIONS	160
Beginnings of Higher Education in Kentucky ...	161
Transylvania Seminary	161
Religious Denominations and Higher Education in Kentucky	162
Private Endeavor and Higher Education in Kentucky	163
The State and Higher Education in Kentucky ...	164
Kentucky State Normal Schools	165
Municipal Institutions of Higher Learning	166
Junior Colleges	167
Factors and Influences Contributing to the Founding of Institutions of Higher Learning in Kentucky	168
The General Factors	168
The Specific Factors	169
The Relationship of Origins to Present-Day Problems of Higher Education in Kentucky ...	171
The Problems of the Present Study Compared With Present Problems of Higher Education...	180
Suggestions for Further Study	181
 BIBLIOGRAPHY	 182
 APPENDIX	 189

LIST OF TABLES

Table		Page
I	Presbyterian Institutions in Kentucky with the Dates and Origins of Their Founding (1826-1937).....	72
II	Catholic Institutions in Kentucky with the Dates and Origins of Their Founding (1819-1923).....	81
III	Baptist Institutions in Kentucky with the Dates and Origins of Their Founding (1854-1936).....	92
IV	Christian or Disciples of Christ Institutions with the Dates and Origins of Their Founding (1849-1919).	98
V	Methodist Institutions in Kentucky with the Dates and Origins of Their Founding (1822-1903).....	106
VI	Private Institutions in Kentucky with the Dates and Origins of Their Founding (1837-1927).....	122

CHAPTER I
INTRODUCTION

The Problem

The problem of the present investigation is to trace the origins of higher education in the State of Kentucky. The study includes all of the institutions of higher learning which were established both before and since the admission of Kentucky as a state.

Purposes of the Study

The purposes of the study are: (1) to determine, and clearly to set forth and describe the origins of institutions of higher learning in Kentucky, (2) to identify and analyze the factors which have contributed to the origins of institutions of higher learning in the State, and (3) to ascertain to what degree higher education, in its origins, was a function of both private and civil interests.

Materials and Sources

Fortunately, it has been possible to rely largely upon primary data for the development of this dissertation. Such sources as the following were used: Littell's Laws of Kentucky, Session Acts of the Kentucky Legislature, Kentucky

Reports, Kentucky Documents, Histories of Kentucky, Reports of the State Department of Education, Records of the Proceedings of Boards of Trustees of the various institutions, both public and private, Newspapers, Charters, and Catalogues and Announcements of the institutions being studied.

Methods Used

The historical method of research has been employed in the study. This method assumes that conditioning factors are important in the study of origins. By a genetic approach it has been possible to discern how the origins of educational institutions are related to the needs of the various communities of a growing commonwealth. In accordance with such needs, subsequent developments have taken form. Pressure of circumstances lies back of both the origin and evolution of institutions. The needs of a community were found to be the basic factor in the origin of Kentucky's institutions of higher learning.

Plan of the Study

The origin of higher education in Kentucky is shown by tracing the various types of institutions of higher learning in the State, such as: (1) those institutions which were or are primarily denominational in origin, (2) those private, non-sectarian institutions which were or are designed

to give a general collegiate training, (3) those private non-sectarian institutions which arose for the training of the professions, and (4) those institutions which developed as part of the state and municipal systems of public education. The outcomes of the study are restated and discussed in the final chapter.

The study has definitely named and classified all the institutions of higher learning which have been established in Kentucky up to the present.

Delimitation of the Study

The study has concerned itself chiefly with origins rather than with a detailed account of the development and growth of institutions of higher learning in Kentucky. Enough examples of each type of institution have been presented in detail to set forth a fairly complete account of the forces which brought into existence the institutions of higher learning in the State. The study then concerns itself with an examination and analysis of these original forces.

Related Literature

General Considerations.- Before attempting a detailed account of the present investigation, an endeavor is here made to survey the literature pertinent to the subject.

The works of Eby and Arrowood¹, Knight², Cubberley³, Wilds⁴, Graves⁵, and Monroe⁶ are general in the field of history of education. These authors have indicated principles, movements and general patterns which have led to the development of the history of education. Their books deal with the history of education in certain geographical areas of the United States and in foreign countries. Before undertaking an historical study, it is important for one to understand the organization and tools set forth by such writers, but a summary of their writings is hardly necessary in this presentation.

1

F. Eby and C. F. Arrowood, The Development of Modern Education. New York: Prentice Hall, Inc., 1934. Pp. XXIV / 922.

2

E. W. Knight, Education in the United States. Boston: Ginn and Company, 1929. Pp. XXIV / 922.

3

E. P. Cubberley, Public Education in the United States. Boston: Houghton Mifflin Company, 1934. Pp. X / 782.

4

E. H. Wilds, The Foundation of Modern Education. New York: Ferrar and Rinehardt, 1936. Pp. XI - 654.

5

F. P. Graves, A History of Education in Modern Times. New York: The Macmillan Co., 1915. Pp. XV / 410.

6

Paul Monroe, A History of Education. New York: Macmillan Co., 1907. Pp. XVIII / 409.

State Histories.- There have been written a number of histories in the field of higher education in the various states. The studies of Allen and Spencer⁷, Bush⁸, Knight⁹, McLaughlin¹⁰, Blackmar¹¹, Meriwether¹², Merriam¹³, Snow¹⁴,

7

W. F. Allen and David E. Spencer, Higher Education in Wisconsin. U. S. Bureau of Education, Circular of Information, No. 1. Washington: Government Printing Office, 1899. Pp. 68.

8

G. G. Bush, History of Higher Education in Massachusetts. U. S. Bureau of Education, Circular of Information, No. 6. Washington: Government Printing Office, 1891. Pp. 445.

9

George W. Knight, The History of Higher Education in Ohio. U. S. Bureau of Education, Circular of Information, No. 5. Washington: Government Printing Office, 1891. Pp. 258.

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10

Andrew C. McLaughlin, History of Higher Education in Michigan. U. S. Bureau of Education, Circular of Information, No. 4. Washington: Government Printing Office, 1891. Pp. 179.

11

Frank W. Blackmar, Higher Education in Kansas. U.S. Bureau of Education, Circular of Information, No. 2. Washington: Government Printing Office, 1900. Pp. 166.

12

Colyer Meriwether, History of Higher Education in South Carolina. U. S. Bureau of Education, Circular of Information, No. 3. Washington: Government Printing Office, 1888. Pp. 247.

13

L. S. Merriam, Higher Education in Tennessee. U. S. Bureau of Education, Circular of Information, No. 5. Washington: Government Printing Office, 1893. Pp. 287.

14

M. S. Snow, Higher Education in Missouri. U. S. Bureau of Education, Circular of Information, No. 2. Washington: Government Printing Office, 1890. Pp. 164.

Tolman¹⁵, and Wickersham¹⁶ are examples of this group. They have relationship to the present study in that each of the group cited deals with some phase of the development of higher education in various states of the United States.

Probably the most complete compilation of material on a national scale relating to the field of history of education has been made by the American Educational Research Association, which is a department of the National Education Association. Its publications issued in October, 1936,¹⁷ and 1939¹⁸ were in the field of educational history. In these issues, an attempt was made to summarize briefly all the significant research that had appeared up to 1939 bearing upon the field of educational history. For reasons other

15

William Tolman, History of Higher Education in Rhode Island. U.S. Bureau of Education, Circular of Information, No. 1. Washington: Government Printing Office, 1894. Pp. 210.

16

J. P. Wickersham, A History of Higher Education in Pennsylvania. Lancaster: Inquirer Publishing Co., 1886. Pp. XXIII + 683.

17

"History of Education and Comparative Education," Review of Educational Research, VI (October, 1936), 371-372.

18

"History of Education and Comparative Education," Review of Educational Research, IX (October, 1939), 347-352.

than content the publications, "History of Education and Comparative Education", are of particular significance as related literature in an historical study. One reason is that they represent investigations for a considerable period of time and show trends which are valuable to those interested in the field of educational history. Another reason is that these publications contain extensive and comprehensive bibliographies.

More Specific Considerations.- Finally, it is most essential to list pertinent historical studies that have been based on Kentucky.

The work of Alvin F. Lewis¹⁹ is the only publication known to deal specifically with the development of higher education in Kentucky. This work is limited to a discussion of institutions prior to 1900. There are, however, a number of general histories of Kentucky which discuss in brief form various institutions of higher learning in the State. Examples of this group are the works of Perrin, Battle, and

19

Alvin F. Lewis, History of Higher Education in Kentucky. U. S. Bureau of Education, Circular of Information, No. 3. Washington: Government Printing Office, 1899. Pp. 350.

Kniffen;²⁰ and of Allen,²¹ Wilson,²² and Butler.²³

Hamlett's²⁴ History of Education in Kentucky

devotes the fifth chapter to brief sketches of various institutions founded in Kentucky prior to 1915.

Smith, in his general history of education in Kentucky, makes brief mention of a number of the institutions of higher learning in Kentucky prior to 1866.²⁵

20

W. H. Perrin, J. H. Battle, and G. C. Kniffen, Kentucky-- A History of the State. Louisville: F. A. Battery and Co., 1886. Pp. x -/- 636.

21

William B. Allen, A History of Kentucky. Louisville: Bradley and Gilbert and Co., 1872. Pp. xiv -/- 449.

22

Samuel Wilson, History of Kentucky (1803-1928). Vol. II. Chicago: The S. J. Clarke Publishing Company, 1928. Pp. ix -/- 730.

23

Mann Butler, The History of Kentucky, From its Exploration and Settlement by the Whites to the Close of the Northwestern Campaign in 1813. Louisville: Wilcox, Dickerman and Co., 1834. Pp. 396.

24

Berkedale Hamlett, History of Education in Kentucky. Frankfort: State Journal Printing Company, 1914. Pp. iv -/- 330.

25

J. F. Smith, History of Kentucky. Louisville: Courier Journal Printing Company, 1866. Pp. xxvii -/- 824.

2

Peter's²⁶ History of Transylvania University traces in considerable detail the development of that institution up to 1896. This is a scholarly and authoritative presentation of the rise and development of the oldest institution of higher learning west of the Alleghany Mountains.

The History of Berea College²⁷, published by the Board of Trustees of that institution, is a brief but reliable publication having to do with the founding and development of one of the older and better known schools of college rank in the State.

Among the large number of histories and treatises on the growth of religious denominations in Kentucky are a number which deal rather specifically with the founding and development of denominational institutions in the State. The works of

26
Robert Peter, History of Transylvania University.
Louisville: Filson Club, 1896. Pp. iv -- 208.

27
The History of Berea College. Berea: Board of
Trustees, 1893. Pp. 76.

Spaulding,²⁸ Redford,²⁹ Cleland,³⁰ and Davidson³¹ are good examples of this group.

Armstrong's³² Biographical Encyclopedia of Kentucky also was found a good source of information concerning the history of denominational institutions of higher learning in Kentucky.

Lila Caye Estes³³ presents a history of Catholic education in Kentucky. This study includes the Catholic institutions of higher learning which had been established prior to 1916.

28

M. J. Spaulding, Sketches of the Early Catholic Missions in Kentucky. Louisville: Wilcox, Dickermann and Co., 1844. Pp. 308.

29

A. H. Redford, History of Methodism in Kentucky. Nashville: Southern Methodist Publishing Co., 1868. Vols. I, II, III. Pp. 1545.

30

Thomas Cleland, History of the Cumberland Presbyterians. Lexington: Thomas T. Skillman Publisher, 1823. Pp. 380.

31

Robert Davidson, History of the Presbyterian Church in Kentucky. New York: Robert Carter Company, 1847. Pp. viii -/ 368.

32

Biographical Encyclopedia of Kentucky. Cincinnati: J. M. Armstrong and Co., 1878. Pp. iv -/ 792.

33

Lila Caye Estes, "Catholic Education in Kentucky." Unpublished Master's thesis, University of Kentucky, 1916. Pp. 69.

Smith³⁴ discusses in some detail the origin and development of the teacher training institutions in Kentucky. Although published in 1932, it omits from consideration two of the most recently founded teacher training institutions.

Galloway's³⁵ survey of Higher Education for Negroes in Kentucky contributes some valuable data concerning this phase of the development of advanced education for the colored race in Kentucky.

A publication of the National Youth Administration for Kentucky, under the title of Which College Shall I Choose?,³⁶ published in 1938, lists all of the extant colleges of Kentucky, and gives a brief statement of each institution listed, together with information intended to be of interest to prospective college students.

34

Travis E. Smith, Rise of Teacher Training in Kentucky. Nashville: Cullom and Gherstner Company, 1932. Pp. ii -/- 194.

35

Oscar F. Galloway, Higher Education for Negroes in Kentucky. Bulletin of the Bureau of School Service, Vol. V, No. I. Lexington, Kentucky: University of Kentucky, September, 1932. Pp. 132.

36

W. E. Baxter, Which College Shall I Choose? Louisville: N. Y. A. Guidance Project, 1938. Pp. vii -/- 58.

Origins as a Factor in the Development of
Higher Education in Kentucky

Any analysis of social institutions that seeks to discover general underlying principles must first consider the question of their origins and causal factors. A partial survey of the long list of such factors and causes shows considerable variation in their occurrence from time to time and from place to place. This is partly due to the remoteness of the origins, and consequently the difficulty of securing precise and verifiable evidence concerning the institutions. The fact that social change has so overlaid institutions with various customs and traditions, also obscures to some extent their original nature. The theories expressed as to social origins are therefore a matter of sagacious deduction on the basis of the largest possible number of facts.

An examination of the factors which have contributed to the establishment of the institutions of higher learning in Kentucky reveals that they are many and varied; that they stand out rather sharply in some instances, while in others they are not so clearly defined. Those factors which have most definitely affected the movement are: (1) the factor of need, (2) the desire for specific religious and moral training for youth, (3) preparation for vocations and professions, (4) the stimulus of private enterprise and philanthropy, (5) the education and training of a specific racial group, and (6) the

evolution from simpler and less advanced types of educational institutions toward more advanced ones. Later in the present study these forces are discussed in some detail.

For the student of history, origins have definite significance and value, since the philosophy underlying present-day institutions, movements, or customs cannot be fully understood or readily explained, except in the light of their original purposes. The justification of the large financial expenditures involved in the maintenance of a comprehensive system of educational institutions in any state seems to require a knowledge of why and how these institutions have come into existence.

Origins and Present-Day Problems in Higher Education
in Kentucky

Butts³⁷ has pointed out that there are many problems in the field of higher education which are both controversial and philosophical. Some of these problems are of rather long standing, while others have arisen as the result of recent social and educational changes.

It is not the purpose of the present investigation to discuss the merits of these problems, but to discover what relationship, if any, exists between the origins of higher education in Kentucky and some of the present day problems of higher education. The writer is aware of the fact that he has herein set for himself a difficult task, one whose solution probably will be found in the field of philosophy rather than in scientific investigation. This fact, however, does not detract in any sense from the importance of the problems, nor should it make the conclusions reached any less meaningful.

The significance of the present study in its relationship to present day problems of higher education in Kentucky is discussed in some detail in the final chapter. However, it is pertinent at this point to suggest a few of the problems which have reference to the present investigation.

37

R. F. Butts, The College Charts Its Course. New York: McGraw-Hill Book Company, 1939. Pp. xv -/- 464.

The following are present-day problems of higher education in Kentucky which demonstrate a direct relationship to origins:

1. Should higher education emphasize the cultural or practical aspects of training?
2. Should higher education be a state function or denominational or private function?
3. Should higher education exist for the benefit of the individual or for the state?
4. Should higher education be available to all, or should it be selective?

Definition of Terms

A clear understanding of the meaning of certain basic terms is necessary to interpret properly the data presented in this study. The following definitions were taken from Webster's New International Dictionary³⁸ and from Oscar Galloway.³⁹

Academy, Seminary.- For the purpose of the present investigation, the terms academy and seminary are synonymous. An academy may be defined as an institution of learning at a level above the elementary school, and below that of college or university.¹

College.- An institution of higher learning having but a single faculty and curriculum, usually leading to the degree of Bachelor of Arts; there is, however, no clear line of demarcation between the college and the university since some institutions have retained the name college while extending their instruction to university scope.²

Effort.- A concerted action with a definite object in view.³

Factor.- A factor is one of the elements, circumstances, or influences that contribute to produce a result.⁴

38

Webster's New International Dictionary, edited by W. T. Harris, pp. 11, 438, 701, 806, 1519, 1708, 1976, 2224. Springfield, Mass.: G. and C. Merriam Company, 1927. (Footnotes 1, 2, 3, 4, 7, 8, 9, 10).

39

Oscar F. Galloway, op. cit., p. 118. (Footnotes 5 and 6).

Higher Education.- The expression "higher education," as used in this investigation, refers to that type of education offered by a college or university at a level just beyond that of the secondary school.⁵

Municipal Institutions.- An institution whose chief support is derived from a local governmental unit, the city, and whose affairs are administered by a local governing body.⁶

Origin.- The origin of anything is its beginning, considered especially with reference to that from which it springs.⁷

Private Institutions.- The term "private institutions", as used in the present study, refers to institutions that were or are supported and administered by private individuals or groups.⁸

Trend.- A trend is a movement in a certain direction. It may refer to social, economic, political, religious, or educational movements. As used in the present study, it has reference chiefly to educational developments.⁹

University.- An institution, organized under a central administration, for teaching and study in the higher branches of learning, and empowered to confer degrees in special departments or colleges, such as theology, law, medicine, and the arts.¹⁰

CHAPTER II

FOUNDATIONS OF HIGHER EDUCATION IN KENTUCKY

Introduction

In order to approach with understanding the discussion of the origins of higher education in Kentucky, it is both desirable and pertinent that some consideration be given to the beginnings of education in the State. The establishment of institutions of higher learning was preceded by the development of schools of an elementary character, which, although not under state control, were in existence as a fairly well defined type of school in various sections of the State. It is true that education as a state function in Kentucky began with the college or university. Education of an elementary character, supported privately and patronized by the citizens, existed, however, for some time previous to the organization of any institution of college level. In the following paragraphs a brief account of some of these earlier schools is given.

Early Educational Efforts.- The first thing apparent in the educational history of Kentucky is the early establishment of schools at its various stations or settlements, notwithstanding the extremely unsettled conditions of its affairs and the great difficulties and dangers, especially from the Indians, which constantly beset its early inhabitants. The

pioneers in the settlement of the State were largely from the valley of Virginia, having entered Kentucky through the Cumberland Gap. They were chiefly of Scotch-Irish descent. The leaders among them were men of more than average intelligence and culture,¹ and they took steps early to promote the diffusion of useful knowledge among themselves and their descendants.

The beginnings of education in the State are coincident with its foundation. Within a year after the first permanent settlement had been established at Harrodsburg in 1774, there was a school in session — the spring of 1776, its teacher being a Mrs. Coomes,² the wife of one of the settlers. This school existed under adverse conditions with constant fear from the Indians. Some of Daniel Boone's companions had been killed by them, and their outrages had driven many prospective settlers back to Virginia. These are rather unusual circumstances under which to teach school, especially for a woman, but this is a picture of the first school begun in Kentucky.

1

Humphrey Marshall, History of Kentucky, p. 442, Vol. I. Frankfort, Kentucky: Henry Gore, 1812.

2

Lewis Collins and R. H. Collins, History of Kentucky, p. 486, Vol. II. Louisville, Kentucky: John P. Merton and Company, 1924.

Other similar schools were soon established, such as that of John May at McAfee's Station in 1777, of Joseph Doniphan at Boonesboro in 1779, and of John McKinney at Lexington in 1780, within one year after the establishment of that town.³ The perils faced by these and other pioneers of education in Kentucky are illustrated by the fact that several of them either were killed by the Indians or suffered bodily harm from wild animals.⁴

These schools were the first types of the early private and neighborhood schools, commonly called "Oldfield," or "Hedgerow" schools.

Schools of a higher grade, however, soon appeared. John Filson a surveyor, adventurer, and an historian of Kentucky, as well as teacher, established a seminary in Lexington in or before 1784.⁵ The pioneer Baptist preacher, the Reverend Elijah Craig, established a school at Georgetown early in 1786,⁶ and during the same year the celebrated James

³ Lewis Collins and R. H. Collins, op. cit., p. 570.

⁴ Ibid., p. 571.

⁵ R. T. Durrett, The Life and Writings of John Filson, p. 8. Louisville, Kentucky: John P. Morton and Co., 1884.

⁶ Kentucky Gazette, January 5, 1786, Lexington, Kentucky.

Priestly took charge of Salem Academy⁷ at Bardstown (then called Bairdstown). This school under Dr. Priestly's management was for some time one of the most noted in the State, and in it many of the great public men of the early history of Kentucky received the principal part of their education.

The founding of private schools continued steadily in conjunction with another movement presently to be noticed, until Winterbotham,⁸ in 1795, could say truthfully in writing of Kentucky's educational facilities: "Schools are established in the several towns, and in general, regularly and handsomely supported;" and Marshall states, referring in general to the period which is being considered:

There are many educated and more means to be applied in that way than most other countries could afford, while a general propensity for giving and receiving literary instruction was obviously a prevailing sentiment throughout the country.⁹

⁷ Kentucky Gazette, November 29, 1788, Lexington, Kentucky.

⁸ W. Winterbotham, U. S. and the West Indies, p. 156, Vol. I. London, 1795.

⁹ Humphrey Marshall, op. cit., p. 156.

The other movement just referred to is a characteristic feature of the state's early educational history. It consisted of the inauguration of a system of local and state patronage of secondary and higher education. Soon after its establishment Lexington reserved land for Latin and English Schools and by this inducement caused Mr. Isaac Wilson, "late of Philadelphia College," as he described himself in an advertisement in the *Kentucky Gazette*,¹⁰ to open the Lexington Grammar School as early as 1787. But state patronage of higher education came even earlier. Transylvania Seminary, one of the first "public schools" or seminaries of learning in the Mississippi Valley, was endowed by an Act of the Virginia legislature in 1780¹¹ and was further endowed and chartered on 1783.¹² Other foundations and endowments by the State of Virginia and by Kentucky herself followed rapidly, until soon a state educational system was developed quite unusual in its circumstances and much in advance of the ideas of the day.

10 Kentucky Gazette, January 26, 1788, Lexington, Kentucky.

11 Acts of Virginia Legislature, 1780, pp. 127-134.

12 Acts of Virginia Legislature, 1783, pp. 185-187.

Up to about 1820 the main interest in Kentucky's educational history was the development of a system of elementary schools. The subsidiary academies were fully developed and reached their culmination during this period, while Transylvania University was fairly inaugurated and the foundation laid for the short but admirable career upon which it was about to enter. The elementary schools, however, were never connected with this system.

The main current of early public education in Kentucky began at the top and extended downward. The college or university developed first, and the public school came later. A number of the prominent men among the early Kentucky settlers were themselves college educated and had been the founders of colleges in Virginia. Naturally, their first attempt to promote education in the new state was according to prevailing ideas in Virginia. Their ideas took shape in the form of an institution of higher learning. It was remarkable that in their hands this institution should have been planned to become the head of a great state system of public education, embracing elementary schools--a conception in advance of public opinion at that time.

The pioneers of Kentucky were intensely religious. Therefore, the early efforts of these men and women to educate their children were made in connection with the church, and the first teachers were ministers and women.

Since the first schools in Kentucky were founded by religious people, the system of state education was mainly concerned with theology and its allied subjects. Many such schools developed into academies and some of these academies developed into colleges and universities. Transylvania is an example of the latter development, and many other institutions followed in a similar way. Transylvania demonstrates three stages in its evolution, namely: (a) state control, (b) joint control of the church and the state, and (c) church control exclusively.

A discussion of the origins of both Transylvania Seminary and Kentucky Academy, the union of which resulted in Transylvania University, will be given in the following pages.

Transylvania Seminary

Transylvania Seminary had its origin in an Act of the Virginia Assembly of May, 1780. For the conception and passage of this Act, Reverend John Todd of Virginia and his nephew, Colonel John Todd of Kentucky, are entitled appropriate credit and honor.¹³ The reasons for the establishment of this institution are found in the Act itself, which reads as follows:

13

Alvin F. Lewis, History of Higher Education in Kentucky, p. 35. Washington, D. C.: Government Printing Office, 1899.

Whereas it is represented to the general assembly that there are certain lands within the county of Kentucky, formerly belonging to British Subjects, not yet sold under the law of escheats and forfeitures, which might at a future day be a valuable fund for the maintenance and education of youth, and it being the interest of the Commonwealth always to promote and encourage every design which may tend to the improvement of the mind and the diffusion of useful knowledge, even among its remote citizens, whose situation a barbarous neighborhood and a savage intercourse might otherwise render unfriendly to science: Be it therefore enacted, that 8,000 acres of land within the said County of Kentucky, late the property of Robert McKenzie, Henry Collins, and Alexander McKee, be, and the same are hereby, vested in William Fleming, William Christian, John Todd, Stephen Trigg, Benjamin Logan, John Floyd, John May, Levi Todd, John Gowan, George Meriwether, John Cobbs, George Thompson and Edmund Taylor, trustees, as a free donation from this Commonwealth for the purpose of a public school, or seminary of learning, to be erected within the said county as soon as the circumstances of the county and the State of its funds will admit, and for no other use or purpose whatsoever. 14

It is evident that the purposes animating the founders of this institution were: (1) the availability of large tracts of escheated lands--the proceeds from the sale of which could be used for the establishment of a system of education, and (2) the welfare of the State demanded that it make available to its citizens a means of education.

The Act cited put the endowment of 8,000 acres of land in the hands of thirteen trustees, including Colonel Todd himself and several other prominent men of Kentucky, which was then the Western frontier county of Virginia.

14

William Littell, The Statute Laws of Kentucky, Vol. III, p. 571, 1811.

No corporate powers were conferred on the trustees mentioned. Not even a name was given to the proposed school. Probably no definite idea was entertained of its being opened at an early date, for Virginia was then in the midst of what was to her one of the most disturbing times of the Revolution, Indian hostilities in Kentucky while experiencing a temporary lull were soon to break forth with such violence as to bear down in their course upon the founder, Colonel Todd, and on other trustees and friends of the enterprise.¹⁵

The question of the establishment of the institution was not entirely lost sight of, since it was discovered on July 1, 1780, that an inquest of escheat was held near Lexington. Here 4,000 acres of the land given to the seminary were condemned and appropriated to its uses.¹⁶

Nothing more seems to have been done until May 5, 1783, when another Act¹⁷ was passed by the Virginia Assembly, largely through the influence and efforts of the Honorable Caleb Wallace, then a representative in that body from the County of Lincoln in the district of Kentucky, and later one of the

15

A. F. Lewis, op. cit., p. 36.

16

Z. F. Smith, History of Kentucky, p. 730.
Louisville, Kentucky: Courier Journal Printing Company, 1886.

17

William Hening, Statutes at Large of Virginia,
Vol. XI, p. 283, 1795.

justices of the supreme court when Kentucky became a state.¹⁸ Judge Wallace was perhaps more thoroughly identified with the cause of higher education in Kentucky than any other one man before his time. He helped establish Transylvania Seminary, and later took part in the founding of its rival, Kentucky Academy, and in the uniting of the two into Transylvania University.

The preamble of the Act of 1783, after quoting the Act of 1780 donating public land to the school, gives reason for its own enactment as follows:

And whereas it hath been represented to this general assembly that voluntary contributions might be obtained from individuals in aid of the public donation, were the number of said increased, and such powers and privileges granted to them by an Act of incorporation, as are requisite for carrying into effect the intentions of this legislature in the said Act more fully recited.¹⁹

The Act further names twenty-five men as trustees, including Judge Wallace and seven of the trustees under the former Act. Their names are worthy of mention because of their prominence in educational and other matters. The names are as follows: William Fleming, William Christian, Benjamin

18

W. H. Whiteitt, The Life and Times of Judge Caleb Wallace, pp. 122-135. Louisville, Kentucky: Published by the Filson Club, 1893.

19

Harry Toulmin, Acts of Kentucky, p. 462. Frankfort, Kentucky: A. G. Hodges, State Printer, 1802.

Logan, John May, Levi Todd, John Cowan, Edmund Taylor, Thomas Marshall, Samuel McDowell, John Bowman, George Rogers Clarke, John Campbell, Isaac Shelby, David Rice, John Edwards, Caleb Wallace, Walker Daniel, Isaac Cox, Robert Johnson, John Craig, John Mesby, James Speed, Christopher Greenup, John Crittenden, and Willis Green. The name Transylvania is used in this Act for the first time in connection with the proposed seminary. It was granted 12,000 acres of other escheated lands in addition to the 8,000 acres already bestowed. These 20,000 acres were exempted from taxation. Under the same Act the teachers and students were excused from military duty.

The trustees were made by the Act a self perpetuating body according to the principle of cooptation. They were given the following powers:

All the powers and privileges that are enjoyed by the visitors or governors of any college or university within the State. They are also given the right to confer, by diploma signed by the president and five of the trustees, the degree of bachelor or masters of arts upon all such students, if such there be, as the said trustees, with the concurrence of a majority of the professors, shall adjudge to have merited the honor of the seminary by their virtue and erudition, and at the same time confer any honorary degree which with the same advice, shall be adjudged to other gentlemen on account of merit.

It is evident that under the name of a seminary all the provisions of a college charter existed. This very charter with its powers and privileges not materially changed, as far as can be ascertained, was the one under which Transylvania functioned afterwards.

It has already been pointed out that the seminary, by reason of its plan of endowment and its purposes, was looked upon as a State institution, but it is also to be noted that most of its chief promoters were Presbyterians. This denomination was then and for some time afterwards predominant as an intellectual factor in Kentucky affairs. A majority of the first active board of trustees of the seminary were members of that church and prominent in its councils.²⁰ The Presbyterians are undoubtedly entitled to the credit for inaugurating higher education in Kentucky.²¹ Transylvania Seminary owed its origin to their initiative and was opened under their auspices. In purpose and name it was a state institution, but in organization it was really Presbyterian since its cooptative board of trustees were largely of that denomination. The bad results of this unfortunate union of church and state soon began to appear.

The trustees met according to the requirements of the charter on November 10, 1783, at John Crow's Station near Danville.²² Here Reverend David Rice was made

20

Robert Davidson, The History of the Presbyterian Church in Kentucky, p. 289. New York: Robert Carter Company, 1847.

21

Ibid., p. 314.

22

William Sprague, Annals of the American Pulpit, p. 248, Vol. III. Louisville, Kentucky, 1820.

chairman.²³

Mr. Rice was born in Virginia in 1733, had been graduated from Princeton College, New Jersey, in 1761, and had later studied under Reverend John Todd.²⁴ He already had been among the founders of what is now Hampden Sidney College in his native state and, having come to Kentucky in the spring of 1763, at once took a ready interest in the educational enterprise just starting in Kentucky.²⁵ He remained connected with the seminary board until July 18, 1767, during which time he took an active part in its affairs.²⁶ His successor as chairman of the seminary board was Judge Harry Innes of the district court, who presided over its meetings for several years.²⁷

23

William Sprague, op. cit., p. 248.

24

Lewis Collins and R. H. Collins, op. cit., pp. 726-727.

25

George W. Ranck, The History of Lexington, Ky., p. 41. Cincinnati: Robert Clarke and Co., 1872.

26

Alvin F. Lewis, op. cit., p. 38.

27

Ibid., p. 39.

The original grant mentioned in the Charter of 1785, required the school to be opened as soon as the condition of the country and the state of its funds would permit. No funds from the endowment lands were yet available, and no means were at hand to inaugurate the enterprise. Good lands were abundant and cheap in the district, and the seminary lands could consequently not be sold for much, rented, or leased in such a way as to bring in much income. The policy of the trustees from the beginning was to lease these lands for comparatively long periods at a low rate, trusting to increase in value and final returns. All that the Board seems to have done at its first meeting was to elect a chairman and appoint a committee to solicit subscriptions of money or property for the enterprise. They recognized the need for such a school in a young and rapidly growing community and therefore issued their call for aid in its early establishment.

There seems not to have been much response to this call, however, and what few small subscriptions were received seem to have been mainly contributed by the trustees themselves. The time was not propitious for such an undertaking. The financial trouble and distress due to the close of the Revolutionary War were augmented by troubles with the Indians, the contest from then on being mainly that of frontier strife and not of intellectual growth or prowess. Moreover, the attention of the people was necessarily largely absorbed in

subduing the wilderness and in making homes and a livelihood for themselves and their families. Land had to be cleared, roads opened, and other means of communication and civilization developed.

At a meeting of the Board held at Danville, March 14, 1784, one of the few encouragements received was a gift of a small library from the Reverend John Todd of Virginia, who seems still to have kept a watchful eye over the interests of the institution he had helped to establish.²⁸ The difficulty of communication at the time is well illustrated by the fact that, although the trustees seem to have made early arrangements to have these articles transported as promptly as possible, they were not received until the spring of 1789. In spite of discouragements and the still unsettled state of the country, the trustees resolved at a meeting held on November 4, 1784, to open a grammar school at or near the residence of the Reverend David Rice.²⁹ The tuition was \$3.60 per year, payable quarterly. A committee was appointed at this meeting to select a suitable person to teach under the direction of the chairman.

28

Records of Proceedings of Transylvania Seminary,
p. 36, March, 1784. Danville, Kentucky: Trustees of Transyl-
vania Seminary.

29

Records of the Proceedings of Transylvania
Seminary, p. 66, November, 1784. Danville, Kentucky:
Trustees of Transylvania Seminary.

This committee reported on May 26, 1785, that the school had been conducted at the house of David Rice since the first of the previous February by the Reverend James Mitchell, and that Mr. Mitchell had been employed to teach for another year.³⁰

February 1, 1785, was the inaugural day of Transylvania Seminary, and the Reverend James Mitchell was its first teacher. He received a salary of one hundred dollars a year. The school was taught in the home of Mr. Rice, because no other suitable place could be found for it.

"Such were the humble beginnings of the first literary institution west of the Alleghany Mountains".³¹ An attempt will be made here to summarize an address relating to the founding of the institution, given by Morehead.

A seminary of learning in a barbarous neighborhood-- a wilderness still resonant with the war whoops of the savage-- chartered in the midst of the verge of civilized society. Such were the auspices under which the first literary institution of Kentucky and the West was established.³²

30

Records of the Proceedings of Transylvania Seminary, p. 112, May 26, 1785. Danville, Kentucky: Trustees of Transylvania Seminary.

31

William Hening, op. cit., V. X, pp. 287-288, 1795.

32

J. T. Morehead, An Address delivered at Boonesborough in Commemoration of the First Settlement of Kentucky, pp. 79-81. Frankfort: A. G. Hodges, Printer, 1840.

No evidence is available concerning the number who first attended the school, but probably there were not many. These were stirring times, politically, at Danville, where a number of the conventions looking toward the separation from Virginia were held during the time of the location of the seminary there.³³ Courage and fidelity were required of both pupils and teacher in staying at their posts, for the war whoops of the Indians might be heard at any time. Rifles had to be carried to and from school for protection. Politics and similar matters seem to have had by far the largest share of attention, and the seminary was left to struggle on with difficulty. Mr. Mitchell seems to have remained there for over a year and then returned to North Carolina. About the only definite information that was obtained concerning him is that he married the daughter of the Reverend David Rice.³⁴

Since local support was lacking, the trustees considered shifting the seat of the school from Danville to a place near Lexington.³⁵ They reported in favor of a new location for the school on the seminary lands two and one-half

³³ Convention Records, p. 12. Danville, 1785.

³⁴ William Sprague, op. cit., p. 248.

³⁵ Robert Davidson, op. cit., p. 290.

miles south of Lexington. This shift was made on June 1, 1786.³⁶

The legislature of Virginia again was appealed to in behalf of the struggling enterprise. The body passed an Act on December 13, 1787,³⁷ granting to the seminary one sixth of the surveyors fees in the district of Kentucky, which by a general law, together with a similar share of these fees throughout the State, had formerly been bestowed upon William and Mary College. This Act might have materially helped the school out of its financial troubles if its provisions had not been so defective as to make it practically inoperative until an additional Act of December 20, 1790,³⁸ made it effective by attaching the proper penalties to its violation.

Meanwhile all efforts to raise an endowment at Danville by private subscription failed. The trustees continued to discuss the matter of location and finally on April 17, 1788,³⁹ resolved to hold their next stated meeting in Lexington, because they thought the school would receive a more favorable public

36

Robert Davidson, op. cit., p. 292.

37

William Littell, op. cit., V. III, p. 576, 1811.

38

Ibid., pp. 577-578.

39

Record of Proceedings of Transylvania Seminary,
p. 36, April, 1788. Danville, Kentucky: Trustees of Transylvania Seminary.

consideration in that town. John Filson,⁴⁰ then teaching in Lexington, took a considerable interest in the enterprise. His articles in the Kentucky Gazette were one influence in causing this action of the trustees. At a meeting of the Board of Trustees in Lexington on October 13, 1788,⁴¹ it was decided to open the school in that town. Two days later they appointed Elias Jones as "professor" in the seminary at a salary of one hundred pounds.

The response by the Lexington public was not any better than that of the people at Danville. Mr. Jones seems never to have taught at all, for a meeting of the board of trustees on April 15, 1789,⁴² resolved to have only a grammar master assisted by an usher if there were more than fifteen pupils. The arrival at this time of the library given by Mr. Todd gave some encouragement. It was decided to open the school immediately at some convenient place. A convenient place was not easy to find. An advertisement for a teacher inserted in the Kentucky Gazette did not receive even a ready

40

R. F. Durrett, op. cit., p. 26.

41

Records of Proceedings of Transylvania Seminary.
p. 141, October, 1788. Lexington, Kentucky: Trustees of Transylvania Seminary.

42

Records of Proceedings of Transylvania Seminary.
p. 78, April, 1789. Lexington, Kentucky: Trustees of Transylvania Seminary.

response.⁴³ Mr. Isaac Wilson finally applied in answer to the advertisement and was employed after being examined by the Board of Trustees.⁴⁴

The first commencement is recorded in the Kentucky Gazette for April 26, 1790,⁴⁵ described in these words:

Friday the tenth instant, was appointed for the examination of the Students of Transylvania Seminary by the trustees. In the presence of a very respectable audience several elegant speeches were delivered by the boys and in the evening a tragedy was acted, and the whole concluded with a farce.

In 1791, the Reverend James Moore, a minister from Virginia, was placed at the head of the school.⁴⁶ During his administration an offer of the Transylvania Land Company was accepted, and as a result the institution was permanently located in Lexington.⁴⁷

⁴³ Kentucky Gazette, April 21, 1789. Lexington, Kentucky.

⁴⁴ Records of Proceedings of Transylvania Seminary, p. 116, May, 1789. Lexington, Kentucky: Trustees of Transylvania Seminary.

⁴⁵ Kentucky Gazette, April 26, 1790. Lexington, Kentucky.

⁴⁶ Barksdale Hamlett, History of Education in Kentucky, p. 292. Frankfort, Kentucky: State Journal Printing Company, 1914.

⁴⁷ Ibid., p. 292.

The Transylvania Land Company was composed of prominent and public spirited citizens who had raised enough money to have buildings erected to house the seminary. The seminary progressed rapidly for a time after this.

The school had just started functioning in its new home when it experienced the first of the many troubles to be encountered because of disagreement among members of its self-perpetuating trustees and the peculiar relation in which it stood to religious denominations, especially the Presbyterians.⁴⁸

This denomination, through whose foresight and energy the school mainly had been founded, was put much on the defensive and was more sensitive than usual to doctrinal matters on account of the prevalence of French Deistical philosophy at that time in Kentucky.⁴⁹ This fact is to be constantly borne in mind in considering the attitude of the Presbyterians toward the seminary. They were highly instrumental in founding the school, but they never, either then or afterwards, seemed to have attempted to obtain exclusive denominational control over it. By virtue of their preponderance as an intellectual factor in the early history of the State, they could have accomplished this control, had they so

48

A. F. Lewis, op. cit., p. 45.

49

Robert Davidson, op. cit., p. 103.

desired, with the aid of legislative action, as other denominations had done.⁵⁰ Their prominence in connection with the management and administrations of the school seems to have been a logical result of their interest in such matters rather than of any direct intention to control it. They were satisfied with the school and were willing to patronize it as long as it conformed to their ideals of what such a school should be. But when its religious tone or teaching became what they considered dangerous, they withdrew their patronage and established another school in keeping with their own aims and ideas. They were willing to return their patronage to the school however, when it conformed with their principles.⁵¹

Reverend Moore had become unsatisfactory as master of the seminary for some reason, and on February 5, 1794, the Reverend Harry Toulmin, a prominent Baptist minister, was proposed as his successor.⁵² This action was not favored by the Presbyterians, because he was supposed to be absorbed in French philosophy or infidelity, as they considered it.⁵³ His candidacy

30

Robert Davidson, op. cit., p. 106.

51

Robert Davidson, op. cit., p. 108.

52

Records and Proceedings of Transylvania Seminary, p. 47, February, 1794. Lexington, Kentucky: Board of Trustees, Transylvania Seminary.

53

Robert M. McElroy, Kentucky in the Nation's History, p. 60. New York: Moffat, Yard and Company, 1909.

brought on a contest in the Board. It intensified the jealousy between the Baptists and Presbyterians. Reverend Toulmin was finally elected on April 7, 1794, and most of the Presbyterian members resigned, either at once or soon afterward.⁵⁴

The Presbyterians determined to establish at once an institution more distinctively under their control where they could transfer their patronage.⁵⁵ Their efforts resulted in the founding of Kentucky Academy.

Kentucky Academy

Kentucky Academy was established on account of the dissatisfaction of the Presbyterians with the management of Transylvania Seminary, especially with the election of Reverend Toulmin as master.

The initial step in this enterprise, and one that shows its purposes, was the issue by the presbytery of Transylvania on April 22, 1794, of an address to the people of Kentucky, Cumberland and the Miami Settlement. This message proposed to set on foot a grammar school and public seminary, meaning by the latter term, a department of collegiate grade

54

Records and Proceedings of Transylvania Seminary,
p. 127, April, 1794. Lexington, Kentucky: Trustees of
Transylvania Seminary.

55

Robert Davidson, op. cit., p. 120.

which was to be under their own patronage and might furnish the churches with able and faithful ministers.⁵⁶ It was to be under the control of the presbytery in a general way but was not to be otherwise sectarian. The charter of the school, granted by the State Legislature on December 12, 1794,⁵⁷ shows its spirit in the following provisions:

(Sec. 7) The president of the said Academy shall be a minister of the gospel, of the most approved abilities in literature and acquaintance with mankind that may be obtained, and zealously engaged to promote the interest of real and practical religion.

(Sec. 15) No endeavor shall be used by the president or other teachers to influence the mind of any student, to change his religious tenets, or to embrace those of a different denomination any further than is consistent with the general belief of the gospel system and the practice of vital piety.

While not narrow in spirit, Kentucky Academy was the first school in the State to be called denominational. This was to be one of the characteristic features of Kentucky's educational institutions. Kentucky Academy was not strictly so, since it had no denominational name or legal church connection. It was the first academy established by Kentucky as an independent State.⁵⁸ Its charter conformed to the

56

Robert Davidson, op. cit., p. 391.

57

William Littell, The Statute Laws of Kentucky, Vol. I, pp. 228-230, 1809.

58

A. F. Lewis, op. cit., p. 47.

general academy plan with a cooptative board of eighteen trustees. Its management was distinctively Presbyterian, since its trustees were largely if not entirely, Presbyterians, namely the Rev. David Rice, Judge Wallace, the Rev. James Blythe and others, who were prominent in local Presbyterian circles.⁵⁹

The presbytery, soon after issuing its address, appointed a committee of forty-seven as solicitors for funds to inaugurate the proposed institution.⁶⁰ They proceeded with vigor and soon raised three thousand dollars mainly in Kentucky.⁶¹ In 1795, the Reverend David Rice and James Blythe went East as commissioners from the presbytery to the general assembly of the church at Philadelphia, and while they were there succeeded in obtaining subscriptions amounting to about ten thousand dollars to aid the new educational enterprise.⁶²

The first business meeting of the academy trustees was held on March 11, 1795,⁶³ when its location was decided upon

59

Mann Butler, The History of Kentucky, from its Exploration and Settlement by the Whites, to the Northwestern Campaign, in 1813, p. 218. Louisville, Kentucky: Wilcox, Dickerman & Co., 1834.

60

A. F. Lewis, op. cit., p. 48.

61

Robert Davidson, op. cit., p. 163.

62

Ibid., p. 164.

63

Minutes of the Board of Trustees of Kentucky Academy, pp. 56-57, March, 1795. Lexington, Kentucky: Trustees of Kentucky Academy.

and arrangements made to erect necessary buildings. The new school was located at Pisgah, seven miles southwest of Lexington near the home of Judge Wallace.⁶⁴ On September 15, 1797, it received a small but valuable library and some philosophical apparatus amounting in all to about eighty pounds through Reverend Gordon of London.⁶⁵ Under the Academy Act⁶⁶ of February 10, 1798, it was granted six thousand acres of land by the State.

The school seems to have had a fairly successful period of existence. The last meeting of its trustees occurred in October, 1798,⁶⁷ when the question of its union with Transylvania Seminary was finally decided.

Meanwhile Transylvania Seminary seems to have been more prosperous, as additional teachers were elected to its

64

Robert H. Bishop, A History of the Church in Kentucky for Forty Years, Containing the Memoirs of Reverend David Rice, p. 97. Lexington, Kentucky: Thomas T. Skillman, Publisher, 1824.

65

George W. Ranck, op. cit., p. 86.

66

William Littell, op. cit., Vol. I, p. 296.

67

Minutes of the Board of Trustees of Kentucky Academy, pp. 186-188, October, 1798. Lexington, Kentucky: Trustees of Kentucky Academy.

faculty. Reverend Toulmin was reelected at the end of his first year's service but retired soon afterward. A letter which appeared in the Kentucky Gazette on April 9, 1796,⁶⁸ gives his reasons for retirement: (1) the smallness of the salary attached to the office, and (2) the state of public opinion in regard to the school was not very satisfactory, owing to the contest which arose at the time of his first election. Some Acts⁶⁹ of the Legislature passed during his administration which were proposed to interfere with the powers of the trustees are probably evidence of this dissatisfaction.

The active rivalry between Kentucky Academy and Transylvania Seminary seems to have ceased as soon as Reverend Toulmin resigned. The members of the two boards desired to build an institution which might be a credit and honor to the State by combining the endowments of the two schools.⁷⁰ A proposition for the union came from the trustees of Kentucky Academy on June 3, 1796.⁷¹ In September of the same year

⁶⁸ Kentucky Gazette, April 9, 1796, Lexington, Kentucky.

⁶⁹ Kentucky Session Acts, 1795, pp. 238-240.

⁷⁰ Robert H. Bishop, op. cit., p. 146.

⁷¹ Minutes of the Board of Trustees of Kentucky Academy, pp. 145-150, June, 1796. Lexington, Kentucky: Trustees of Kentucky Academy.

the trustees of Transylvania Seminary agreed that the union was desirable "for the public good" and "consistency with the laws." Two years passed before the final union came. This union upon joint petition of the two boards was drawn up on November 3, 1798, and consummated by an Act of the State Legislature on December 22, 1798.⁷² This Act was endorsed by the Reverend David Rice and some other promoters of Kentucky Academy. Their endorsement was brought about chiefly by Judge Wallace, a friend of both schools and the cause of education in general.⁷³ Transylvania University arose as the result of this union.

Transylvania University

The Act of December 22, 1798, went into effect on January 1, 1799, and this day may truly be called the inaugural day of Transylvania University.⁷⁴ The joint petition of the two boards to the Legislature asking for the act of union is of interest as showing the ideas and purposes they had in view in their action. The main clause of its preamble reads as follows:

72

William Littell, The Statute Laws of Kentucky, Vol. II, pp. 234-236, 1810.

73

William B. Allen, History of Kentucky, p. 222. Louisville, Kentucky: Bradley and Gilbert, Publishers, 1872.

74

Robert Peter, History of Transylvania University, p. 96. Louisville, Kentucky: Filson Club Publishers, 1896.

That the respective boards of the said trustees, contemplating the many singular advantages to be derived to this remote country from promoting therein a university well endowed and properly conducted, more especially as by this measure only many of our youths can be prevented from going into other countries to complete their education, where they must greatly exhaust their fortunes, and from whence they may probably return with corrupted principles and morals to be pests and not the ornaments of the community, and further contemplating that the uniting of several of the institutions of learning which have been originated in this county is essential to the speedy attainment of that object; therefore, the said boards of trustees have unanimously resolved and mutually agreed on the following terms of union, which they consider very desirable in many points of view. ⁷⁵

Then follows the plan of union, which was simply an enlargement of the Transylvania Seminary Act of 1783, as the laws regulating the seminary were to be those regulating the university, unless changed by the Legislature upon joint petition of a majority of its new Board of Trustees. The seat of the university was to be in Lexington, unless changed by a two-thirds vote of that Board.

The new institution, by the union of the academy and seminary, began with an endowment respectable for the time. Kentucky Academy possessed nearly eight thousand dollars in cash, reliable subscriptions, books and apparatus, and six thousand acres of land donated by the State. ⁷⁶ Transylvania

75

Records of the Board of Trustees of Transylvania Seminary, November, 1798, pp. 196-198. Lexington, Kentucky: Trustees of Transylvania Seminary.

76

Robert Davidson, op. cit., p. 296.

Seminary had its educational plant in Lexington with twenty thousand acres of land, a combined chemical and philosophical apparatus, and a library of one thousand volumes.⁷⁷

The new Board of Trustees was selected by the Legislature. It was made up of twenty-one members. Eight members were chosen from the old Board of Transylvania Seminary and eight from the Kentucky Academy. Five others included Judge Wallace, John Braford, George Nicholas, James Garrad, and one other prominent citizen and was constituted in such manner as to give the Presbyterians a majority.⁷⁸

Holley's Administration

Dr. Horace Holley's administration extending from November, 1827, is by far the most prosperous era of Transylvania University.⁷⁹ His administration is worthy of mention because of the important changes which it brought about in the higher education movement in Kentucky. He was a man of engaging manners and much ability. He interested in the continued welfare of the university such men as Henry Clay

⁷⁷

Robert Davidson, op. cit., p. 297.

⁷⁸

A. F. Lewis, op. cit., p. 52.

⁷⁹

Samuel Wilson, History of Kentucky, p. 240,
Vol. II. Chicago: The S. J. Clarke Publishing Co., 1928.

and Colonel James Morrison, who later bequeathed some seventy thousand dollars to be used in the endowment of a professorship and the erection of a new college building.⁸⁰

The circumstances were favorable at the time for a new era of progress. The State had just emerged from the War of 1812, which effectually did away with all Indian hostilities, and as a result the people had time to turn their attention to education. The State was also disposed now to renew its attention and patronage to the university, as it was the only effective center of higher education in its midst, the academies by this time having proved a failure in many cases. This was a greater help than ever before and now was especially timely.

The departments of the university were enlarged and strengthened. Among the men of wide fame connected with the faculty during Dr. Holley's administration were C. S. Rafinesque, who at the time was one of the most eminent scientists in America, and Dr. E. W. Dudley, the most noted surgeon in the Mississippi Valley.⁸¹ The renown and influence of such men whom Dr. Holley gathered around him tended to extend the reputation and growth of the university.

⁸⁰

Samuel Wilson, op. cit., p. 240.

⁸¹

Ibid., p. 241.

Dr. Holley induced the State Legislature and the institutions and citizens of Lexington to contribute funds for the expansion of the medical and law departments and the enlargement of the general library.⁸² Dr. Holley's religious opinions were far from orthodox, and his character was not without reproach. The sectarian animosity of the day was aroused, and citizens began open criticism of his conduct.⁸³ The Presbyterians had become alarmed early and soon after Holley's election had determined to have an institution under their own control.

Opposition on the part of the general public, through the press and otherwise, began to manifest itself, and in 1824 several of the professors issued a pamphlet in defense of Dr. Holley.⁸⁴ The former opposition of the Legislature also increased in response to the state of public opinion and was first shown by the reorganization of the Board of Trustees in 1821, when four new members were appointed.⁸⁵

82

Samuel Wilson, op. cit., p. 241.

83

Charles Caldwell, Memoirs, p. 128. Boston: Little, Brown and Company, 1828.

84

George W. Ranck, op. cit., p. 80.

85

Kentucky Session Acts, 1821, pp. 176-178.

The opposition to Transylvania University because of Holley's presidency manifested itself first in the founding of Centre College at Danville, in 1819,⁸⁶ by the Presbyterian denomination. Coincidentally with the founding of Centre College several other institutions of college rank arose within the State.

Discouraged by the state of public opinion, and harassed by charges which he felt to be unmerited, Dr. Holley resigned on January 18, 1827.⁸⁷

Denominational Control of the University

By the Acts of 1818⁸⁸ and 1821,⁸⁹ Transylvania University was to be managed by trustees appointed by the General Assembly, biennially. This provision was neglected, and its Board of Trustees became practically a self-perpetuating body who were free to manage the institution according to their own ideas which during this period were not interfered with by the Legislature. By reason of the adverse condition

⁸⁶ Samuel Wilson, op. cit., p. 241.

⁸⁷ Ibid., p. 242.

⁸⁸ Kentucky Session Acts, 1818, pp. 271-274.

⁸⁹ Kentucky Session Acts, 1821, Chapter 284, pp. 312-314.

of public opinion, the university was to receive no more State aid for nearly thirty years. Without this assistance upon which it had so long depended, the school had to struggle on in great difficulty. The trustees sought to bring to it the needed help of partial denominational control, or at least the use of denominational influence and patronage. The institution was placed first under Baptist, then Episcopal, again Presbyterian, and at last Methodist auspices. Prominent ministers of these denominations were successively called to its presidency in the hope that the support of their church organization might be secured for it.⁹⁰

The control exercised by the various denominations was in each case only partial, and their patronage in itself always insufficient. In order for it to be at all effective there had to be some outside assistance, and since the State would not furnish this, support had to come from local sources.⁹¹ Private assistance was imperative since the State refused aid. This condition proved to be true after the resignation of Dr. Holley.

⁹⁰

Robert Peter, op. cit., p. 110.

⁹¹

Ibid., p. 112.

Partial State Control

Radical Change in Management.-- By an Act approved on February 16, 1838,⁹² the old trustee system was abolished, and the institution was placed under the temporary management of five trustees appointed by the Governor of the State. On February 20, 1839,⁹³ the university was placed under a board of eight trustees, two appointed by the institution itself, three by the city of Lexington, and three by the General Assembly--a system of control which was in the main to be retained throughout the remaining history of the university.

Denominational Control Revived

An effort was made to consolidate the interests of Transylvania University with those of Centre College by tendering the presidency to Dr. J. C. Young, the head of the strong Presbyterian institution at Danville.⁹⁴ Finally, the presidency of Transylvania was accepted by Dr. Robert Davidson.⁹⁵ In the meantime, the trustees had made overtures to the Methodist Church to assume control of the school.

⁹² Kentucky Session Acts, 1838, Chapter 898, p. 568.

⁹³ Kentucky Session Acts, 1838, pp. 512-514.

⁹⁴ W. H. Perrin, History of Fayette County, pp. 260-261. Chicago: O. L. Baskin and Company, 1882.

⁹⁵ Ibid., p. 263.

Dr. H. B. Bascom, a leading Methodist, was appealed to.⁹⁶ He was president of Augusta College. The college had made no material progress, and he favored a transfer of its funds to Transylvania University, and by such means to bring the Lexington institution under the control of Methodists. This was accomplished and Dr. Bascom became president of the university in 1844.⁹⁷ The general affairs of the reorganized institution had taken an upward turn, when, in 1844 and 1845, the question of slavery caused a division in the church of the Wesleys, and in May, 1846, the university passed into the hands of the Methodist Episcopal Church, South.⁹⁸ The division of sentiment throughout the country, and in Kentucky especially, threw the affairs of Transylvania University into confusion. Dr. Bascom resigned in 1848, and soon afterward steps were taken by the Methodists to abandon the enterprise as a special object of the care of their denomination.⁹⁹ Thereupon it returned to the plan of control established for it in 1839.

96

M. M. Henkle, The Life of H. B. Bascom, p. 278.
Nashville: Southern Methodist Publishing Co., 1856.

97

Ibid., p. 280.

98

Ibid., p. 280.

99

M. M. Henkle, op. cit., p. 290.

Again when it was practically abandoned to its slender private resources, the university underwent its last reorganization as a separate institution until it became Transylvania College in 1915. It returned once more to direct State control and the advent of the principle of State patronage.¹⁰⁰

Transylvania Made a State Normal School

By an Act¹⁰¹ of March 10, 1856, the university was converted into a State normal school, especially designed to supply well trained teachers for the public schools of Kentucky. Good teachers were a very definite need of the time. The school was intended to be an indispensable aid to the common-school system, and the cause of public education in Kentucky never looked brighter. This reorganization of the university undoubtedly was brought about largely through the persistent agitation of the matter and the untiring efforts of Robert J. Breckinridge, State Superintendent of Public Instruction from 1847 to 1853, and an enthusiastic advocate for a State normal school.¹⁰² The General Assembly refused or at least neglected

100

Alvin F. Lewis, op. cit., p. 77.

101

Kentucky Session Acts, 1856, pp. 262-264.

102

Annual Report, Superintendent of Public Instruction, 1847, p. 20. Frankfort, Kentucky: Department of Education.

to make necessary appropriation for the maintenance of the normal school, and it was abandoned in 1858.¹⁰³ The only reason for this withdrawal of support was probably that if the appropriation had been made, it would have been an encroachment upon the public school fund.

At the height of the Civil War the buildings of Transylvania were seized by the Federal Government as military hospitals: "groans of wounded and dying filled the classic halls which had so often echoed to the logic of Holley, the fires of Bascom, or the eloquence of Clay."¹⁰⁴ The books and apparatus of all kinds belonging to the university were scattered and much destroyed during the war, and prospects of the school were indeed gloomy at the end of the conflict.¹⁰⁵ In 1863, shortly after the acceptance of the gift to the State from the National Government which had been made possible by the Congressional Land-Grant Act of 1862, the trustees had endeavored to have the institution made the foundation of the agricultural and mechanical college provided for by that Act. But the State did not undertake the establishment of that

103

Annual Report, Superintendent of Public Instruction, 1858, p. 30. Frankfort, Kentucky: Department of Education.

104

Barksdale Hamlett, op. cit., p. 293.

105

W. H. Ferrin, op. cit., p. 275.

institution nor accept the offer made by the trustees of the university at the time.¹⁰⁶

Kentucky University which was then located at Harrodsburg had lost its building by fire and was looking for a new location. Seeing their opportunity to perpetuate the character and usefulness of Lexington as an educational center, the trustees of Transylvania proposed to transfer all its property and funds to Kentucky University, on condition that the institution would be located in Lexington and would fulfill all the trusts incumbent under the charter of Transylvania University.¹⁰⁷ Their offer was accepted and the union with Kentucky University was consummated by the aid of legislative action on January 22, 1865.¹⁰⁸

Plans for the Enlarged University.- The consolidated institution had an endowment of about four hundred thousand dollars, and its property was valued at two hundred thousand dollars.¹⁰⁹

The new and enlarged Kentucky-Transylvania University

106

Samuel Wilson, op. cit., p. 246.

107

R. H. Collins, History of Kentucky, p. 76, Vol. I. Covington, Kentucky: Collins and Co., 1874.

108

Kentucky Session Acts, 1865, pp. 196-198

109

Samuel Wilson, op. cit., p. 246.

began in Lexington, October 2, 1865, with three hundred students.¹¹⁰ The agricultural and mechanical college was to be an established part of the Kentucky-Transylvania University as soon as the funds from the land scrip donated by Congress were available. The mechanical college was finally established as a part of the latter institution in 1866 by an Act of the Legislature.¹¹¹

The economic depression of the latter part of the decade, 1870-1880, made many of the interest-bearing stocks of the university worthless.¹¹² Discontent was voiced because of the unprofitable union with the agricultural college and the meager returns from the land scrip from which so much had been expected. This condition caused the separation of the agricultural and mechanical college from the combined institution. In the summer of 1878 the university was organized upon a more strictly denominational basis.¹¹³ The medical college was suspended, and the law college was soon closed. Finally by Act¹¹⁴ of the Legislature, approved March 20, 1908, and effective

110 Barksdale Hamlett, op. cit., p. 294.

111 Kentucky Session Acts, 1866, pp. 237-240.

112 Robert Peter, op. cit., p. 213.

113 Ibid., p. 217.

114 Kentucky Session Acts, 1908, pp. 436-437.

on June 12, of that year, the charter of the combined university was so amended as to confer upon the curators of Kentucky University all the rights and privileges of the Trustees of old Transylvania University. The requirement as to particular church affiliations of the members of the Board was annulled, and the name of the institution was changed back to Transylvania University. These changes left Transylvania with only its college of liberal arts.

Transylvania College.- The college of medicine was transferred to Louisville, and the college of law and the preparatory department were discontinued in 1912 and 1914 respectively.¹¹⁵ Transylvania University elected to limit its educational service to a single field in a college of liberal arts. The original name Transylvania was resumed in 1908, and "College" added in 1915.¹¹⁶ At the present time (1949) the institution is sponsored by the Christian Church.

Logically it follows that the second phase of the development of institutions of higher learning in Kentucky will be characterized by the establishment of several institutions of college level founded by prominent religious denominations in the State. An account of this phase of the development is given in the following chapter.

¹¹⁵ Samuel Wilson, op. cit., p. 247.

¹¹⁶ Barksdale Hamlett, op. cit., p. 294.

Summary

Transylvania was not founded by a church organization primarily for the purpose of preparing young men for the ministry as was true of the early colleges in some states. It was established by the State and was considered from the first a state institution. Although never fully under direct state control, its avowed purpose, as expressed in its first charter, was to prepare young men for the service of the State. The history of its management presents a curious blending of state and church auspices, since it was under quasi-denominational management for the greater part of its history. A joint management by church and state at one time or another extended throughout the whole of the Kentucky university system. This type of management had a very disastrous effect upon the development of the higher education movement in the State, due to the denominational jealousies and bickerings it aroused. Such conditions were largely instrumental in preventing the development of a system of public higher education and eventually caused the State to withdraw from the early policy of liberality toward education.

CHAPTER III

ORIGINS OF DENOMINATIONAL INSTITUTIONS OF HIGHER LEARNING IN KENTUCKY

Introduction

The early history of higher education in Kentucky is characterized by the establishment of a large number of denominationally controlled institutions. This was due to the fact that state support was not possible for a widespread system of colleges and that the public educational system, as projected in early State legislation, provided for only one State supported institution of higher learning as well as the presence of a great number of religious groups in the State. Each one of the groups wished to train its own clergy and provide education for the adherents of its own particular faith. Prominent among these denominations were the Presbyterian, Catholic, Baptist, Disciples of Christ or Christian, Methodist, and Episcopal.

A detailed account of the origin of each institution established in Kentucky by the various denominations would add little of value to a knowledge of the reasons for founding such institutions or the purposes which motivated their founders. Typical institutions from each denominational group will be treated intensively with respect to origins. In each case those selected are fairly representative of the group as a

whole, and involve in the main the underlying motives leading to the establishment of the other schools founded by the particular denomination. Certain institutions have been selected for special treatment because of age, prominence, importance, and characteristics representative of the denomination with which they are identified. The pertinent facts concerning the origins of the remaining institutions are presented in appropriate tables.

Presbyterian Institutions

The following institutions have been founded by the Presbyterian Church since Kentucky became a State: Centre College established at Danville in 1819,¹ Cumberland College at Princeton in 1826,² Danville Theological Seminary at Danville in 1853,³ (later combined with the Presbyterian Theological Seminary at Louisville), Caldwell College at Danville in

1

J. H. Battle, W. H. Perrin, and G. C. Kniffen, A History of the State of Kentucky, p. 363. Louisville: F. A. Battery and Co., 1895.

2

Thomas Cleland, History of the Cumberland Presbyterians, p. 196. Lexington: Thomas T. Skillman Publisher, 1825.

3

Plan of the Danville Theological Seminary, p. 3. Louisville: Published by General Assembly of the Presbyterian Church, 1854.

1856,⁴ (Later become Kentucky College for Women), Central University at Richmond in 1874,⁵ Villa Ridge College at Pewee Valley in 1875,⁶ Lees Collegiate Institute at Jackson in 1883,⁷ (later become Lees Junior College), Pikeville College in 1889,⁸ at Pikeville, (now Pikeville Junior College), Louisville Presbyterian Theological Seminary at Louisville in 1893,⁹ Stanton College at Stanton in 1908,¹⁰ and Witherspoon Junior College in 1937 at Buckhorn.¹¹

4
Barksdale Hamlett, History of Education in Kentucky, p. 316. Frankfort: State Journal Printing Company, 1914.

5
Alvin F. Lewis, History of Higher Education in Kentucky, p. 256. U. S. Bureau of Education, Circular of Information, No. 3. Washington: Government Printing Office, 1899.

6
Barksdale Hamlett, op. cit., p. 295.

7
Ibid., p. 325.

8
W. E. Baxter, Which College Shall I Choose?, p. 22. Louisville: N. Y. A. Guidance Project, 1938.

9
Minutes of the Synod of Kentucky for 1893, p. 502. Louisville: Members of the Presbyterian Synod.

10
Barksdale Hamlett, op. cit., p. 325.

11
W. E. Baxter, op. cit., p. 43.

Typical of the Presbyterian institutions were Centre College at Danville and Louisville Presbyterian Theological Seminary.

Centre College

Centre College has had a continuous history under its present title since 1819 and is the oldest College in Kentucky with a continuous name and corporate existence.¹² It dates back in conception even to the beginnings of Transylvania Seminary with which institution its continuity appears. In fact, Governor Isaac Shelby, the president of its first board of trustees, was also a member of the Transylvania Seminary board of 1783. It may, however, be looked upon as the more direct successor of Kentucky Academy, for it was founded by the same religious denomination, and the reasons for its establishment--dissatisfaction with the religious status of Transylvania University and the plan of its management--were practically identical with those that operated in separating Kentucky Academy from Transylvania Seminary.¹³ This succession was felt explicitly by its founders and is shown by the effort

12

Robert Davidson, History of the Presbyterian Church in Kentucky, p. 278. New York: Robert Carter Co., 1847.

13

Robert Davidson, op. cit., p. 285.

made by them to secure the return of the Kentucky Academy endowment from Transylvania University to Centre College.

The Presbyterian members of the Transylvania University board of trustees had already become acquainted with President Holley's religious opinions even prior to his final election as president of the institution in November, 1817.¹⁴ A number of them had resigned, while others retired soon afterwards or were removed from the board by the reorganization of February, 1818.¹⁵ These and other members of the denomination, fearful of what they considered the irreligious influences then surrounding the university, especially those emanating from President Holley's ideas, resolved to have an institution of their own whose religious atmosphere would be what they desired, and where the young men of the church who were preparing for the work of the ministry might be educated away from contaminating influences.

14

Alvin F. Lewis, op. cit., p. 111.

15

Records of the Minutes of Board of Trustees of Transylvania University, p. 88, 1818. Lexington, Kentucky: Board of Trustees of Transylvania University.

Accordingly in October, 1818, under the leadership of the Reverend Samuel K. Nelson, who may be called before any other man, the founder of the college, steps were taken by the synod of Kentucky for the organization of the new institution.¹⁶ The legislature of the State was petitioned for a charter for the enterprise. At first it was refused and was not granted until later. The reason for the refusal seems to be caused by the influence of Transylvania which did not want competition. The charter, which bears the date of January 21, 1819,¹⁷ located the institution in or near the town of Danville, granted to it the funds of Danville Academy, and placed it under the control of a self-perpetuating board of nineteen trustees, largely composed of prominent public men, with ex-governor Isaac Shelby as chairman. Instead of placing it under the management of their synod as the Presbyterians wished, the Legislature made it a State institution, and instead of the Charter making provisions for religious or theological instruction, section 4 states that "no religious doctrines peculiar to any one sect of Christians shall be inculcated by any professor in said college."

16
Minutes of the Presbyterian Synod of Kentucky, 1818,
 p. 32.

17
Kentucky Session Acts, 1818-1819, pp. 618-621.

A committee of solicitors had been appointed by the synod at the time that the body petitioned for a charter, and a considerable endowment had been raised for the new college, but the Presbyterians refused to endow it under the conditions imposed. The institution went into operation under a board of trustees which was not exclusively Presbyterian, and many were only interested in the matter as a general educational enterprise. Presbyterian influence seems to have been prominent in the affairs from the start however, through the power of members of that church in its councils. Consequently the denomination had a moral if not a legal control of the institution.

After the charter was obtained in 1819, through their chairman in order to disarm opposition, especially that of Transylvania University, the trustees issued an address¹⁸ to the public. Here it was declared that the college would not inculcate any denominational tenets, that its main intention "was to supplement the work of the declining academies," and that its object was not to injure the university but rather to aid it with generous rivalry.

A modest building was erected in Danville, mainly from local contributions, and in 1820 the Reverend James McChord was

18

Z. F. Smith, History of Kentucky, p. 704. Louisville, Kentucky: Courier Journal Printing Company, 1886.

chosen as the first president of the new college.¹⁹ He never served in that capacity, however, as he died the year of his election. The Reverend Samuel Finley was then appointed temporary president for two years.²⁰ During this time the legislature passed an Act²¹ which shows the institution was locked upon as a State enterprise. The legislature by the Act gave to the school one third of the profits of the branch Bank of the Commonwealth at Harrodsburg to be used for purchasing a library and scientific apparatus.

No institution in Kentucky has had a more distinguished body of alumni than Centre College; in fact, few colleges in the United States have had a greater number of graduates distinguished in political life, especially in the professions of law and the ministry. The following statement taken from the catalogue²² of the College for 1897-1898 will show the number and attainments of Centre's graduates:

19

Ibid., p. 706.

20

Ibid., p. 706.

21

Kentucky Session Acts, 1821, Chapter 284.

22

The Annual Catalogue, of Centre College, 1897-1898,
pp. 22-25. Danville, Kentucky: Board of Trustees, Centre
College.

The entire number of its alumni at the present time is over twelve hundred. Among these are more than three hundred and thirty lawyers, about two hundred and twenty-five ministers of the gospel and more than one hundred physicians, and the remainder are found in the various professions and callings.

Centre College has educated twenty-four college presidents, forty-four college professors, twenty-six representatives in Congress, five United States Senators, seven governors of States, two Vice-presidents of the United States, one justice of the United States Supreme Court, thirty-eight circuit judges, State and national; forty-eight editors, four or five ministers to foreign countries, and many others occupying positions of trust and responsibility in other fields.

Centre College is the only college in Kentucky that has co-ordinate education with separate departments for men and women. The type of work and training offered at the present is academic. Courses include pre-medical, pre-law, and business administration, and other courses are given for those who are planning to be ministers and teachers.²³ The college confers the Bachelor of Arts Degree upon its graduates.

Louisville Presbyterian Theological Seminary

As a result of the establishment of the Southern Presbyterian Churches in 1866,²⁴ the Southern Church, although

23

Edward L. Warren, The Presbyterian Church in Louisville, p. 15. Chicago: American Biographical Publishing Co., 1896.

24

Edward L. Warren, op. cit., p. 17.

representing by far the larger part of the former constituency of the institution, lost control of Danville Seminary. This institution had been founded for the whole church in the South and West but in the disruption had remained under the original assembly. Thus deprived of any general institution in its midst for higher professional education of its ministry, the Southern Synod of Kentucky, after an unsuccessful attempt to obtain an interest in the control of Danville Seminary upon what was deemed by them a desirable basis, determined to establish a seminary of their own as early as possible.²⁵ The contemplated plan was held in abeyance for some time because of the demands of more pressing needs upon the church's resources but finally reached its fruition in the establishment of the Presbyterian Theological Seminary in 1893.

The preliminary steps toward the immediate opening of the seminary were taken in 1892, by the Synods of Kentucky and Missouri, which agreed to join in the control of the institution.²⁷ They invited the participation of the Synods of the other southern states, and appointed a provisional board of directors, with the Reverend M. W. Green of Kentucky as chairman, whose duty was to

²⁵ Minutes of the Synod of Kentucky, p. 501. Louisville, Kentucky, 1893.

²⁶ Ibid., p. 502.

²⁷ A. F. Lewis, op. cit., p. 307.

draw up a charter as a legal basis for the school and frame a constitution for its organization and administration.²⁸ The charter and constitution were adopted in the early part of 1893 by the associated Synods of Kentucky and Missouri, by whom the first regular board of directors, composed of ten members from each synod, was chosen.²⁹ This board was soon afterwards organized in Louisville, Kentucky, at which place they decided to locate the seminary on account of the large building fund offered by that city.³⁰

The Charter bears the date of May 3, 1893, and constitutes the seminary as a perpetual corporation under the general statutes of Kentucky declaring its purpose to be--

The education and training of young men as ministers of the gospel according to the Confession of Faith, catechisms, and other standards of the Presbyterian Church in the United States, commonly known as the Southern Presbyterian Church, and their support and maintenance while in attendance, as far as may be deemed advisable and practicable. ³¹

28 Edward L. Warren, op. cit., p. 22.

29 Ibid., p. 25.

30 Ibid., p. 28.

31 Minutes of the Synod of Kentucky for 1893, Section III, p. 40. Louisville, Kentucky.

The charter put the proposed institution under the management of a Board of Trustees consisting of ten members from each of the synods of Kentucky and Missouri. All direct control of the institution, both property and otherwise, was vested in this board, but the General Assembly of the church was given the power to veto the election of any professor or his transfer from one chair to another.

No material changes have been made in the institution's Charter. At present it is under the control of the Synods of Kentucky, Missouri, Appalachia, Alabama, and Tennessee and is subject to the supervision of the General Assemblies of these churches.³²

³²

W. E. Barter, op. cit., p. 16.

Additional Institutions of Higher Learning
Founded by the Presbyterian Denomination

In Table I is presented a list of additional institutions of higher learning in Kentucky founded by or supported largely by Presbyterian interests.

TABLE I
PRESBYTERIAN INSTITUTIONS IN KENTUCKY
WITH THE DATES AND ORIGINS OF THEIR FOUNDING (1826 to 1937)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Cumberland College at Princeton, Kentucky ^a	1826	Established by the Kentucky Synod of the Cumberland Presbyterian Church in order that its ministry might be prop- erly educated.
Danville Theological Seminary, at Danville, Kentucky ^b	1853	Established by the General Assembly of the Presbyterian Church in U.S.A.--to supply proper theological training for its ministry in the South and West.
Galdwell College, at Danville, Kentucky ^c	1856	Established by the Presby- terian Church. Reason--to give girls equal oppor- tunity to that of boys.

^a Thomas Cleland, op. cit., p. 196.

^b Alvin F. Lewis, op. cit., p. 272.

^c Ibid., p. 247.

TABLE I (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Central University, Richmond, Kentucky ^d	1874	Established as a result of a division of the Presbyterian Church into two synods.
Villa Ridge College, Pesse Valley, Kentucky ^e	1873	Established by a stock company made up of Presbyterians in order to promote education of young women in literature, science, and art.
Lees Collegiate Institute, Jackson, Kentucky ^f	1883	Established as Jackson Academy but taken over by the Southern Presbyterian Church--for boys and girls of the mountains.
Pikeville College, Pikeville, Kentucky ^g	1889	Established by Ebenezer Presbytery--for education of youth in the Big Sandy Section.
Stanton College Stanton, Kentucky ^h	1908	Established by the Board of Home Missions of the United Presbyterian Church for education of youth in one section of the state.

^d Barksdale Hamlett, op. cit., p. 295.

^e Alvin F. Lewis, op. cit., p. 256.

^f Barksdale Hamlett, op. cit., p. 325.

^g W. E. Baxter, op. cit., p. 22.

^h Barksdale Hamlett, op. cit., p. 325.

TABLE I (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Witherspoon Junior College at Buckhorn, Kentucky. ¹	1937	Established by Presbyterian influence for the purpose of providing educational opportunities for mountain boys and girls.

¹
W. E. Baxter, op. cit., p. 43.

In all there were eleven institutions of college rank established by the Presbyterian denomination in Kentucky between the years of 1819 and 1937.

Table I reveals that the institutions of college rank established in Kentucky by the Presbyterian denomination had their origins in the following reasons, (1) training of the ministry, (2) coeducation, (3) schism in church synod, (4) education of women, and (5) education of mountain youth.

Catholic Institutions

The following institutions have been established by the Catholic Church in Kentucky: Loretto Literary and Benevolent Institution, Marion County founded in 1812,³³ (later become Loretto Junior College), Nazareth Literary and Benevolent Institution, Nelson County in 1814,³⁴ (out of which later grew Nazareth Senior and Junior College), St. Joseph's College, at Bardstown in 1819,³⁵ (later combined with St. Mary's College), St. Mary's College in Marion County in 1821,³⁶ St. Catherine

33

M. J. Spaulding, Sketches of the Early Catholic Missions in Kentucky, p. 265. Louisville: Wilcox Dickerman and Co., 1844.

34

Ibid., p. 270.

35

Alvin F. Lewis, op. cit., p. 316.

36

William B. Allen, History of Kentucky, p. 173. Louisville: Bradley and Gilbert and Co., 1872.

College at St. Catherine in 1839,³⁷ Ursuline Sacred Heart Junior College at Louisville in 1921,³⁸ and Villa Madonna College at Covington, in 1923.³⁹

Two of the earliest institutions founded by the Catholics were Lorette Literary and Benevolent Institution, Marion County, and Nazareth Literary and Benevolent Institution, Nelson County.

Lorette Literary and Benevolent
Institution, Marion County

The beginning of Lorette Literary and Benevolent Institution is to be found in a little school opened on Hardins Creek, Marion County, by Miss Anna Rhodes early in 1812.⁴⁰ Within a few months she was joined by Misses Christine Stewart and Anna Havern. Misses Mary Rhodes and Nellie Morgan were soon added to their number, these five becoming the nucleus of a Catholic sisterhood, the Sisters of Lorette, or the friends

³⁷ Ben J. Webb, The Centenary of Catholicity in Kentucky, p. 223. Louisville: Charles A. Rogers and Co., 1884.

³⁸ Ben J. Webb, op. cit., p. 336.

³⁹ Annual Catalogue of Villa Madonna College for 1938-1939, p. 6. Covington, Kentucky: Villa Madonna College.

⁴⁰ A.F. Lewis, op. cit., p. 226.

of Mary at the Foot of the Cross, a religious order for the education of young ladies.⁴¹ The school was meant to provide for the education of the rising generation in what was then the wilderness of Kentucky, and its foundation was encouraged by Bishop Flaget, the first bishop of the West including Kentucky.⁴² He was ably assisted by the Reverend Charles Nerinckx, a Belgian priest, who was greatly interested in the education of the people.⁴³ Both were seeking for some permanent establishment in which the work of education might be inaugurated and perpetuated. The members of the sisterhood applied to Father Nerinckx for a few rules to be a guide to their daily lives.⁴⁴ He gave these, and thus he is considered the founder of the order.

By 1816, the Sisters of Loretto had grown to twenty-six members, and branches began to be established first in Kentucky and then in other states, especially in the West.⁴⁵

⁴¹ Z. F. Smith, op. cit., p. 768.

⁴² Ben J. Webb, op. cit., p. 276.

⁴³ Ben J. Webb, op. cit., p. 278.

⁴⁴ Ibid., p. 280.

⁴⁵ A. F. Lewis, op. cit., p. 227.

The sisterhood has since become one of the most successful organizations engaged in education for girls in the country.

On December 29, 1829,⁴⁶ a charter was secured from the Legislature granting the usual corporate and literary powers. The institution was managed by the sisterhood, all its teachers being members of the order, but by its charter was under the general supervision of a Board of Trustees, composed of a moderator and six members, who were a self-perpetuating body.

Loretto Literary and Benevolent Institution's Charter was reapproved in 1898.⁴⁷ It was moved from its original site to Nerinckx, Marion County, Kentucky in 1924.⁴⁸ It then became Loretto Junior College, accredited by the University of Kentucky.⁴⁹

⁴⁶ Kentucky Session Acts, 1829-1830, pp. 27-30.

⁴⁷ W. E. Baxter, op. cit., p. 14.

⁴⁸ W. E. Baxter, op. cit., p. 14.

⁴⁹ Ibid., p. 15.

Nazareth Literary and Benevolent
Institution, Nelson County

The establishment of Nazareth Literary and Benevolent Institution was brought about by three women whose number was soon increased to five. They assisted Bishop Flaget in educating the children of the farmers who lived around the first episcopal residence, then a log cabin, located at St. Thomas in Nelson County about nine miles from Bardstown.⁵⁰ These women, eager to devote themselves to this work, came to make their residence at St. Thomas on December 1, 1812.⁵¹ Some additions were made to their ranks, and having been organized into a community of Sisters of Charity, founded the school of Nazareth Literary and Benevolent Institution in August, 1814.⁵² Although Bishop Flaget devised the plan of the school's organization, yet upon Bishop David, his co-worker, fell the greater part of the care of watching over its foundation and looking after the interest of the community.

The original home of the sisterhood was a log cabin built by the friends of the enterprise under the direction of Bishop David. The principal object of the order, as in the case of the Sisterhood of Loretto, is the instruction of young

50 M. J. Spaulding, op. cit., p. 210.

51 Ibid., p. 212.

52 Ibid., p. 216.

girls, but the Sisters of Charity also have charge of orphan asylums, hospitals, and similar institutions.⁵³

On December 29, 1829,⁵⁴ the school was chartered under its official title, as given above, and was granted the usual scholastic powers and privileges. Under this charter the institution was managed by the members of the community, under the general supervision of seven trustees, of whom the Bishop of Louisville was moderator.

The parent school has been maintained at Nazareth, but as many as sixty-seven branch schools have been established in Kentucky and other States of the South and West.⁵⁵ Teachers were furnished for all of these schools by a normal school which was conducted as part of Nazareth.

Present day Nazareth Senior and Junior Colleges were established as branch schools growing out of the parent school.⁵⁶ These two schools were established for the same purpose, that of educating young girls.⁵⁷

53
M. J. Spaulding, op. cit., p. 216.

54
Kentucky Session Acts, 1829-1830, pp. 24-27.

55
A. F. Lewis, op. cit., p. 230.

56
W. E. Baxter, op. cit., p. 20.

57
W. E. Baxter, op. cit., p. 21.

Remaining Institutions of Higher Learning
Founded by the Catholic Denomination

Table II is a listing of additional Catholic institutions of college level established in Kentucky from 1819 to 1923. Together with the schools just discussed, they include all of the Catholic institutions founded in the State up to the present time.

TABLE II
CATHOLIC INSTITUTIONS IN KENTUCKY
WITH THE DATES AND ORIGINS OF THEIR FOUNDING (1819-1923)

INSTITUTION	DATE OF FOUNDING	ORIGIN
St. Joseph's College Bardstown, Kentucky ^a	1819	Grew out of a seminary which had been organized in a boat on the Ohio River by Bishop Flaget, who wanted to establish an institution for young men.
St. Mary's College Marion County, Kentucky ^b	1821	Established by Father Byrne on coming to Kentucky. Saw the pressing need for educational institutions, and he established this institution for boys.
St. Catherine Junior College St. Catherine, Kentucky ^c	1839	A girls' school established to meet a pressing need of the time, also to train girls in the Catholic faith.

^a M. J. Spaulding, op. cit., p. 280.

^b William B. Allen, op. cit., p. 175.

^c W. E. Baxter, op. cit., p. 25.

TABLE II (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Mt. St. Joseph's College Maple Mount, Kentucky ^d	1874	A girls' institution established for the purpose of giving the young women of the vicinity moral Christian training.
Ursuline Sacred Heart Junior College Louisville, Kentucky ^e	1921	Established as a teacher training institution to meet a felt need of the Catholic Church.
Villa Madonna College Covington, Kentucky ^f	1933	Established to meet a local need of the Catholics in Covington and vicinity for higher education for girls.

^d W. E. Barter, op. cit., p. 18.

^e Ibid., p. 23.

^f Annual Catalogue of Villa Madonna College, 1933, p. 6.
Covington: Villa Madonna College.

An examination of Table II indicates that the reasons leading to the founding of the Catholic institutions of higher learning in Kentucky, may be summarized as follows: (1) a desire of the church leaders to provide education for young men and boys, (2) to train young women and girls in the Catholic faith, (3) to give moral and Christian training, (4) to train teachers, and (5) to provide higher education for girls.

Baptist Institutions

The following institutions have been established by the Baptists since Kentucky became a State. They are Georgetown College, at Georgetown in 1829,⁵⁸ Bethel Womens College, Hopkinsville, in 1854,⁵⁹ Bethel College, Russellville, in 1856,⁶⁰ Southern Baptist Theological Seminary, Louisville, in 1858,⁶¹ Clinton College, Clinton, in 1874,⁶² Liberty College, Liberty,

⁵⁸ H. H. Spenser, History of Kentucky Baptists, p. 599, Vol. I. Cincinnati: J. R. Raumes and Co., 1885.

⁵⁹ Minutes of the Bethel Association, 1854, p. 61. Hopkinsville, Kentucky.

⁶⁰ Russellville Ledger, April 25, 1856. Russellville Kentucky.

⁶¹ William Cathcart, The Baptist Encyclopedia, p. 252. Philadelphia: American Biographical Publishing Company 1884.

⁶² Barksdale Hamlett, op. cit., p. 313.

1875,⁶³ Simmons University, Louisville in 1879,⁶⁴ Williamsburg Institute, Williamsburg, 1886,⁶⁵ (now Cumberland Junior College), Campbellsville Junior College, Campbellsville, in 1923,⁶⁶ and Hazard Junior College, Hazard in 1936.⁶⁷

Outstanding representatives of the Baptist institutions were Georgetown College, at Georgetown, Kentucky; and Southern Baptist Theological Seminary at Louisville.

Georgetown College

Georgetown College was established on January 15, 1829.⁶⁸

It was the first collegiate institution of the Baptists, South and West of the Alleghanies to receive a charter, and the fifth in order among the Baptist Colleges established in the United States.⁶⁹

⁶³

A. F. Lewis, op. cit., p. 214.

⁶⁴

W. E. Baxter, Which College Shall I Choose? p. 48. N. Y. A. Guidance Project, 1938.

⁶⁵

Barksdale Hamlett, op. cit., p. 318.

⁶⁶

W. E. Baxter, op. cit., p. 4.

⁶⁷

Ibid., p. 11.

⁶⁸

H. H. Spenser, op. cit., p. 525.

⁶⁹

Lewis Collins and Richard H. Collins, Historical Sketches of Kentucky, p. 696, Vol. I. Covington: Collins and Co., 1874. Second Edition.

The College was incorporated by the Legislature of Kentucky under the name of the Baptist Education Society. The charter in its original form, including the names of the first Board of Trustees is as follows:⁷⁰

Be it enacted by the general assembly of the commonwealth of Kentucky, That Alva Woods, Silas M. Noel, Jeremiah Vardeman, John Bryce, David Thurman, Gabriel Slaughter, Joel Scott, Peter Mason, Thomas P. Dudley, Peter C. Buck, Jephthah Dudley, Benjamin Tyler, George W. Nichols, Gurdon Gates, Ryland T. Dillard, Benjamin Davis, William Johnson, Samuel M. Kay, Thomas Smith, C. Van Buskirk, James Ford, and Cyrus Wingate shall be and are hereby constituted a body politic and corporate, to be known and designated by the name and style of "Trustees of the Kentucky Baptist Education Society," and by that name shall have perpetual succession and a common seal, with power to change and alter the same at pleasure; and, as a body corporate, shall be authorized to exercise all the powers, privileges and rights which are exercised by the trustees of any academy of learning in the State; but that the property of said corporation shall be subject to taxation, except the college buildings and five acres of ground around the same; and on the death, resignation, or other disqualification of any of the said trustees or their successors in office a majority of two-thirds of the trustees remaining in office may fill such vacancies, and the person or persons so appointed shall be vested with the same powers and privileges as those named in this Act, and by the name and style and denomination of "The Trustees of the Kentucky Baptist Education Society" may sue and be sued, plead and be impleaded, defend and be defended, in any court of law and equity in this State.

Sec. 2. Be it further enacted, That it shall and may be lawful for the said trustees and their successors in office, and that are hereby invested with full power and authority in their corporate capacity, to purchase, or receive by donation, demise, or request any lands, tenements, hereditaments, monies, rents, goods, and chattels, and not otherwise, and to sell, transfer, and convey the same, under the seal of said corporation, unless prohibited by the terms of any such donation.

Sec. 3. Be it further enacted, That it shall and may be lawful for the trustees aforesaid, and their successors in office, to appoint, out of their own body, a chairman or president and a majority of the trustees shall at all times constitute a quorum to

70

Charter of the Kentucky Baptist Education Society,
Granted January, 1829. (An Act to incorporate the trustees of the
 Kentucky Baptist Education Society).

do business and may make such by laws, rules, and ordinances necessary for the proper government of said institution as shall not be repugnant to the Constitution and laws of the United States or laws of this State. The said president and trustees shall also have power at all times to select and appoint such officers, teachers, tutors, and professors for the management of said institution as they may think necessary, fix their salaries and prescribe their duties, to fix and prescribe the terms upon which students may be admitted into said institution, and for any misconduct in any officer, teacher, or professor to dismiss such person from office and appoint another or others in their stead.

Sec. 4. The said president and trustees shall keep a record of their proceedings in book or books, to be provided for that purpose, and may, if they deem it necessary, appoint a clerk to record their proceedings and prescribe his duties. It shall be the duty of said president and trustees, and their successors, to have recorded in the office of the county court of the county where said institution may be located the names of the trustees thereof hereby appointed and the names of such as shall hereafter be appointed in their stead.

Sec. 5. Be it enacted within sixty days from the passage of this Act the trustees aforesaid shall meet in Lexington and enter upon the duties assigned them by this Act, not less than a majority of two-thirds being competent thereto: Provided however, That the real and personal estate acquired by the said corporation shall at no one time exceed the yearly rent or value of 50,000 dollars.

Sec. 6. Be it enacted, That full power is reserved to the General Assembly to repeal or modify the privileges hereby granted.

In December 22, 1793, the Rittenhouse Academy was founded in Georgetown, and endowed by the State with 6,000 acres of the public lands of Kentucky.⁷¹ In 1829, when the College was organizing, the trustees of Rittenhouse Academy, by the authority of the Legislature of the Commonwealth, transferred all the property of the Academy to the trustees of the Kentucky Baptist Education Society

⁷¹

William Littell, The Statute Laws of Kentucky, V. II, pp. 107-109, 1810.

for the benefit of Georgetown College.⁷²

At the same time, Issachar Pawling, a Baptist and a friend of higher education, gave the founding of the College a great impetus by placing at the disposal of the newly created Board of Trustees a fund of twenty thousand dollars.⁷³ Pawling deserves the credit attached to his memory as the real founder of the college at Georgetown, and the trustees have fittingly recognized their obligation to this noble benefactor by naming one of their largest buildings Pawling Hall.

To this endowment fund of Pawling's there was added a contribution of six thousand dollars from the citizens of Georgetown, which had been subscribed by them for the purpose of securing the location of the College in their midst.⁷⁴

Pawling's donation to the College was made with the provision that it be used for the support and education of indigent young ministerial students.

The purpose of the College as stated in its prospectus

72

Minutes of the Board of Trustees of Rittenhouse Academy, pp. 29-30, April, 1829. Georgetown, Kentucky: Board of Trustees, Rittenhouse Academy.

73

A. F. Lewis, op. cit., p. 142.

74

William Catheart, op. cit., p. 486.

was to impart lights of education to pious but needy applicants of the Baptist order who are desirous of embarking in the ministry.⁷⁵

The Trustees made four efforts before they chose a president. Their last effort resulted in the choosing of Dr. Jael S. Bacon, of Newtown Center, Massachusetts on June 21, 1830.⁷⁶

In 1851 an important change was made in the charter of the College. This change is worthy of mention here since it has affected the administration and present management of the Georgetown College.

By an Act of November 25, 1851, it was "enacted that each individual who since January 1, 1840 had donated to the Kentucky Baptist Education Society one-hundred dollars, or shall do so in the future, shall be and are hereby constituted a body politic and corporate, to be known and designated by the name and style of the Kentucky Baptist Education Society, and by that name shall have perpetual succession, and a common seal, with power to change and alter said seal at pleasure."⁷⁷

75

A Prospectus issued by the Kentucky Baptist Education Society, p. 6, May, 1830. Georgetown, Kentucky.

76

Samuel Wilson, History of Kentucky, p. 262, V. II. Chicago: S. J. Clarke Publishing Company, 1928.

77

A. F. Lewis, op. cit., p. 146.

This Act changed the method of administration of the College. Instead of a close corporation of twenty-four Trustees, there was substituted the Kentucky Baptist Education Society. This Society was more than a mere corporate title, as it became an active and growing body of friends of the College who were entitled to membership in return for a gift of one-hundred dollars or more to the endowment of the institution. This body selected the Trustees, who in turn selected the president and faculty to manage the general business affairs of the institution. Conversely, the Trustees were responsible to the Kentucky Baptist Education Society. It was expected that at least three-fourths of the Trustees should be active members of the Baptist church.

The foregoing method of incorporation and organization was unique, in that it had the advantage of attracting support to the College, and of giving all who contributed to its existence and maintenance a share in its direction.

An attempt has been made here to give the origin of the institution, rather than a detailed account of its growth and development.

Southern Baptist Theological
Seminary, Louisville

From the organization of the Southern Baptist Convention in 1845, persistent efforts were put forth by some of the prominent members of the denomination to establish a general

theological seminary which should furnish a professional education to the ministry of the church better adapted to the special needs of individuals than could be offered in the theological departments of the various church colleges.

The plan to be used for the seminary was outlined in an address given by James P. Boyce in June, 1856.⁷⁸ The instruction given was to be based on a certain declaration of fundamental doctrine to which all professors were to be required to subscribe and conform their teaching, but which was not to be imposed by the seminary in any authoritative way upon its students. While instruction was to be offered of the widest scope and highest grade, such as should suit those prepared for advanced work in the original Scriptures, others of less scholarly acquirements were to be welcomed for shorter courses designed better to prepare them for the successful performance of the active work of the ministry.

A convention was held at Greenville, South Carolina in May, 1858.⁷⁹ Reverend Boyce reported to the convention that he had raised in cash and good pledges the amount of \$100,000 which

78

"Address given by Reverend James P. Boyce in June 1856", Greenville, South Carolina. (Filed in the Seminary library at Louisville).

79

William Cathcart, op. cit., p. 1087.

had been previously promised by the South Carolina Baptists.⁸⁰
 It was decided by the convention to open the Seminary at Greenville, South Carolina, in October, 1858, under the plan already outlined in the address given by Reverend Boyce in 1856.⁸¹

The promising prospects of the institution were soon over-shadowed by the Civil War. During that struggle it was closed, and the professors supported themselves by preaching and in other religious work. At the close of the War, in the fall of 1865, the institution, sadly crippled in its finances, reopened its doors.⁸²

In the hope of getting an endowment from the states that had not suffered so much by the War, it was deemed advisable to remove the Seminary westward, and upon offers by the Baptists of Kentucky, it was removed to Louisville in the summer of 1877.⁸³

The Seminary grew rapidly upon its removal to Louisville, and today is one of the larger seminaries of the middle west.

80

William Cathcart, op. cit., p. 1090.

81

J. R. Sampey, The First Thirty Years of the Southern Baptist Theological Seminary, p. 31. Baltimore, Maryland, 1890.

82

Barksdale Hamlett, op. cit., p. 308.

83

Ibid., p. 308.

**Additional Institutions of Higher Learning
Founded by the Baptist Denomination**

Table III presents a list of additional institutions of higher learning founded or supported largely by the Baptist denomination in Kentucky.

TABLE III

**BAPTIST INSTITUTIONS IN KENTUCKY
WITH THE DATES AND ORIGINS OF THEIR FOUNDING (1854-1936)**

INSTITUTION	DATE OF FOUNDING	ORIGIN
Bethel Woman's College, Hopkinsville, Kentucky ^a	1854	Grew out of a desire of the Baptists of Hopkinsville and the Bethel Association to foster female education.
Bethel College, Russellville, Kentucky ^b	1856	To supply educational needs of Baptist Church in the southern and western part of the State. Aim--to prepare students for the colleges of the church and furnish the elements of a good English education.
Clinton College, Clinton, Kentucky ^c	1874	Its establishment was due to the lack of facilities for higher education in the western part of Kentucky for young men and women.

^a H. H. Spenser, op. cit., p. 602.

^b Minutes of the Bethel Association, March 6, 1856. Russellville, Kentucky.

^c A. F. Lewis, op. cit., p. 210.

TABLE III (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Liberty College, Liberty, Kentucky ^d	1875	Is an outgrowth of the interest and enterprise manifested in cause of higher education by citizens of Glasgow and Baptists of Liberty Association.
Simmons University, Louisville, Kentucky ^e	1879	Established in order to train colored young men and women in all phases of the Baptist religion--that they may serve the colored churches.
Williamsburg Institute, Williamsburg, Kentucky ^f	1886	Grew out of the efforts of Mt. Zion Association to establish an institution for the children of the mountains.
Campbellsville Junior College, Campbellsville, Kentucky ^g	1923	Grew out of an academy--established for christian training of boys and girls of the vicinity.
Hazard Junior College, Hazard, Kentucky ^h	1936	Established to provide an opportunity for higher education for the children of the mountains - special emphasis placed on christian education.

^d A. F. Lewis, op. cit., p. 214.

^e W. E. Baxter, op. cit., p. 48.

^f Barksdale Hamlett, op. cit., p. 318.

^g W. E. Baxter, op. cit., p. 4.

^h Ibid., p. 11.

Table III is a presentation of the dates of founding and the origins of Baptist institutions in Kentucky, other than the two which were treated in some detail earlier in the preceding pages; namely Georgetown College, at Georgetown, and Southern Baptist Theological Seminary, at Louisville.

An examination of this table reveals that the following factors contributed to the founding of the various Baptist institutions in the State:

1. To supply educational needs of the Baptists in the state,
2. To foster and promote female education,
3. To provide facilities for higher education in various sections of the state,
4. To supply educational opportunities for mountain children,
5. To provide definite Christian training for boys and girls in various sections of the state, and
6. To train ministers for the Baptist denomination.
7. Cumberland Junior College and Georgetown College evolved from academies.

Disciples of Christ or
Christian Institutions

The following institutions have been established by the Christian or Disciples of Christ Church in Kentucky. They

are Bacon College founded in 1836 at Georgetown,⁸⁴ South Kentucky College, in 1849, at Hopkinsville,⁸⁵ College of the Bible, in 1865, at Lexington,⁸⁶ and Christian Normal Institute, in 1919, at Grayson.⁸⁷

The Disciples of Christ, or Christians, which now has nominal control of Transylvania College, founded Bacon College, in Lexington.

Bacon College

Bacon College was one of the many schools founded in Kentucky between 1830 and 1840, owing to the desire of the various denominations to possess institutions over which they would have direct control and which would better serve their purposes.⁸⁸

Bacon College was founded in 1836, at Georgetown, Kentucky.⁸⁹ The school was from its inception under the patronage

⁸⁴ W. H. Perrin, J. H. Battle, and G. C. Kniffen, op. cit., p. 507.

⁸⁵ A. F. Lewis, op. cit., p. 169.

⁸⁶ Barksdale Hamlett, op. cit., p. 300.

⁸⁷ W. E. Baxter, op. cit., p. 7.

⁸⁸ Z. F. Smith, op. cit., p. 735.

⁸⁹ W. H. Perrin, J. H. Battle and G. C. Kniffen, op. cit., p. 507.

of the denomination known as the Disciples of Christ or Christians and was under the leadership of Elder T. Johnson.⁹⁰ A charter was obtained for the institution on February 23, 1837.⁹¹

It was placed under the control of a board of six Trustees, and Walter Scott was selected as its first president.⁹²

The success of the institution at Georgetown does not seem to have been very great, for it was moved to Harrodsburg in the summer of 1839.⁹³ It existed for sometime at its new location with varying success. The endowment was insufficient, however, so that it was suspended and virtually abandoned because of financial difficulties. Various plans were submitted in vain, and many unsuccessful efforts were made for its permanent upbuilding. Its best friends including its curators gave up all hope for its future. Its history as Bacon College ended in 1850.⁹⁴ Revived later, the name of Kentucky University was given, with a character somewhat different.

90

A. F. Lewis, op. cit., p. 84.

91

Kentucky Session Acts, 1837, Chapter 483, pp. 206-208.

92

Minutes of Board of Trustees of Bacon College, 1837, p. 6. Georgetown, Kentucky: Board of Trustees of Bacon College.

93

Ibid., p. 7. Harrodsburg, Kentucky, 1839.

94

W. H. Perrin, J. H. Battle, and G. C. Kniffen, op. cit., p. 508.

The College of the Bible

The College of the Bible was first organized as part of Kentucky University. It was organized upon the removal of the University to Lexington and began as a part of the University on October 2, 1865.⁹⁵ Robert Milligan was the first presiding officer, and he and J. W. McGarvey were the first professors.⁹⁶

The purpose of the college was to prepare students for the ministry of the Word, for missionary work, more efficient work in Bible schools, and other lines of Christian activity.⁹⁷ The College was affiliated with that body of Christians known as Disciples of Christ.

The present College of the Bible was separated from the University in July, 1877, and was placed by its new charter under the control of its own Board of Trustees.⁹⁸

⁹⁵ Kentucky Reporter, October 4, 1865. Lexington, Kentucky.

⁹⁶ A. F. Lewis, op. cit., p. 93.

⁹⁷ Barksdale Hamlett, op. cit., p. 309.

⁹⁸ George W. Ranck, op. cit., p. 62.

Additional Institutions of Higher Learning
Founded by the Christian Denomination

The remaining institutions founded by the Disciples of Christ or the Christian Church are presented in the following Table IV.

TABLE IV

CHRISTIAN OR DISCIPLES OF CHRIST INSTITUTIONS
WITH THE DATES AND ORIGINS OF THEIR FOUNDING
(1849-1919)

INSTITUTION	DATE OF FOUNDING	ORIGIN
South Kentucky, College, Hopkinsville, Kentucky ^a	1849	This institution was intended primarily for the education of women. The design of its founders was to make it undenominational, but positively Christian, and the Bible was from the beginning given a prominent place among its text books.
Christian Normal Institute, Grayscn, Kentucky ^b	1919	Established to provide opportunities for needy young people in the upper Big Sandy Section. Christian living and training was stressed.

^a W. H. Perrin, A History of Christian County, p. 320.
Chicago: O. L. Baskin and Co., 1882.

^b W. E. Baxter, op. cit., p. 7.

Table IV lists the institutions of higher learning which were established by the Disciples of Christ in Kentucky, between 1848 and 1919. The establishment of these institutions was brought about for the following reasons:

- (1) A desire to provide for the education of women,
- (2) A desire to provide non-denominational Christian education,
- (3) To provide educational opportunities for a particular locality, and
- (4) To provide for definite Christian education.

Methodist Institutions

The following institutions have been founded by the Methodists since Kentucky became a State. They are Augusta College established in 1822,⁹⁹ at Augusta, Logan College in 1846,¹⁰⁰ at Russellville, Millersburg Female College in 1850,¹⁰¹ at Millersburg, Wesleyan College in 1866,¹⁰² at Winchester,

99

Kentucky Session Acts, 1822-1825, pp. 161-171.

100

Gross Alexander, A History of Education in the Louisville Conference, p. 306. Nashville: Southern Methodist Publishing Co., 1897.

101

W. H. Perrin, History of Bourbon, Scott, Harrison and Nicholas Counties of Kentucky, p. 78. Chicago: O. L. Baskin and Co., 1893.

102

Ibid., p. 128.

Warren College in 1872,¹⁰³ at Bowling Green, Union College in 1879,¹⁰⁴ at Barbourville, Asbury College in 1890,¹⁰⁵ at Wilmore, Sue Bennett College in 1897,¹⁰⁶ at London, Sandy Valley Seminary in 1900,¹⁰⁷ at Paintsville, and Lindsey Wilson Junior College in 1903,¹⁰⁸ at Columbia.

The Methodist Church was a strong denomination in the State and established Kentucky Wesleyan College at Winchester, and Union College at Barbourville. These two institutions will be treated in detail in the following pages.

Kentucky Wesleyan College

Although Kentucky Wesleyan College has been in operation as a college only since 1866, yet in conception and as a representative college of Kentucky Methodism, it dates back even to the

103
Gross Alexander, op. cit., p. 320.

104
A. F. Lewis, op. cit., p. 221.

105
Barksdale Hamlett, op. cit., p. 324.

106
Ibid., p. 322.

107
Ibid., p. 323.

108
W. E. Baxter, op. cit., p. 13.

planning of Bethel Academy in 1793.¹⁰⁹ The institution was, in a sense, a continuation of three older institutions namely: Bethel Academy, Augusta College, and Transylvania University, while under control of the Methodist Episcopal Church.

As President Pearce expressed it, "The journeying ark of educational purpose of the church fathers in Kentucky found rest for a time," first at Bethel--then truly in a western wilderness--then at Augusta, then at Lexington, then at Millersburg and finally at Winchester.¹¹⁰

The Methodist Episcopal Church was divided not long before the final decline of Augusta College in 1849. Neither branch of the denomination in Kentucky undertook any other educational enterprise at once. The Methodist Episcopal Church South, however, which was then much larger than the northern branch, began to consider plans to supply its educational needs. These plans developed into the founding of Kentucky Wesleyan College at Millersburg.¹¹¹

The Methodist conference met in September, 1857, at

109

A. H. Redford, History of Methodism in Kentucky, p. 231, Vol. I. Nashville: Southern Methodist Publishing Co., 1886.

110

E. H. Pearce, Inaugural Address, p. 23. Winchester, 1895.

111

A. H. Redford, op. cit., V. I, p. 228.

Millersburg.¹¹² Here they decided to establish a college under the patronage of the church. The purposes stressed were "the promotion of literature, science, morality and religion."¹¹³

In 1860, a charter was secured for the College, placing it under the control of a board of education composed of twelve members, half of whom were lay members and half clerical.¹¹⁴ The name Kentucky Wesleyan University was first adopted for the institution, but Kentucky Wesleyan College has since been substituted.

The conference intended for the College to be opened at once, but its opening was delayed due to the Civil War.¹¹⁵ It was finally opened in September, 1866.¹¹⁶

The school progressed rapidly for several years at Millersburg, but because of poor financial conditions and the generous offer to remedy this condition on the part of the citizens of Winchester, the college was moved to Winchester in 1887.¹¹⁷ It has had a continuous existence since that time.

¹¹² A. F. Lewis, op. cit., p. 127.

¹¹³ W. H. Perrin, op. cit., p. 128.

¹¹⁴ A. H. Redford, op. cit., Vol. I, p. 130.

¹¹⁵ Z. F. Smith, op. cit., p. 409.

¹¹⁶ W. H. Perrin, op. cit., p. 135.

¹¹⁷ A. H. Redford, op. cit., Vol. I, p. 185.

Union College

Union College is the adopted college of the Kentucky Conference of the Methodist Church, standing in the same relation to that body as Kentucky Wesleyan College does to Kentucky Conference of the Methodist Episcopal Church, South. The movements which led to its establishment are as old in conception and spirit as Bethel Academy, and it has an equal right to trace its lineage from that source through Augusta College and the period of Methodist Control of Transylvania University.¹¹⁸

The establishment of Union College is largely due to the foresight and energy of the Reverend Daniel Stevenson, who was in many ways prominent in educational matters in Kentucky, being influential in the establishment of Kentucky Wesleyan College.¹¹⁹ Reverend Stevenson with a number of others had withdrawn from the Methodist Episcopal Church in the United States, commonly called in contradistinction to the Northern Methodist Church, from which organization the separation of the Southern Church had taken place in 1844 and 1845.¹²⁰

118

Z. F. Smith, op. cit., p. 408.

119

A. F. Lewis, op. cit., p. 222.

120

A. H. Redford, op. cit., Vol. 11, p. 420.

In the change of church relations the larger part of the church property and at least all of the important educational institutions had been left in the hands of the Southern Church, and so the Methodist Episcopal Church found itself without any representative college.¹²¹

Reverend Stevenson, desiring to promote the cause of education as a duty and privilege of the church next to preaching the gospel and as a necessity to the permanent progress of any religious movement, saw the imperative need of establishing schools for his denomination, as well as building churches and parsonages.¹²² Accordingly, steps were taken by him and others looking toward the accomplishment of this purpose, and in 1866 a charter was obtained from the State Legislature for a Board of Education of the Kentucky Conference of the Methodist Church.¹²³

Nothing was done by this Board of Education for several years after its organization, owing to the lack of funds.

Finally in 1879, Union College was incorporated and a building erected for it at Barbourville in 1880 by a joint stock company.¹²⁴ Mainly through the influence of A. H. Marritt, the

¹²¹ Z. F. Smith, op. cit., p. 410.

¹²² Samuel Wilson, op. cit., p. 265.

¹²³ Ibid., p. 266.

¹²⁴ James M. Buckley, A History of the Methodist Church, p. 287. Louisville: Harper and Brothers, 1899.

sum seven thousand, four hundred and seventy dollars had been spent for grounds and a partially completed building in which the school had been opened in the autumn of 1880.¹²⁵ The property soon became involved in litigation, and was closed for some time. It was sold by order of the court on October 25, 1886.¹²⁶ It was purchased at that time and held for the conference by Reverend Stevenson, with the financial assistance of Mr. Green Elliott, and Mrs. M. P. Davis of Barbourville. Reverend Stevenson had secured authority for this action from the conference.¹²⁷

In 1886, the College reopened, and has had many years of progress.¹²⁸

125
Minutes of the Kentucky Conference, 1880, p. 43,
Methodist Episcopal Church, Louisville, Kentucky.

126
Notes, p. 10. (Filed in the Library, Union
College, Barbourville, Kentucky.)

127
Ibid., p. 11.

128
James M. Buckley, op. cit., p. 295.

Additional Institutions of Higher Learning
Founded by the Methodist Denomination

In Table V are listed the Methodist Colleges of Kentucky
established between the years of 1822 - 1903.

TABLE V

METHODIST INSTITUTIONS IN KENTUCKY WITH THE
DATES AND ORIGINS OF THEIR FOUNDING (1822-1903)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Augusta College, Augusta, Kentucky ^a	1822	Grew out of Bethel Academy Charter granted by the Legislature which declared that "said seminary of learning shall be conducted on free, liberal, and enlightened principles."
Logan College, Russellville, Kentucky ^b	1846	Established as an individual enterprise to meet the demands of the local need for higher education by William Wines-later supported by the Methodist.
Millersburg Female College Millersburg, Kentucky ^c	1850	Founded to supply the need and better facilities for the higher education of girls in the immediate community and the adjoining section of Kentucky.

^a Kentucky Session Acts, 1822-1823, pp. 163-171.

^b Alex C. Finley, The History of Russellville and Logan County, p. 62. Vol. First, Books II, and III. Russellville: Gaines and Barclay Publishers, 1879.

^c W. H. Perrin, op. cit., p. 78-79.

TABLE V (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Warren College, Bowling Green, Kentucky ^d	1872	Established by Louisville conference of the Methodist Episcopal Church South in Kentucky. An institution of higher education--for the Kentucky conference had withdrawn in 1850, from the joint control of Transylvania University.
Asbury College, Wilmore, Kentucky ^e	1890	Founded for purpose to develop the body, mind, and soul. For the training of the ministers and missionaries.
Sue Bennett College, London, Kentucky ^f	1897	Established for the purpose of providing Christian training for mountain youth. By the Womens Board of Home Missions of the Methodist Church.
Sandy Valley Seminary, Paintsville, Kentucky ^g	1900	Grew out of Academy founded on John's Creek later moved to Paintsville--established for the purpose of training ministers and religious workers, also to provide an opportunity for higher education in that vicinity.

^d Gross Alexander, op. cit., p. 320.

^e Barksdale Hamlett, op. cit., p. 324.

^f Ibid., p. 322.

^g Ibid., p. 323.

TABLE V (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Lindsay Wilson Junior College, Columbia, Kentucky ^h	1903	Established by Louisville and Kentucky conferences of the Methodist Church, South. The purpose of the school is to help the student apply acquired knowledge to practical problems of life.

h

W. E. Baxter, op. cit., p. 13.

An examination of Table V, indicates that the reasons for the founding of the various Methodist institutions in Kentucky were many and varied. They may be summarized as follows:

- (1) Outgrowth of the Academy, its predecessor,
- (2) Established as individual enterprise,
- (3) Higher education of girls,
- (4) To supply local educational needs,
- (5) To provide institutions of college rank for the Methodist Episcopal Church, South,
- (6) To train ministers and missionaries,
- (7) To provide Christian training for mountain youth,
and
- (8) To provide opportunity for students to apply acquired knowledge to the practical problems of life.

Episcopal Institutions

The denomination having the least representation among those listed at the beginning of this Chapter is the Episcopal group, which established Shelby College, at Shelbyville, and Margaret College, at Versailles.

Shelby College

Shelby College was founded in 1836, at Shelbyville. In 1841 it took on the feature which was characteristic of most

denominational colleges of the State, namely that of coming under the management of a denomination,¹²⁹ It was founded for the purpose of providing Christian training for the boys and girls in the vicinity of Shelbyville.¹³⁰ The college was controlled by the Episcopal Church for thirty years, although it was not supported by the denomination with very great unanimity.¹³¹

Margaret College

In 1899, Swift Darneal, of Woodford County, offered to the Bishop and Council of the Diocese of Lexington of the Protestant Episcopal Church, a valuable piece of property consisting of his home and about six acres of land, located within the city of Versailles, for the purpose of founding a school for girls.¹³² This gift was accepted, and in September, 1899, the school was opened.¹³³

129

James Craik, Historical Sketches of Christ Church of Kentucky, p. 105. Louisville: John P. Morton and Co., 1862.

130

James Craik, op. cit., p. 106.

131

Ibid., p. 106.

132

Barksdale Hamlett, op. cit., p. 313.

133

Ibid., p. 313.

By the year of 1908, the continual patronage of the boarding department as well as the day school demanded that greater opportunity be given the students to pursue higher learning. In order to meet this need the Board of Directors applied for and received a charter for a college foundation, with special view toward the maintenance of a junior college. The corporate existence of Margaret College dates from February 29, 1908.¹³⁴

There are, however, other factors which have made a definite contribution to the establishment of a system of higher education in Kentucky. Prominent among these are the forces arising from private initiative. The discussion in the succeeding Chapter will be confined to this area.

134

Kentucky Session Acts, 1908, pp. 512-513.

Summary

Denominational education has had a prominent place in the history of higher education in Kentucky and has made a valuable and lasting contribution to the educational progress and development of the State. This chapter has attempted to show when, why, and how the various schools under denominational control arose. Considering the institutions as a group, certain common factors contributed in a large measure to the founding of denominational colleges in Kentucky and were present to a greater or less degree in the beginnings of all of the institutions:

- (1) To provide theological training for ministers and missionaries,
 - (2) To provide moral and Christian training for youth,
 - (3) To provide education for young women and girls,
 - (4) To provide education for young men and boys,
 - (5) To supply education for local areas,
 - (6) To provide for the education of teachers,
 - (7) To provide specific denominational education,
 - (8) To replace colleges lost through church schism,
- and
- (9) To continue with schools which were formerly academies.

CHAPTER IV

THE ORIGIN OF PRIVATELY SUPPORTED INSTITUTIONS OF HIGHER EDUCATION

Introduction

While denominationally controlled institutions were being established in various parts of the State, private enterprise also manifested itself in the field of higher education. It is not possible to make a clear distinction in all cases between privately controlled and denominationally controlled institutions, since certain schools, although privately owned and controlled, had some organic connection with denominational institutions. Private enterprise has played a large part in the development of higher education in Kentucky, contributing many institutions of various types to the educational system of the State, although most of these schools had but a brief and inconspicuous history.

This chapter describes the origins of all of the institutions of higher learning in Kentucky whose support was derived mainly from private sources. The data presented cover the period from 1837 to 1927. Two institutions, Berea College and Bowling Green Business University, are discussed in detail, since they are characteristic of the entire group. The pertinent data for the total of twenty-two institutions are given in tabular arrangement.

The following private institutions of college rank have been established in Kentucky since 1837.

<u>Name</u>	<u>Location</u>	<u>Date of Founding</u>
<u>Louisville Medical Institute</u>	<u>Louisville, Kentucky</u>	<u>1837</u> 1
<u>Sayre College</u>	<u>Lexington, Kentucky</u>	<u>1854</u> 2
<u>Jessamine Female Institute</u>	<u>Nicholasville, Kentucky</u>	<u>1854</u> 3
<u>Berea College</u>	<u>Berea, Kentucky</u>	<u>1855</u> 4
<u>Eminence College</u>	<u>Eminence, Kentucky</u>	<u>1855</u> 5
<u>Daughters College</u>	<u>Harrodsburg, Kentucky</u>	<u>1856</u> 6
<u>Lynnland Male and Female Institute</u>	<u>Glendale, Kentucky</u>	<u>1866</u> 7
<u>Hamilton Female College</u>	<u>Lexington, Kentucky</u>	<u>1869</u> 8

1
A. F. Lewis, History of Higher Education in Kentucky, p. 265. U. S. Bureau of Education Circular of Information, No. 3. Washington: Government Printing Office, 1899.

2
Lewis Collins and R. H. Collins, History of Kentucky, pp. 206 and 492, Vol. II. Louisville: John P. Merton and Co., 1924.

3
Minutes from a Public Meeting held at Nicholasville, p. 11, May 20, 1854.

4
W. H. Perrin, J. H. Battle and G. C. Kniffen, A History of the State of Kentucky, p. 376. Louisville: F. A. Battery and Co., 1886.

5
Biographical Encyclopedia of Kentucky, p. 568. Cincinnati: J. M. Armstrong and Co., 1878.

6
Ibid., p. 578.

7
A. F. Lewis, op. cit., p. 191.

8
Ibid., p. 250.

<u>Louisville Medical College</u>	<u>Louisville, Kentucky</u>	<u>1869</u>	9
<u>Louisville College of Pharmacy</u>	<u>Louisville, Kentucky</u>	<u>1870</u>	10
<u>Standford Female College</u>	<u>Standford, Kentucky</u>	<u>1871</u>	11
<u>Southern Normal School</u>	<u>Glasgow, Kentucky</u>	<u>1874</u>	12
<u>Odgen College</u>	<u>Bowling Green, Kentucky</u>	<u>1877</u>	13
<u>Louisville National Medical College</u>	<u>Louisville, Kentucky</u>	<u>1888</u>	14
<u>Potter College</u>	<u>Bowling Green, Kentucky</u>	<u>1889</u>	15
<u>Owensboro College</u>	<u>Owensboro, Kentucky</u>	<u>1890</u>	16
<u>Southern Normal School and Business College</u>	<u>Bowling Green, Kentucky</u>	<u>1892</u>	17
<u>Southwestern Homeopathic Medical College</u>	<u>Louisville, Kentucky</u>	<u>1892</u>	18
<u>Beaumont College</u>	<u>Harrodsburg, Kentucky</u>	<u>1894</u>	19

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- 9
Lewis Collins and R. H. Collins, op. cit., p. 38.
- 10
Announcement of Louisville College of Pharmacy, 1873,
p. 4. Louisville: Board of Trustees.
- 11
A. F. Lewis, op. cit., p. 254.
- 12
The Southern Educator, September 16, 1874. Glasgow,
Kentucky.
- 13
Records of the Warren County Court, Vol. V, p. 276,
1870.
- 14
Kentucky Session Acts, 1888, pp. 368-370, Chapter 1234.
- 15
A. F. Lewis, op. cit., p. 257.
- 16
Announcement of Owensboro Female College, 1890, p. 3.
Owensboro: Trustees of Owensboro Female College.
- 17
W. E. Baxter, Which College Shall I Choose?, p. 3.
Louisville: N. Y. A. Guidance Project, 1938.
- 18
Louisville Times, September 30, 1898. Louisville,
Kentucky.
- 19
Biographical Encyclopedia of Kentucky, p. 654.
Cincinnati: J. M. Armstrong and Co., 1878.

<u>Jefferson Law School</u>	<u>Louisville, Kentucky</u>	<u>1905</u>	20
<u>Lincoln Institute of Kentucky</u>	<u>Lincoln Ridge, Kentucky</u>	<u>1918</u>	21
<u>Caney Junior College</u>	<u>Pippaspass, Kentucky</u>	<u>1927</u>	22

For the purpose of intensive treatment Berea College at Berea, Kentucky, and Bowling Green Business University at Bowling Green, Kentucky, have been selected from the group of private institutions founded in Kentucky, since the establishment of the State. Both of these institutions have made valuable contributions to the social and economic life of the State.

Berea College

The chief founder of Berea College was the Reverend John G. Fee. It was largely through his influence and efforts that the school was first established. The institution was the direct outgrowth of the anti-slavery agitation in which he was engaged in eastern Kentucky.²³

20

W. E. Baxter, op. cit., p. 11.

21

Oscar F. Galloway, "Higher Education for Negroes in Kentucky," p. 15. Unpublished Master's Thesis, University of Kentucky, 1936.

22

W. E. Baxter, op. cit., p. 5.

23

W. H. Perrin, J. H. Battle, and G. C. Kniffen, op. cit., p. 406.

For many years Reverend Fee was supported in his work by the American Missionary Association, and in a sense this organization may be considered a co-founder of the school, although, it never had any direct share in the management of the institution.²⁴

The school out of which Berea College has since developed was established as a necessary means of sustaining Reverend Fee's anti-slavery agitation and was first opened in the early part of 1855.²⁵

In July 1859, a constitution was prepared for the incorporation of the College.²⁶ The general character of this instrument and the nature of the institution it proposed to call into existence may be seen in the following paragraphs:

"This College shall be under an influence strictly Christian, and as such, opposed to sectarianism, slave holding, caste, and every other wrong institution or practice."²⁷

²⁴ Ibid., p. 407.

²⁵ A. F. Lewis, op. cit., p. 183.

²⁶ Ibid., p. 184.

²⁷ History of Berea College, p. 18. Berea: Board of Trustees of Berea College, 1883.

The object of this College shall be to furnish the facilities for a thorough education to all persons of good moral character, at the least possible expense to the same, and all the inducements and facilities for manual labor which can reasonably be supplied by the board of trustees shall be offered to the students. ²⁸

At the time of the adoption of the constitution, a Board of Trustees was organized and steps taken to procure a charter for the proposed college. John Brown's Raid occurred just at this time and caused the enterprise to be abandoned. ²⁹

The institution aroused considerable opposition in the State, on account of the anti-slavery sentiments of its managers. This feeling found expression in a county convention held in Richmond, Kentucky which appointed a committee of sixty-five men to see that it was removed from the State. ³⁰ On December 23, 1859, ³¹ this committee notified Reverend Fee and others to leave the State in ten days, and accordingly, they departed.

In 1865, ³² the friends of the College returned, the Board of Trustees was reorganized, a charter for the College was

²⁸
Ibid., p. 19.

²⁹
Barksdale Hamlett, History of Education in Kentucky, p. 301. Frankfort: Kentucky Department of Education, 1914.

³⁰
Samuel M. Wilson, History of Kentucky, p. 263. Chicago: The S. J. Clarke Publishing Co., 1928.

³¹
Ibid., p. 263.

³²
Ibid., p. 263.

obtained under the general laws of the State, and the school was reopened as Berea College.

The College received little support from the American Missionary Association. It has depended upon the income of its endowment, the amount received from students fees, and contributions of those interested in its work.³³

The anti-slavery principles of Berea's early supporters led to the undertaking after the Civil War of the training of colored teachers for the public schools.³⁴ This was later prohibited by the Legislature, and the work was transferred to an independent institution, known as Lincoln Institute of Kentucky, located in Shelby County.³⁵

From its earliest years, Berea College has devoted itself to the interests of the people inhabiting the mountains of Eastern Kentucky and adjoining states.

Bowling Green Business University

Bowling Green Business University grew out of the Southern Normal School established by A. W. Mell at Glasgow,

³³ Barksdale Hamlett, op. cit., p. 302.

³⁴ Barksdale Hamlett, op. cit., p. 302.

³⁵ Samuel Wilson, op. cit., p. 264.

Kentucky, for the training of teachers in 1874.³⁶

In 1884 the Southern Normal School was moved to Bowling Green, which could furnish better accommodations.³⁷ The institution was fairly successful at its new location until 1890, when Mr. Mell retired from its management.³⁸

In 1890,³⁹ H. A. Evans and W. J. Davis, who were graduates of the school, succeeded A. W. Mell, and in September, 1892,⁴⁰ they were joined by T. C. and H. H. Cherry.

The Cherry brothers, while maintaining the standing and reputation of the normal school, developed the business department of the college.

They secured a separate charter for the business department of the school and established a business college which remained under the same management.⁴¹ The school was given

36

A. F. Lewis, op. cit., p. 295.

37

Ibid., p. 296.

38

Z. F. Smith, History of Kentucky, p. 706.
Louisville: The Prentis Press, 1901.

39

Ibid., p. 707.

40

W. E. Baxter, op. cit., p. 4.

41

Samuel Wilson, op. cit., p. 255.

the name of Bowling Green Business College.

Later, the institution's proprietors withdraw from its management, and a group of business men took over its administration, making it Bowling Green Business University.⁴²

The University is unique in that it is operated and owned by a small number of business men. It is also accredited as a four-year business college.⁴³

42

Ibid., p. 629.

43

W. E. Baxter, op. cit., p. 3.

Private Institutions of Higher Education
Established in Kentucky Between 1837 and 1927

Table VI lists all the private institutions of higher learning with their origins and dates of founding.

TABLE VI
PRIVATE INSTITUTIONS IN KENTUCKY WITH THE DATES
AND ORIGINS OF THEIR FOUNDING (1837-1927)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Louisville Medical Institute, Louisville, Kentucky ^a	1837	Founded by a group of doctors-- to supply a felt need for medical service in Kentucky, Louisville, being a thriving city at the time, encouraged the promoters in establishing the school there.
Sayre Female Institute, (later Sayre College) Lexington, Kentucky ^b	1854	Owes its existence to the munificence of David A. Sayre of Lexington. Established as a school for girls only. All of its income was to be used for that purpose.

^a A. F. Lewis, op. cit., p. 265.

^b Lewis Collins, and R. H. Collins, op. cit., pp. 206 and

TABLE VI (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Jessamine Female Institute, Nicholasville, Kentucky ^c	1854	"The outgrowth of the intelligent demand of a cultured and earnest community, which realizes its best interests are met in an educated womanhood." Twenty prominent citizens of the community promoted and established the school. They were Presbyterians, but the school was not a church school.
Berea College, Berea, Kentucky ^d	1855	Established largely through the efforts of Reverend John G. Fee. It was organized as a direct outgrowth of the anti-slavery agitation in which he was engaged in Eastern Kentucky. The American Missionary Association supported him but had no share in the management and control of the school. The public supported Reverend Fee from the beginning in his efforts.

^c Minutes from a Public Meeting held at Nicholasville, May 20, 1854.

^d W. H. Perrin, J. H. Battle, and G. C. Kniffen, op. cit., p. 376.

TABLE VI (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Eminence College, Eminence, Kentucky ^e	1855	The school grew out of a high school established at Eminence by a number of public spirited citizens of the community, who organized themselves into a stock company.
Daughters College, Harrodsburg, Kentucky ^f	1856	Founded by the efforts of one man, Augustus Williams, who purchased 20 acres of land near Harrodsburg, and opened a school for the education of young women.
Lynnland Male and Female Institute, Glendale, Kentucky ^g	1866	The school arose from a local demand for higher education and had its origin in an association of well to do farmers of the vicinity of Glendale. They organized themselves into a stock company and purchased land for the purpose.

^e Biographical Encyclopedia of Kentucky, p. 568. Cincinnati: J. M. Armstrong and Co., 1878.

^f Ibid., p. 578.

^g A. F. Lewis, op. cit., p. 191.

TABLE VI (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Hamilton Female Institute, (later Hamilton College), Lexington, Kentucky ^h	1869	Founded by James M. Hecker, for the purpose of consecrating a large portion of his time and means to the "upbuilding of an institution for young women on Christian and Scientific principles." He was sole proprietor, but some of the prominent members of his church were associated with him in its management.
Louisville Medical College, Louisville, Kentucky ⁱ	1869	The foundation of Louisville Medical College was due to the conviction on the part of its promoters that the great popularity of Louisville as a medical center justified the establishment of a modern medical college. Those mainly instrumental in its founding were Doctors Henry Bullitt, Henry Miller, John Godman, J. M. Holloway, J. A. Ireland, John Ouchterlony and E. S. Gaillard, whose aim was to establish a first class institution.

^h A. F. Lewis, op. cit., p. 260.

ⁱ Lewis Collins, and R. H. Collins, op. cit., p. 38.

TABLE VI (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Louisville College of Pharmacy, Louisville, Kentucky ^j	1870	"Established to supply a want that had been felt in the Southwest, by a group of doctors of Louisville."
Standford Female College, Standford, Kentucky ^k	1871	Established by John B. Owsley, S. H. Shanks, J. W. Alcorn, M. C. Saufley, John Reid and H. S. Withers. These men and others organized themselves into a stock company and raised the funds to found the school. The school was founded on Christian principles, but not under church control.
Southern Normal School, Glasgow, Kentucky ^l	1874	Founded by A. W. Mell as a training school for teachers at Glasgow in 1874. His chief aim in establishing the school was the education of teachers for higher professional service.

^j Announcement of Louisville College of Pharmacy, p. 4. Louisville, Kentucky. 1873.

^k A. F. Lewis, op. cit., p. 254.

^l The Southern Educator, September 16, 1874. Glasgow, Kentucky.

TABLE VI (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Odgen College, Bowling Green, Kentucky ^m	1877	Odgen College owes its existence to the beneficence of Robert W. Odgen, who by his will, dated December 7, 1870, left the sum of \$50,000, "or so much thereof as may be necessary," to be used "in the purchase of suitable grounds and the erection thereon of appropriate buildings in or near the town of Bowling Green, Kentucky to be dedicated and devoted to the education therein of males or females, young men or young women as my executors may elect."
Louisville National Medical College, Louisville, Kentucky ⁿ	1888	Established by efforts of Dr. H. Fitzbutler and others for purpose of education of negroes in medicine. All colored men had been excluded from medicine up to the time of its establishment in Kentucky.

^mRecords of the Warren County Court, Vol. V, p. 276, 1870.ⁿKentucky Session Acts, 1888, Chapter 234.

TABLE VI (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Potter College, Bowling Green, Kentucky ^o	1889	Potter College was founded as a result of the generosity and liberal spirit of the citizens of Bowling Green, who irrespective of church connections united in establishing in their midst an institution for higher education of young women. The chief promoter of the enterprise was Reverend F. F. Cabell.
Owensboro Female College, Owensboro, Kentucky ^P	1890	The college is "an outgrowth of a desire on the part of the citizens of Owensboro to have brought to their door the largest advantages for their daughters in the higher branches of education."

o

A, F. Lewis, op. cit., p. 257.

P

Owensboro: Announcement of Owensboro Female College, 1890, p. 3.
Trustees of Owensboro Female College.

TABLE VI (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Southwestern Homeopathic Medical College, Louis- ville, Kentucky ^q	1892	This institution was founded in order to provide students an opportunity to study the principles of homeopathy, especially in the Southwest, who had been deprived of the opportunity of a regular study of this branch of science.
Southern Normal School and Business College, Bowling Green, Kentucky (now Bowling Green Business University) ^r	1892	Grew out of Southern Normal School at Glasgow. Founded by T. C. and H. H. Cherry when the institution was removed to Bowling Green. Established for the purpose --to offer commercial training in addition to teacher training provided by the Normal School.

^q Louisville Times, September 30, 1892, Louisville,
Kentucky.

^r W. E. Baxter, op. cit., p. 3.

TABLE VI (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
Beaumont College, Harrodsburg, Kentucky ^s	1894	Founded by T. H. Smith for the purpose of doing a high type of university work for girls. Daughters College had failed at Harrodsburg—this influenced its location there. Beaumont inherited all its property.
Jefferson Law School, Louisville, Kentucky ^t	1905	Established by a number of lawyers in Louisville to provide an opportunity for legal training for those who are employed during the day. The school is a private institution.
Lincoln Institute of Kentucky, Lincoln Ridge, Kentucky ^u	1912	Founded for the purpose of providing teacher training for negroes. It also intends to equip each young man who stays a considerable time with practical knowledge of some trade.

^s Biographical Encyclopedia of Kentucky, p. 634. Cincinnati: J. M. Armstrong and Co., 1878.

^t W. E. Baxter, op. cit., p. 11.

^u Oscar Galloway, "Higher Education for Negroes in Kentucky," p. 15. Unpublished Master's Thesis, University of Kentucky, 1930.

TABLE VI (continued)

INSTITUTION	DATE OF FOUNDING	ORIGIN
<p>(Lincoln Institute-- Con't)</p> <p>Caney Junior College, Pippapass, Kentucky ^v</p>	1927	<p>Every young woman is to study home making, cooking and sewing. The institution is privately supported from gifts, fees and small endowments.</p> <p>Grew out of the efforts of the people of Caney Creek community center to provide a free opportunity for mountain boys and girls for two years of college-- courses in Arts and Sciences and Teacher training.</p>

^v W. E. Baxter, op. cit., p. 5.

An inspection of Table VI reveals that the purposes underlying the founding of the various private institutions in the State are as numerous and varied as the institutions themselves. They may be summarized, however, under several broad, general statements, in order to include nearly all of the factors contributing to the establishment of this group of schools. Private philanthropy and interests of groups of people were responsible for the organization of all of the private institutions discussed. The more specific purposes which animated their founders were: (1) to provide for vocational and professional training in various localities, (2) to satisfy a local demand for a cultural education for young men and women, (3) to meet certain local needs, and (4) to give expression to certain political and social faiths.

Summary

Private enterprise provided for a number of institutions of college rank in Kentucky until approximately the first quarter of the twentieth century. The influence of private agencies was widespread, twenty-two colleges having been founded before 1930. This group of schools included two teacher training institutions, four medical schools, a college of pharmacy, a business college, a law school, and thirteen institutions for the purpose of general college education. A variety of purposes was responsible for the establishment of this group of schools, founded and supported by individual philanthropy and group enterprise. All except five of these institutions have ceased to exist, and one of the five is of very recent origin. Of the group, Berea College and Bowling Green Business University have had the longest and most significant history.

The chief factors contributing to the founding of privately supported institutions of higher learning in Kentucky are: (1) need for training in the medical profession, (2) need for trained pharmacists, (3) private and public philanthropy, (4) local need for the education of young women, (5) the need to satisfy certain religious and social beliefs, (6) need for trained men in the legal profession, and (7) a

need to prepare young men and women of the colored race for service as public school teachers.

Private enterprise for the support of higher education in Kentucky manifested itself as early as 1837, following the failure of earlier attempts to provide state support of the movement. There was soon a renewal of the effort to provide State supported institutions of higher learning, however. An account of this second and successful attempt will be presented in Chapter V. Municipal institutions, while not receiving their support directly from State sources, because of their public character are grouped with the State supported institutions, and are also included for treatment in the next chapter.

CHAPTER V
THE ORIGIN OF STATE AND
MUNICIPAL INSTITUTIONS OF HIGHER LEARNING
IN KENTUCKY

Introduction

It has been shown in the preceding chapters of this study that higher education in Kentucky began in most instances through the efforts of private individuals, independent organizations, and religious denominations. It is true that as nearly as 1798 State legislation helped to create Transylvania University. From that date until about 1850, however, institutions of higher learning in Kentucky were promulgated largely by influences other than those of the State. The influence of the State took on an added impetus in 1857 with the founding of Kentucky University at Harrodsburg. A brief reference to the establishment of this institution has been made in previous chapters. Since that date there have been established by direct State action a number of institutions whose origins will be discussed in the present chapter. In addition to this group of State institutions, certain local or municipal colleges have been founded and are described here.

State Institutions

The schools of higher learning which have been established by the State of Kentucky are: Kentucky University

at Harrodsburg in 1857,¹ (now located in Lexington), State Normal School at Frankfort in 1866,² (now Kentucky State College for Negroes), Eastern Normal School, at Richmond in 1906,³ (now Eastern State Teachers College), Western Normal School at Bowling Green in 1906,⁴ (now Western Kentucky State Teachers College), Western Kentucky Industrial College, at Paducah in 1910,⁵ (was established as a private enterprise but partially made a State institution in 1918,⁶) Morehead State Normal School, at Morehead, in 1922,⁷ (now Morehead State Teachers College), and Murray State Normal School, at Murray in 1922,⁸ (now Murray State Teachers College).

1

Alvin F. Lewis, History of Higher Education in Kentucky, p. 85. U. S. Bureau of Education, Circular of Information, No. 3. Washington: Government Printing Office, 1899.

2

Kentucky Session Acts, 1866, pp. 232-236.

3

Kentucky Session Acts, 1906, p. 393.

4

Ibid., p. 393.

5

Oscar F. Galloway, Higher Education for Negroes in Kentucky, p. 14. Bulletin of the Bureau of School Service, Vol. V, No. 1. Lexington, Kentucky: University of Kentucky, September, 1932.

6

Ibid., p. 14.

7

Kentucky Session Acts, 1922, p. 486.

8

Ibid., p. 487.

University of Kentucky

The failure of Bacon College as discussed in a preceding chapter caused John B. Bowman to effect plans whereby an institution of even greater compass be erected on the ruins of his alma mater.⁹ After mature deliberation he determined, in 1855, to make a house-to-house canvass of several counties in Central Kentucky where the Christian denomination was strong.¹⁰

For the better materialization of his ideas, Mr. Bowman, through the trustees of Bacon College, called a public meeting of the friends and donors of that institution to discuss its reorganization.¹¹ This meeting occurred at Harrodsburg on May 6, 1857,¹² and was well attended, especially from the counties which Mr. Bowman had canvassed. This meeting was harmonious in spirit and earnest in action, and to it Mr. Bowman presented the report of his canvass and his ideas in regard to the proposed plan. It was not his intention to reestablish Bacon College, but he desired to found an "institution more liberal

⁹ A. F. Lewis, op. cit., p. 85.

¹⁰ A. F. Lewis, op. cit., p. 85.

¹¹ Ibid., p. 86.

¹² Minutes of the Meeting of the Friends and Donors of Bacon College, p. 7, May 6, 1857. Harrodsburg, Kentucky.

in all its appointments--permanent in its nature--and auxiliary to the cause of sound morality and pure religion in the State."¹³

These ideas were heartily approved by the meeting, and a committee was appointed to act in conjunction with the trustees of Bacon College in determining what amendments were needed to the charter of the college in order to carry them out. Accordingly, amendments were obtained, and by legislative action were approved January 15, 1858.¹⁴ The property and claims of Bacon College were invested in a new body of Curators, representing the various counties contributing to the new enterprise, who were to be not less than thirty in number, and two thirds of whom must be members of the Christian Church in Kentucky. They were given the corporate power necessary to establish "a first class university, upon a modern American and Christian basis," under the title of Kentucky University, and were given the right to grant such literary honors as are usually granted in the best colleges and universities in the United States, the diplomas conferred entitling their possessors "to all the immunities and privileges which by law or usage are allowed to the possessors

13

Ibid., p. 8.

14

A. F. Lewis, op. cit., p. 86.

of diplomas granted by any other college or university in the United States."¹⁵

This amended charter, with its enlarged provisions, was accepted by the trustees of Bacon College on February 2, 1858.¹⁶ The new board of curators, at their first meeting on February 4, 1858,¹⁷ adopted the necessary laws and regulations for putting it into operation.

The beginning of Kentucky University is to be found in a preparatory department, to which a normal department was attached, opening at Harrodsburg, on September 21, 1857.¹⁸

The institution was conducted at Harrodsburg until the summer of 1865.¹⁹ On February 23, 1864,²⁰ the university building was destroyed by a fire which also consumed the library and apparatus. The next session of the university was continued at

15

A. F. Smith, History of Kentucky, p. 535. Louisville, Kentucky: Courier Journal Printing Company, 1886.

16

Records of the Minutes of the Board of Trustees of Bacon College, p. 32, February, 1858. Harrodsburg, Kentucky.

17

Records of the Minutes of the Board of Trustees of Kentucky University, p. 6, February 4, 1858. Harrodsburg, Kentucky.

18

A. F. Lewis, op. cit., p. 86.

19

W. H. Perrin, J. H. Battle, and G. C. Kniffen, A History of Kentucky, p. 380. Louisville: FA. Battery and Co., 1886.

20

Ibid., p. 382.

Harrodsburg, but the founders of the institution began to seek another location. In September, 1864 they received propositions looking toward this object from Covington and Louisville, as well as one from the trustees of Transylvania University.²¹

This last offer to transfer the Transylvania University property and funds to Kentucky University, provided the latter should be moved to Lexington and the two institutions consolidated in such a way as to carry out all the Transylvania trusts, was accepted by the curators of Kentucky University.²²

Committees of the two boards met in Frankfort in January, 1865,²³ to make final arrangements for the consolidation and to secure the necessary legislative ratification of their action. When the question of making provision for the carrying out of the land grant for agricultural colleges, made by Congress in 1862, came before the Legislature, that body seemed to be unwilling to comply with the conditions imposed by Mr. Bowman, the

21

A. F. Lewis, op. cit., p. 87.

22

Barksdale Hamlett, History of Education in Kentucky, p. 292. Frankfort: State Journal Printing Company, 1914.

23

Barksdale Hamlett, History of Education in Kentucky, p. 293. Frankfort: State Journal Printing Company, 1914.

chairman of the committee, of the Kentucky University Curators. He proposed to make the new college a department of the university in such a way as to carry out fully the intent of the Act of Congress in regard to agriculture and the mechanic arts, the university furnishing an experimental farm and the requisite buildings to cost not less than \$100,000 and giving free tuition to 300 state students.²⁴

Accordingly a bill to this effect was made, and after an animated discussion, in which the principal objection was to denominational control of a State institution, was passed by a large majority. The bill was approved on February 22, 1865.²⁵ The union with Transylvania University was accomplished by a bill approved February 28, 1865.²⁶

The Act of 1862 which established the Agricultural and Mechanical College was administered by the curators of Kentucky-- Transylvania University until 1878,²⁷ when it was made a separate institution by a Legislative Act.

Transylvania operated in conjunction with Kentucky

24

A. F. Lewis, op. cit., p. 87.

25

Kentucky Session Acts, 1865, Chapter 968, p. 250.

26

Barksdale Hamlett, op. cit., p. 294.

27

Kentucky Session Acts, 1878, Chapter 424, p. 526.

University until 1908.²⁸ By an Act of the Legislature in 1908, the charter of the University was so amended as to confer upon the curators of Kentucky University all the rights and privileges of the Trustees of old Transylvania University.

The separation of Transylvania University from Kentucky University in 1908, resulted in the establishment of the Kentucky State College, which united with the then State-supported Agricultural and Mechanical College. Out of this union arose the present State University of Kentucky.²⁹

This separation also resulted in reorganization of Transylvania University which ceased to exist as a university and became a liberal arts college.

Teacher-Training Institutions

The factors which led to the establishment of the various teacher training institutions in Kentucky were as follows: (1) influence of education organizations, (2) influence of the state department of education, (3) influence of private institutions, and (4) influence of the demand for professionally trained teachers.³⁰

28

Barksdale Hamlett, op. cit., p. 294.

29

Ibid., p. 294.

30

Travis E. Smith, Rise of Teacher Training in Kentucky, pp. 167-174. Nashville: Cullom and Gertner Co., 1932.

Influence of educational organizations. At an early date state and local education organizations were formed in Kentucky. These were the outgrowth of an idea that organized effort would be necessary to break down general indifference toward public education. They followed in their main outline and organization that of the Western Literary Institute and College of Professional Teachers, and on occasion acted as auxiliaries to that body.³¹

The major enterprise of these early organizations was the promotion of interest in the establishment of a system of public schools. Their conventions were generally scheduled to meet at Frankfort at a time when the Legislature was in session, in order that their deliberations and decisions might be of direct influence to that body.³²

Interest was urged in the establishment of a complete system of education extending to every child of the State. Their recommendations proposed the establishment of schools wherein teachers could be prepared for competent service in the schools.

Influence of the State Department of Education. In 1838 the nucleus of Kentucky's Department was established by the appointment of Joseph J. Bullock to the office of State Superin-

31

Travis E. Smith, op. cit., p. 99.

32

Ibid., p. 100.

tendent of Public Instruction.³³ In the period between 1838 and 1860 seven men were successively appointed or elected to that position.³⁴ Those who filled the office during that period were earnest and indefatigable workers in the cause of public education and by their efforts did much to set the standards for leadership which the department has maintained in later periods.

A matter of chief concern to each of those who filled the position of superintendent was the creation of adequate agencies for the training of public school teachers. Their unanimous verdict was that the success of public education depended upon the quality of instruction and that the whole school system existed for the purpose of bringing teacher and pupil together under conditions in which learning would take place.

Influence of private institutions. In the absence of extensive agencies under the direction of the state for the training of teachers various private enterprises engaged in this work. Two of the private institutions which were discussed in the preceding chapter were established for this purpose. Many of the academies offered courses for the training of teachers.

33

Kentucky Senate Journal, 1838, pp. 839-840.

34

Travis E. Smith, op. cit., p. 141.

In their organization and management there was little uniformity. They interpreted their work largely in terms of local needs and arranged the courses of study accordingly. To the courses constituting a general education were frequently added special training. The business department became a feature in many instances.

Influence of the demand for professionally trained teachers.- Two of the teacher training institutions established in Kentucky within the past twenty years, namely, Morehead and Murray, were founded to meet a definite need for more and better trained teachers in Kentucky. The immediate causes leading to their establishment are set forth in the following statement:

6. Advancing professional standards. Most of our teachers were short of high school training, and only a small minority had college training. To relieve this situation, laws were passed requiring gradually more academic and professional training of teachers and requiring courses in school administration for superintendents. Teachers' institutes, traditional one-week sessions held annually, gave place to summer schools. The State began to issue certificates on the basis of college records and to adjust teachers salaries on the basis of high school and college credits.³⁵

This statement refers to the condition existing in the State during the years of 1920--22, just prior to the passage of the legislation providing for the establishment of

35

A Century of Education in Kentucky, 1838-1938, p. 80. Kentucky Educational Bulletin, Vol. VI, No. 3. Frankfort, Kentucky: State Department of Education, May, 1938.

the two normal schools referred to above, whose origin will be discussed later in this chapter.

Numerous attempts were made by private enterprise and the State to establish teacher training departments or institutions beginning about 1850. None of these, however, can be considered as legally established institutions devoted exclusively to the work of training teachers. The act creating a system of public schools for colored children in 1874 led to the establishment of the first state teacher training institution. This institution is discussed in the paragraph which follows.

Normal training for colored teachers. -- By an Act of the Legislature, approved February 23, 1874, a system of public schools for colored people was established in Kentucky.³⁶ A clause in this Act provided:

That applicants to teach the schools provided for in this Act shall obtain certificates in the same manner as now provided by the law for applicants to teach white schools, except that the examination may not be extended beyond spelling, reading, writing, and common arithmetic; and a school taught by a teacher competent to teach these branches shall be a lawful school.

There was in this Act essentially a contradiction. It provided for the certification of teachers upon a standard higher than could be attained in the public schools which

36

Kentucky Session Acts, 1874, pp. 63-66.

it created. It provided no means other than the common schools wherein people might become fitted to teach those branches in the manner implied in the Act. The condition thus created continued until the passage of an Act in 1886,³⁷ establishing a State Normal School for Colored Persons.

The Act provided for the appointment of a board of trustees consisting of one member from each Superior Court District and the State Superintendent of Public Instruction. To the trustees was granted the right to negotiate for a site, for buildings and grounds, for funds, and to take such other steps as were needed in locating the college. It fixed the conditions for admission of students, announced the general policies upon which it would be operated, and provided for the support of the school. An appropriation of \$7,000 was made for the erection of buildings, and \$3,000 was provided annually for the payment of salaries and other current expenses. The certificate of graduation from the course permitted the holder to teach in the colored schools of the State and was the equivalent of a State certificate.

On October 12, 1886, negotiations were entered into between the Board of Trustees and the City Council of Frankfort concerning a proposed site for the school. The offer of ten acres of land and \$1500 made by the City Council was

37

Kentucky Session Acts, 1886, pp. 232-236.

accepted and the school was located in Frankfort.³⁸

The school opened in October, 1887, at Frankfort with J. H. Jackson as president.³⁹

The name of school was changed in 1938 to Kentucky State College for Negroes.⁴⁰

Eastern and Western Normal Schools

The bill which authorized the establishment of Eastern and Western Normal Schools was presented and passed by the Legislature on March 9, 1906.⁴¹

It provided for the establishment of two normal school districts, in each of which a normal school was to be located. The object of the normal schools, as indicated in the Act⁴² was:

...to give the teachers of the commonwealth such

³⁸
Minutes of the City Council of Frankfort, Kentucky, 1886, p. 215.

³⁹
Minutes of the City Council of Frankfort, Kentucky, 1887, p. 430.

⁴⁰
Kentucky Session Acts, 1938, Chapter 226, p. 356.

⁴¹
Travis E. Smith, op. cit., p. 179.

⁴²
Kentucky Session Acts, 1906, p. 393.

training in the common school branches, in the science and art of teaching, and in such other branches as may be deemed necessary...to enable them to make the schools throughout the state effective.

For the management of each school a Board of Regents was appointed composed of five members, four of whom were to be appointed by the Governor and the Superintendent of Public Instruction who was to serve as the fifth member of each board. The Act provided for a Normal Executive Council to be composed of the Superintendent of Public Instruction and the presidents of the normal schools. It provided for the granting of diplomas which should have the value of a state certificate and certificates which should enable the holder to teach the courses enumerated thereon for a period of two years without renewal. Other matters relating to the selection of a president and faculty, meetings and work of the Board of Regents, and the general regulation of the work of the institutions were provided for in the Act. The Act also provided that Eastern Normal School be located at Richmond, Kentucky and Western Normal School to be located at Bowling Green, Kentucky. Both institutions opened in October, 1906.

Murray and Morehead Normal Schools

Murray and Morehead Normal Schools were established by an Act of General Assembly in 1922.⁴³ The Act provided for

43

Kentucky Session Acts, 1922, p. 486.

the opening of two normal schools, one in Eastern and one in Western Kentucky, for the purpose of training white elementary teachers. Morehead and Murray were the locations selected for these schools by a commission named for that purpose. In 1930 the schools became Morehead State Teachers College and Murray State Teachers College respectively.⁴⁴ The names of the two institutions were changed because of their growth and organization.⁴⁵

Western Kentucky Industrial College

West Kentucky Industrial College at Paducah was established in 1910,⁴⁶ as a private enterprise by D. H. Anderson who served for many years as its president. The school continued to operate as a private institution until 1918, when it received its first legislative appropriation.⁴⁷

While it operated as a State institution, the college never came fully under the control of the State. The Board of Trustees appointed by the Governor has control and supervision of only the educational activities, all supplementary business activities being conducted as private enterprise by the president.⁴⁸

⁴⁴ Kentucky Statutes, Chapter 65, p. 331.

⁴⁵ Ibid., p. 487.

⁴⁶ Oscar F. Galloway, op. cit., p. 14.

⁴⁷ Ibid., p. 14.

⁴⁸ Ibid., p. 14.

The institution was established for the purpose of training teachers, supervisors and industrial leaders for the colored school system of the Commonwealth.⁴⁹

In 1938, the Legislature of the State passed an Act,⁵⁰ changing the name of the school to West Kentucky Vocational Training School. The institution as it now exists is a vocational training school of secondary grade.⁵¹

Municipal Institutions

There have been four municipal institutions established in the State of Kentucky namely, University of Louisville in 1837,⁵² Louisville Municipal College for Negroes 1930,⁵³ Paducah Junior College in 1932,⁵⁴ and Ashland Junior College in 1938.⁵⁵

49

The Forty-Second Catalogue of Western Kentucky Industrial College, p. 17. Vol. I, No. 2. 1930. Paducah, Kentucky: Trustees of Western Kentucky Industrial College.

50

A Century of Education in Kentucky 1838-1938, op. cit., p. 113.

51

Ibid., p. 113.

52

Alvin F. Lewis, op. cit., p. 261.

53

Oscar F. Galloway, op. cit., p. 14.

54

W. E. Baxter, Which College Shall I Choose? p. 21. Louisville: N. Y. A. Guidance Project, 1938.

55

Minutes of the Ashland Board of Education, 1938, p. 362. Ashland, Kentucky: Board of Education.

University of Louisville

The University of Louisville was established by the City Council of Louisville in 1837.⁵⁶ It did not receive full recognition, however, until it was granted a charter by the General Assembly on February 7, 1846.⁵⁷ This charter was designed to embrace "all departments of a university for the promotion of every branch of science, literature and the liberal arts." Its basis was to be the Louisville Medical Institute. A law department was to be established, and power was given to convert old Jefferson Academy into a college department.⁵⁸ The last named development of the University of Louisville never materialized, for the Jefferson Academy was absorbed into the city school system in 1851.⁵⁹

Medical department.- The medical department of the University of Louisville is the oldest medical school existing

56

Minutes of the City Council of Louisville, Kentucky, 1837, p. 215.

57

Richard Deering, Louisville, her Commercial, Manufacturing, and Social Advantages, p. 186. Louisville: Wilcox and Dickerson and Co., 1859.

58

Ibid., p. 189.

59

Ibid., p. 190.

in Kentucky with a continuous history.⁶⁰ Its origin may be traced to the Louisville Medical Institute, which was established in Louisville under the charter of Centre College, at Danville.⁶¹ It appears, never to have had any success, however, and was succeeded in 1837 by a new institution under the same name, out of which has grown the present medical department of the University of Louisville.⁶²

The leading influence in the establishment of the school was Dr. Charles Caldwell, who had been connected for a number of years with the medical faculty of Transylvania University.⁶³ He recognized that Louisville had outgrown Lexington, and therefore would be a better location for a medical college, largely by reason of the superior clinical advantages offered.

Dr. Caldwell roused the City Council of Louisville to action, and they established the institution in 1837 and provided

60

A. F. Lewis, op. cit., p. 265.

61

Benjamin Casseday, The History of Louisville from its Earliest Settlement Till the Year of 1852, p. 187. Louisville: Wilcox, Dickerman and Co., 1852.

62

Samuel Wilson, History of Kentucky, p. 261, Vol. II. Chicago: The S. J. Clarke Publishing Co., 1928.

63

Ibid., p. 261.

for its support.⁶⁴

Law department.- The law department, which was ordinarily called the Louisville Law school, was organized according to the terms of the university charter of February 7, 1846.⁶⁵

Those who may be mentioned as taking perhaps the leading part in its establishment are James Guthrie and Judge Henry Pirtle, the latter for a long time one of its most prominent professors.⁶⁶ Mr. Guthrie, who was prominent in local, State and national politics before and after this time, had been previously connected with the board of managers of Louisville Medical Institute and had taken a great interest in its welfare. He did much to promote the foundation of the larger institution, with all the departments of a university, contemplated by the charter of 1846.

Other schools.- In addition to the schools of medicine and law, the University of Louisville now includes the College of Liberal Arts, the School of Dentistry and the Speed Scientific School. During its history, it has achieved a notable success, and as a result of a thorough reorganization in recent years, there

⁶⁴ Benjamin Casseday, op. cit., p. 126.

⁶⁵ A. F. Lewis, op. cit., p. 269.

⁶⁶ A. F. Lewis, op. cit., p. 269.

is reason to believe that its future will far excel its past.

Louisville Municipal College for Negroes

Louisville Municipal College for Negroes began operation with the second semester of the school year 1930-1931.⁶⁷

It is maintained by the City of Louisville, and is under the direct supervision of the Board of Trustees and administrative officers of the University of Louisville.

The reason for the establishment of the institution was to afford the negroes of Louisville with opportunities for higher education commensurate with those furnished white students by the University of Louisville.⁶⁸

Louisville Municipal College for negroes is a liberal arts college and seems to be giving no special amount of emphasis to any particular type of work. With reference to the aim of the institution, the catalogue states: "The Louisville Municipal College for Negroes attempts to train people for moral and intellectual leadership."⁶⁹ It is also the purpose of the college to give its students such an academic and cultural back-

67

Oscar F. Galloway, op. cit., p. 14.

68

Oscar F. Galloway, op. cit., p. 15.

69

Annual Bulletin of The Municipal College for Negroes, p. 9. Vol. I, No. 1. Louisville: Board of Trustees, University of Louisville, Louisville, Kentucky. 1931.

ground that they may enter into the more highly specialized fields of study.⁷⁰

The institution has been founded to meet the needs of the negro population of Louisville for higher education, and it is likely that its program will be expanded as demands for additional courses or curricula develop.

It is planned at present to offer courses which will satisfy the requirements for pre-medical, pre-dental, and pre-law work and to offer a sufficient amount of work in education to satisfy the requirements of the State Department of Education for a teacher's certificate.

Paducah Junior College

Paducah Junior College, a co-educational school, established in 1932, is municipally maintained.⁷¹ The college offers commercial and academic training both in regular and night sessions.

It was established to offer an opportunity for those who were employed during the day to further their education and to satisfy a local need for higher education for young men and women in the City of Paducah.⁷²

⁷⁰ Annual Bulletin of the Municipal College for Negroes, op. cit., p. 10.

⁷¹ W. E. Baxter, op. cit., p. 21.

⁷² Ibid., p. 65.

Ashland Junior College

Ashland Junior College was established in 1938 by the Ashland Board of Education.⁷³ The school was established to furnish an opportunity for those who were employed during the day, and for those who desired to further their education upon completion of the work of the local high school.⁷⁴

Two years of work are offered by the school consisting of academic and commercial courses.

73

Minutes of the Ashland Board of Education
August 12, 1938, p. 61. Ashland, Kentucky: Board of Education.

74

Ibid., p. 65.

Summary

Although some State effort in the establishment of institutions of higher learning in Kentucky was evident as early as 1798, the State began to manifest a more active interest about 1857, at which time Kentucky State College was created by direct legislative action. From 1857 to 1938 a number of institutions with varying purposes were established on the basis of State support.

A group of municipal institutions of higher learning arose in a few cities of the State between 1837 and 1938. These local institutions were a response to the growing demand for the establishment of institutions of higher learning as State and local enterprises, publicly supported and financed.

There have been established in Kentucky since 1857 seven State institutions of higher learning, six of which are in existence at the present time. In addition to this group, there have been founded four municipal institutions at the college level, all of which are extant.

The causes underlying the creation of this group of State and municipal institutions are:

1. To provide opportunities for college and university education of white and colored youth,

2. To provide teacher training institutions for white and colored youth,
3. To train supervisors and industrial leaders for the colored schools of the State, and
4. To provide opportunity for higher education of local youth.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Purposes of the Study Restated.- The present study has attempted: (1) to determine, and clearly to set forth and describe origins of institutions of higher learning in Kentucky, (2) to identify and analyze the factors which have contributed to the origins of institutions of higher learning in the State, and (3) to ascertain to what degree higher education, in its origins, was a function of both private and civil interests. These objectives have involved grouping into three classifications of all the institutions of higher learning founded in the State of Kentucky: (1) institutions established by religious denominations, (2) privately supported institutions, and (3) State and municipal institutions.

Selected institutions of the first two groups have been treated intensively. The pertinent data concerning the origins of the remainder of the institutions of these two groups have been presented in tabular form. Each state and municipal institution has received separate and relatively detailed consideration. The factors and forces contributing to the establishment of the various colleges and universities of the State have been identified in the treatment of each of the three groups studied.

Beginnings of Higher Education in Kentucky

Transylvania Seminary

First Efforts.- The first efforts leading to the establishment of an institution of higher learning in Kentucky were made in 1780, at which time the Virginia Assembly passed an Act to create Transylvania Seminary. This first Act did not result in the creation of an institution. It was followed by another Act in 1783 which resulted in the founding of Transylvania Seminary.

Dissatisfaction with the management of the school, on the part of the Presbyterian members of the Board of Trustees of Transylvania Seminary, led to the withdrawal of their support, and resulted in the establishment of Kentucky Academy. The action of this group marked the beginning of the influence of religious denominations in the founding of institutions of higher learning in the State. This movement became widespread throughout the State and for a time overshadowed the establishment of institutions under State auspices. The denominations most prominent in the early efforts to establish institutions of higher education in Kentucky were the Presbyterians, Christians, Catholics, Baptists, Methodists, and Episcopalians.

Transylvania University.- Transylvania University

was founded in 1799 as a result of the union of Kentucky Academy and Transylvania Seminary. The differences which had led to the withdrawal of Presbyterian support from Transylvania Seminary and the establishment of Kentucky Academy were composed in 1798, and by agreement of the representatives of the two institutions Transylvania University was proposed and founded. The factors and influences contributing to the origin of Transylvania University are found in the Act of 1798 creating the institution. They may be summarized as follows: (1) need for an institution of higher learning, (2) welfare of the State, and (3) opportunity for higher learning within the borders of the State.

Religious Denominations and Higher
Education in Kentucky

The early history of higher education in Kentucky was characterized by the establishment of a great number of denominationally controlled institutions. In all there have been sixty-eight denominationally controlled and supported institutions established in the State up to the present. The founding of this large group of schools was due to the fact that state support was not possible for a widespread system of colleges, and the fact that the public educational system, as projected in early state legislation provided for but one state-supported institution of higher learning. Another contributing factor was the

presence of a great number of religious groups in the State, each one of which wished to train its own clergy and provide education for the adherents of its own particular faith. Many causes contributed to the founding of the various denominationally supported and controlled institutions. Chief among these causes are: (1) to provide moral and christian training for youth, (2) to provide theological training for ministers and missionaries, (3) to provide separate education for the sexes, (4) to supply education for specific areas, (5) to provide specific denominational education, and (6) to provide new institutions which grew out of church schism.

Private Endeavor and Higher Education in Kentucky

Private endeavor played a prominent part in the establishment of institutions of college rank in Kentucky until about the first quarter of the twentieth century. Twenty-two institutions were established in the State due to the efforts of private agencies. The twenty-two institutions established represented a variety of interests and were founded for several distinct purposes. There were included in this group a business college, four medical schools, two teacher-training institutions, a college of pharmacy, a law school, and several institutions for general college training.

The chief factors contributing to the origins of this group of institutions are: (1) to provide needed training for physicians and pharmacists, (2) to provide legal training for individuals who were unable to attend day schools, (3) to satisfy certain political and social beliefs, (4) to train young men and women of the colored race for the teaching profession, and (5) to provide general college education for specific local areas.

The State and Higher Education in Kentucky

The first efforts of the State of Kentucky to establish an institution of higher learning found expression in the creation of Transylvania University in 1798. This institution existed under state patronage or quasi-state and denominational support until about 1856, at which time an attempt was made to convert the institution into a State normal school. These efforts were unsuccessful, and Transylvania University continued unchanged under state patronage until 1908, at which time state support was withdrawn, due to the founding of Kentucky University as a state supported and state controlled institution.

In 1866 the Agricultural and Mechanical College was established by legislative Act and made part of Kentucky - Transylvania University. Its separation from Kentucky -

Transylvania University, in 1878, marks the next step in the development of the establishment of institutions of higher learning in Kentucky under State support and control.

The separation of Transylvania University from Kentucky University in 1908 resulted in the establishment of the Kentucky State College, which united with the state-supported Agricultural and Mechanical College. Out of this union arose the present State University of Kentucky.

Kentucky State Normal Schools

State Normal School at Frankfort.- The first state supported teacher training institution which was definitely of college level was established by an Act of the Legislature in 1886. This institution was created to train teachers for the colored schools of the state, and was the direct outgrowth of an Act of the Legislature in 1874, which set up a system of public schools for the colored people of Kentucky.

Eastern and Western Normal Schools.- Between the years of 1886 and 1906 there were no state institutions of college rank established in Kentucky. In 1906, an Act was passed by the Legislature, authorizing the establishment of two State normal schools, Eastern Normal School to be located at Richmond, and Western Normal School at Bowling Green. These institutions were opened in October, 1906, and later became state teachers colleges.

Western Kentucky Industrial College.- In 1918, the privately operated Western Kentucky Industrial College at Paducah, an institution for the training of negro teachers, supervisors, and industrial leaders, was placed under partial state support and control. In 1938 it ceased to exist as an institution of college rank, and became a secondary vocational school for negroes.

Murray and Morehead Normal Schools.- Murray and Morehead Normal Schools were established by direct legislative enactment in 1922 for the purpose of training white elementary teachers. Murray and Morehead were the locations selected for the sites of these schools. In 1930 these institutions became Morehead State Teachers College and Murray State Teachers College, respectively.

Municipal Institutions of Higher Learning

In addition to the institutions of higher education established in Kentucky by the State, several colleges and one university have arisen under municipal support and control. Although these institutions are not properly called State institutions, they are publicly supported, and are accredited by the State. For this reason, they may be considered in connection with the discussion of State institutions of higher learning.

University of Louisville.- The only municipal university existing in the State of Kentucky was established at Louisville, in 1837, by action of the City Council of Louisville. This institution did not receive full recognition until it received its charter from the General Assembly in 1846. This charter was designed to embrace "all departments of a University, for the promotion of every branch of science, literature and liberal arts."

Louisville Municipal College for Negroes.- Louisville Municipal College for Negroes was established in 1930. The Board of Trustees of the University of Louisville controls and administers its activities. It was organized to afford the Negroes of Louisville an opportunity to secure higher education commensurate with that provided for the white students of the University of Louisville.

Junior Colleges

Paducah Junior College.- Paducah Junior College, established in 1932, is municipally maintained. It was established to offer an opportunity for those who were employed during the day to further their education, and to satisfy a local need for higher education for young men and women in the City of Paducah.

Ashland Junior College.- Ashland Junior College was established by the Ashland, Kentucky, Board of Education in 1938. The school was founded to furnish an opportunity for those who were employed during the day, and for those who desired to further their education on completion of the work of the local high school.

Factors and Influences Contributing to the
Founding of Institutions of Higher
Learning in Kentucky

In the establishment of the institutions of higher learning in the State of Kentucky both general and specific factors are evident.

The General Factors

Need.- The factor of need has played a prominent part in the development of the institutions of higher learning in the State as a whole. In the early history of Kentucky many problems occupied the attention of the citizens: the organization and management of the State, the establishment of local governmental units and their relation to the State, and many economic and social problems. Little time or thought was devoted to the problems of education in those early days, except those of an elementary character. But as the State developed and cities began to emerge, the need for

trained leaders began to manifest itself. Out of the needs of a growing State arose the system of institutions of higher learning. Some of these institutions attempted to meet the need for a type of general cultural education, while others were established to satisfy a demand for the training of individuals to fill the ranks of the professions.

Interest.- The interests of individuals, groups, denominations, and the State itself must be recognized as contributing in no small measure to the development of the present organization of higher learning in the State. The interests of the people of Kentucky were as diversified as the people themselves. They centered, however, around the general fields of religion, vocations, professions, and general culture. Out of these interests arose the efforts of religious groups to establish their own institutions of higher learning, as well as the efforts of private individuals and the State. The people of early Kentucky were dispossessed farmers of Virginia who wanted land and freedom. As they satisfied these primary wants, they turned their attention to the development of the cultural aspects of social living.

The Specific Factors

An examination of factors and influences for the State as a whole reveals more specific purposes in the

establishment of institutions of higher learning in Kentucky:

- (1) To provide moral and Christian training for youth,
- (2) To provide theological training for ministers and missionaries,
- (3) To provide education for young women and girls,
- (4) To provide education for young men and boys,
- (5) To provide for the education of teachers,
- (6) To supply education for specific local areas,
- (7) To provide specific denominational education,
- (8) To train teachers, supervisors, and industrial leaders for the colored schools of the State, and
- (9) To provide opportunities for training in the various professions and vocations.

Other factors.- Other factors, which are not mentioned in the foregoing statements, have been operative throughout the history of higher education in Kentucky, and have been discussed earlier in this study:

- (1) institutions established as a result of church schisms,
- (2) institutions established as a direct outgrowth of the academies which preceded them, and
- (3) institutions established as a result of individual philanthropy which bulked large in the early history of the State's educational development.

The Relationship of Origins to Present Day Problems of Higher Education in Kentucky

The present investigation, thus far, has been concerned with the tracing of the origins of higher education in Kentucky, and the factors and influences affecting the origins. At this point an attempt is made: (1) to delineate some of the present day problems of higher education in Kentucky which arise out of origins, and (2) to relate these problems to origins.

As the present study has developed, it has become evident that certain issues or problems were present in the establishment of the various institutions of higher learning in Kentucky. The creation of the institution in some cases gave the solution to the problem or issue under consideration. However, certain problems have persisted from the beginning, and are still unsolved, or only partially solved. It is to this type of problem that consideration is to be given at this time. It is recognized that such problems are controversial, and may not admit of a conclusive solution, but they demand consideration in connection with the subject under discussion.

In the first chapter of the present study reference was made to certain current problems of higher education in Kentucky, which arose out of the present investigation. These problems will be restated and discussed in the paragraphs which follow.

1. Should higher education in Kentucky emphasize the cultural or practical aspects of training? The origins of higher education give evidence of two major trends, one towards cultural education and the other emphasizing the more practical aspects of education. These trends are exemplified by the establishment of the liberal arts colleges in the one instance, and the professional or vocational institutions in the other. This practice, which has characterized the history of origins in Kentucky, gives evidence of the fact that there is a difference of viewpoint with respect to the function of higher education in Kentucky. It is recognized that this is not a problem or condition peculiar to Kentucky, but it is, nevertheless, one of the problems in Kentucky.

This difference of viewpoint with respect to the function of higher education may be said to rest upon the basic philosophy of higher education which the individual or group supports. It centers about the question of whether higher education shall transmit to the individual the cultural heritage of the race without consideration for its utilitarian value, or specifically and definitely prepare the individual for participation in society, such preparation being conditioned by the need of the individual, and the demands of society.

To deny that this problem is a major one in Kentucky is to refuse to recognize the fact that at present there are

extant in Kentucky two groups of institutions, each emphasizing one or the other of the two positions set forth above. It is not within the scope of the present study to defend either of these positions, but rather to call attention to the fact that the system of higher education in Kentucky is based upon two different philosophies of higher education. It is suggested that this is a condition which demands attention and thought by those who are concerned with the development of the whole program of higher education in the state.

2. Should higher education in Kentucky be a function of the State or of secular or denominational groups? The growth of higher education in Kentucky has proceeded from its beginning in two opposite directions. In certain instances institutions arose through the efforts of private groups and religious denominations, whereas in other instances the state established and supported various types of colleges. The question at issue is whether higher education shall be state-controlled and supported or delegated to religious and secular groups.

It is a generally accepted philosophy of higher education that the state should provide educational opportunities for its potential citizens who are capable of profiting from these opportunities by giving them such training that they will be able to become leaders, and to make real contributions to the state.

It is assumed that these contributions will have a far greater material value than the money expended by the state in giving the training. That the state's obligation does not stop with the elementary and secondary fields, but also includes higher education with its rich cultural and vocational content, is a democratic ideal which the states have already accepted.

As a result of the state's obligation to furnish preparation of a vocational nature, it is undertaking the preparation of teachers and of its future citizens in agriculture, commerce, engineering, law, dentistry, medicine, home economics, fine arts, and in liberal culture. Certain special types of higher education have purposes and objectives that are characteristic of these types. For instance, medical education, teacher training, and engineering have goals peculiar to the given profession.

The state has also accepted the obligation of preparing its citizens to extend the boundaries of human knowledge through graduate school facilities.

It is becoming more apparent that the state, by preparing its citizens to do more efficiently the desirable things which they would do anyway, is thereby demonstrating a materialistic efficiency and is guaranteeing its own preservation.

Provision for higher education in Kentucky as a process of growth and training extends from the last year of the high school through the graduate school. The prevailing practice

in this state has been the traditional four-year college based upon preparation in the traditional four-year secondary school. Kentucky thus far has not recognized the public junior college and has made no provision for it. Another point of view, however, which has been accepted in some states, recognizes the junior college as an extension of the secondary school program. While there is unquestionably involved in this latter point of view much that is theoretically sound, it appears that conditions in Kentucky warrant the position that for the present, at least, secondary education be viewed in practice as ending with the twelfth grade.

The growth and development of a state rest not alone upon the possession of natural resources but also upon the use of the abilities of its people. In these days of technical advancement and the use of every facility for human improvement, training in professional, scientific, and cultural techniques and knowledge is necessary to health, comfort, prosperity, and continued growth. The state cannot depend upon its neighbors to furnish general education for its people; much less can it depend upon other states for its supply of trained citizens to carry on the machinery of complicated government, business, and social organization, and to develop its natural resources.

Although Kentucky has recognized its obligation to provide higher education for its citizens, the majority of insti-

tutions of higher learning in the state are denominationally and secularly supported and controlled. There is a trend toward some state control of these institutions through the agency of the state accrediting association, which sets up certain requirements for entrance into the graduate school of the University of Kentucky.

The issue here is plain - whether the state or private and religious groups shall control the higher educational program of its future citizens and leaders.

3. Shall higher education be maintained for the benefit of the individual or for the state? There is a difference of opinion among educators with respect to the extent to which the college should engage in preparing its students for the society in which they live. This controversy arises out of the earlier conception of the college, which was regarded as a place for the development of the intellectual life of the individual, without regard to the social and economic problems which lay beyond the walls of the institution. Modern conservative educators have attempted to maintain this older idea of education, which was formulated when the social order remained "in status quo" for long periods.

The more modern viewpoint holds that higher education must make a contribution to the solution of social problems, in order that society may move in socially useful rather than socially

harmful directions. This viewpoint contends that the intellectual life must not be and cannot really be separated from the life of action, and therefore higher education must prepare its students directly to take part in the social life in which they will live.

These two divergent influences are found in the interests which have contributed to the establishment of institutions of higher education in Kentucky. Certain colleges have been established in Kentucky to meet the intellectual and vocational needs of the individual students, while other institutions have been established by the state to prepare individuals to meet the social and economic needs and demands of the state. The State University and the State Teachers Colleges are representatives of the latter group, and their existence is based to a large extent upon the recognition of the fact that higher education should function to serve the state, as well as to educate its citizens.

The solution of this problem may possibly be found in the position taken by some educators, to the effect that higher education should be maintained for the two-fold purpose of educating the individual for his own sake, and in order that he may serve the state and society. However, as higher education exists in Kentucky today, and as it has functioned throughout its history, this problem is and has been present.

4. Should higher education be available to all, or should it be selective? The history of higher education in

general gives evidence of the fact that the college and university exist for the benefit of the few who are capable of profiting by what the institution has to offer. This position is essentially aristocratic, and does not square with the democratic viewpoint.

Higher education in Kentucky has been selective, and is still largely so. The selective factors which have been operative are those of entrance requirements, economic and racial status, and intellectual attainments.

It is a reasonable assumption that if the state maintains institutions of higher learning and charters or authorizes the establishment of others, these institutions should be available to all who wish to take advantage of the education and training offered. The elementary and high schools are based on this assumption, as well as on the premise that education up to a certain age is compulsory.

From a practical standpoint it is not possible at present to maintain higher education for all in Kentucky, but from a philosophical viewpoint it is just as logical to expect that this be done as to require that secondary education be free and available to all.

The problems referred to and discussed in the preceding paragraphs are issues which have arisen as institutions of higher learning have been established in Kentucky, and they have persisted to the present.

The several factors relating to origins, as set forth and developed in the present study, suggest that many institutions of higher learning in Kentucky were founded to meet various problems that had emerged from time to time. If problems in higher education are to be met simply by establishing additional institutions, especially organized to meet a problem of the moment, the number of such institutions would soon become great. It is obvious that such a technique could, if long employed, exhaust the private and public facilities of the state available for the support of higher education.

There is available evidence to indicate that the condition existing in the state, with respect to the establishment and control of higher institutions of learning, has been recognized as a situation demanding serious consideration by those concerned with the whole problem of higher education in Kentucky. To meet this condition there was created by legislative act in 1934 the Kentucky Council on Public Higher Education.¹

This organization, which was established to consider rather specifically the needs of public institutions, includes in an advisory capacity representatives from private institutions. It is expected to provide such private institutions with leadership and guidance in matters pertaining to the problems of higher education.

¹ Kentucky Session Acts, 1934, Sec. 4527-1.

It is not unreasonable to expect that the problems referred to above, and others which may arise in the future, will receive more reasoned consideration and judgment than has been given them in the past. This assumption is based on the belief that there is at present a better understanding of such problems, and that there now exists in the state an agency which can direct attention to these issues, utilizing the deliberations of a group of professionally trained individuals.

The Problems of the Present Study Compared with Present Problems of Higher Education

Richard E. Jagers, secretary to the Kentucky Council on Public Higher Education in Kentucky, at the request of the writer, submitted what he considered as seven major problems of higher education in Kentucky today. (See appendix p. 199). Four of the seven problems suggested have definite similarity to the problems arising out of the present study, as discussed in the present chapter. The three remaining problems center around curriculum and finance and are not related to the central theme of the present investigation.

The problems identified by Jagers, with a definite relationship to the present study are:

- (1) The problem of selection.
- (2) The problem of individual and social needs of the students.
- (3) The placement in the social world of the graduates of higher education, and

(4) The problem of state control of higher education.

The similarity between the issues arising out of this study and those proposed by Jagers adds weight to the thesis proposed earlier in the present investigation; namely, that such problems: (1) are essentially problems of origins, and (2) have persisted to the present.

Suggestions for Further Study

The present study has confined itself to a consideration of the origins of higher education in Kentucky. It has left untouched a rich field for research and investigation in the area of higher education in the state. A study of the curriculums of the institutions of higher learning in Kentucky would be an interesting and valuable contribution to our present knowledge. It would be of interest to investigate the various types of internal organization and the administrative practices of institutions of college rank in Kentucky. It should be of value to investigate the types and extent of training of the faculties of these institutions. A study of the contributions of the denominational colleges of the state would be an interesting and significant investigation. Finally, it would be useful to make an evaluative study seeking to determine the extent to which the present institutions of higher learning in the state are meeting the needs of the state, in the light of present social and economic conditions.

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APPENDIX

A. Complete Chronological Listing of Institutions of Higher Learning which have been established in Kentucky

<u>Institution</u>	<u>Location</u>	<u>Date of Founding</u>
1. Transylvania University.....	Lexington.....	1799
2. Loretto Literary & Benevolent Institution...	Marion County.....	1812
3. Nazareth Literary & Benevolent Institution..	Nelson County.....	1814
4. Centre College.....	Danville.....	1819
5. St. Joseph's College.....	Bardstown.....	1819
6. St. Mary's College.....	Marion County.....	1821
7. Augusta College.....	Augusta.....	1822
8. Cumberland College.....	Princeton.....	1826
9. Georgetown College.....	Georgetown.....	1829
10. Shelby College.....	Shelbyville.....	1836
11. Bacon College.....	Georgetown.....	1836
12. Louisville Medical Institute.....	Louisville.....	1837
13. University of Louisville.....	Louisville.....	1837
14. St. Catherine Junior College.....	St. Catherine.....	1839
15. Logan College.....	Russellville.....	1846
16. South Kentucky College.....	Hopkinsville.....	1849
17. Millersburg Female College.....	Millersburg.....	1850
18. Danville Theological Seminary.....	Danville.....	1853
19. Bethel Women's College.....	Hopkinsville.....	1854
20. Sayre College.....	Lexington.....	1854
21. Jessamine Female Institute.....	Nicholasville.....	1854
22. Berea College.....	Berea.....	1855

23. Eminence College.....	Eminence.....	1855
24. Daughters College.....	Harrodsburg.....	1856
25. Bethel College.....	Russellville.....	1856
26. Caldwell College.....	Danville.....	1856
27. Kentucky University.....	Harrodsburg.....	1857
28. Southern Baptist Theological Seminary.....	Louisville.....	1858
29. College of the Bible.....	Lexington.....	1865
30. Kentucky Wesleyan College.....	Winchester.....	1866
31. State Normal School.....	Frankfort.....	1866
32. Lynnland Male and Female Institute.....	Glendale.....	1866
33. Hamilton College.....	Lexington.....	1869
34. Louisville Medical College.....	Louisville.....	1869
35. Louisville College of Pharmacy.....	Louisville.....	1870
36. Standford Female College.....	Standford.....	1871
37. Warren College.....	Bowling Green.....	1872
38. Villa Ridge College.....	Pewee Valley.....	1873
39. Southern Normal School.....	Glasgow.....	1874
40. Central University.....	Richmond.....	1874
41. Mount St. Joseph Junior College.....	Maple Mount.....	1874
42. Clinton College.....	Clinton.....	1874
43. Liberty College.....	Liberty.....	1875
44. Odgen College.....	Bowling Green.....	1877
45. Simmons University.....	Louisville.....	1879
46. Union College.....	Barbourville.....	1879

47. Lees Collegiate Institute.....Jackson.....1883
48. Williamsburg Institute.....Williamsburg.....1886
49. Louisville National Medical College.....Louisville.....1888
50. Pikeville College.....Pikeville.....1889
51. Asbury College.....Wilmore.....1890
52. Owensboro College.....Owensboro.....1890
53. Southern Normal School & Business College...Bowling Green.....1892
54. Southwestern Homeopathic Medical College....Louisville.....1892
55. Presbyterian Theological Seminary.....Louisville.....1893
56. Beaumont College.....Harrodsburg.....1894
57. Sue Bennett College.....London.....1897
58. Margaret College.....Versailles.....1899
59. Potter College.....Bowling Green.....1899
60. Sandy Valley Seminary.....Paintsville.....1900
61. Lindsey Wilson Junior College.....Columbia.....1903
62. Jefferson Law School.....Louisville.....1905
63. Eastern Normal School.....Richmond.....1906
64. Western Normal School.....Bowling Green.....1906
65. Stanton College.....Stanton.....1908
66. Lincoln Institute of Kentucky.....Lincoln Ridge.....1912
67. Western Kentucky Industrial College.....Paducah.....1918
68. Christian Normal Institute.....Grayson.....1919
69. Ursuline Sacred Heart Junior College.....Louisville.....1921
70. Morehead State Normal School.....Morehead.....1922

71. Murray State Normal School.....Murray.....1922
72. Villa Madonna College.....Covington.....1923
73. Campbellsville Junior College.....Campbellsville.....1923
74. Caney Junior College.....Pippapass.....1927
75. Louisville Municipal College for Negroes....Louisville.....1930
76. Paducah Junior College.....Paducah.....1932
77. Hazard Junior College.....Hazard.....1936
78. Witherspoon Junior College.....Buckhorn.....1937
79. Ashland Junior College.....Ashland.....1938

B. Defunct Institutions

<u>Institution</u>	<u>Location</u>	<u>Date of Founding</u>
1. Cumberland College.....	Princeton.....	1826
2. Danville Theological Seminary.....	Danville.....	1856
3. Caldwell College.....	Danville.....	1856
4. Central University.....	Richmond.....	1874
5. Villa Ridge College.....	Pewee Valley.....	1873
6. Lees Collegiate Institute*.....	Jackson.....	1883
7. Pikeville College*.....	Pikeville.....	1889
8. Stanton College.....	Stanton.....	1908
9. Loretto Literary & Benevolent Institution*..	Marion County.....	1812
10. Nazareth Library & Benevolent Institution*..	Nelson County.....	1814
11. St. Joseph's College*.....	Bardstown.....	1819
12. St. Mary's College.....	Marion County.....	1821
13. Bethel College*.....	Russellville.....	1856
14. Clinton College.....	Clinton.....	1874
15. Liberty College.....	Liberty.....	1875
16. Williamsburg Institute*.....	Williamsburg.....	1886
17. Bacon College.....	Georgetown.....	1829
18. South Kentucky College.....	Hopkinsville.....	1849
19. Christian Normal Institute*.....	Grayson.....	1919
20. Augusta College.....	Augusta.....	1822
21. Logan College.....	Russellville.....	1846
22. Millersburg Female College.....	Millersburg.....	1850
23. Warren College.....	Bowling Green.....	1872

24. Shelby College.....	Shelbyville.....	1836
25. Margaret College.....	Versailles.....	1899
26. Sayre College.....	Lexington.....	1854
27. Jessamine Female Institute.....	Nicholasville.....	1854
28. Eminence College.....	Eminence.....	1855
29. Daughters College.....	Harrodsburg.....	1856
30. Lynnland Male and Female Institute.....	Glendale.....	1866
31. Hamilton Female College.....	Lexington.....	1869
32. Louisville Medical College.....	Louisville.....	1869
33. Standford Female College.....	Standford.....	1871
34. Southern Normal School.....	Glasgow.....	1874
35. Odgen College.....	Bowling Green.....	1877
36. Louisville National Medical College.....	Louisville.....	1888
37. Potter College.....	Bowling Green.....	1899
38. Simmons University.....	Louisville.....	1879
39. Louisville Medical Institute.....	Louisville.....	1873
40. Owensboro College.....	Owensboro.....	1890
41. Southern Normal School & Business College*..	Bowling Green.....	1892
42. Southwestern Homeopathic Medical College....	Louisville.....	1892
43. Beaumont College.....	Harrodsburg.....	1894
44. Kentucky University*.....	Harrodsburg.....	1857
45. State Normal School*.....	Frankfort.....	1866
46. Sandy Valley Seminary.....	Paintsville.....	1900
47. Eastern Normal School*.....	Richmond.....	1906
48. Western Normal School*.....	Bowling Green.....	1906

49. Western Kentucky Industrial College*.....Paducah.....1918
50. Morehead State Normal School*.....Morehead.....1922
51. Murray State Normal School*.....Murray.....1922
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*

In existence but under another name.

C. Extant Denominational Colleges

1. Transylvania College.....Lexington
2. Centre College.....Danville
3. Presbyterian Theological Seminary.....Louisville
4. Lee's Junior College.....Jackson
5. Pikeville Junior College.....Pikeville
6. Witherspoon Junior College.....Buckhorn
7. Loretta Junior College.....Loretta
8. Nazareth Junior College.....Nazareth
9. Mt. St. Joseph Junior College.....Maple Mount
10. St. Catherine Junior College.....St. Catherine
11. Ursuline Sacred Heart Junior College.....Louisville
12. Villa Madonna College.....Covington
13. Georgetown College.....Georgetown
14. Bethel Woman's College.....Hopkinsville
15. Southern Baptist Theological Seminary.....Louisville
16. Cumberland Junior College.....Williamsburg
17. Campbellsville Junior College.....Campbellsville
18. Hazard Junior College.....Hazard
19. College of the Bible.....Lexington
20. Grayson Junior College.....Grayson
21. Kentucky Wesleyan College.....Winchester

Note: The present extant colleges of the State do not add up to seventy-nine, the total number founded, for a number of the earlier colleges either passed out of existence or arose under another name.

- 22. Union College.....Barbourville
- 23. Asbury College.....Wilmore
- 24. Sue Bennett College.....London
- 25. Lindsey Wilson Junior College.....Columbia
- 26. Simmons University.....Louisville
- 27. Caney Junior College.....Pippapass
- 28. Nazareth College.....Louisville

D. Extant Private Colleges

- 1. Louisville College of Pharmacy.....Louisville
- 2. Bowling Green Business University.....Bowling Green
- 3. Jefferson Law School.....Louisville
- 4. Lincoln Institute of Kentucky.....Lincoln Ridge

E. Extant Municipal Institutions

- 1. University of Louisville.....Louisville
- 2. Paducah Junior College.....Paducah
- 3. Ashland Junior College.....Ashland
- 4. Louisville Municipal College for Negroes.....Louisville

F. Extant State Institutions

- 1. University of Kentucky.....Lexington
- 2. Eastern Kentucky State Teachers College.....Richmond
- 3. Western Kentucky State Teachers College.....Bowling Green
- 4. Morehead State Teachers College.....Morehead
- 5. Murray State Teachers College.....Murray
- 6. Kentucky State College for Negroes.....Frankfort

Commonwealth of Kentucky

DEPARTMENT OF EDUCATION

Frankfort

January 25, 1940

File Reference:

Superintendent B. D. Howard
Southgate Public Schools
Southgate, Kentucky

Dear Superintendent Howard:

As I promised I will answer your letter of January 15. Your letter asked that I list some of the current problems facing higher education and state the philosophy of higher education in Kentucky. It goes without saying I cannot speak for the state, but merely give my private opinion.

Some of the problems facing higher education are:

1. The selection of those who will be matriculated.
2. A system of evaluating the various programs of higher education.
3. The organization of curricula in terms of individual and social needs of those who will attend colleges.
4. The elimination of needless materials now a part of the curricula of higher education.
5. The placement in the social world of the graduates of higher education.
6. The financing of higher education.
7. The problem of state control of higher education.

My philosophy of higher education is to the effect that education at the higher level is for the purpose of leadership training which will lead to the selection of the major problems of social life in a reasonably satisfactory manner; and to furnish a laboratory for experimentation in those areas which deal with the major problems of social life. I might add that higher education should provide source materials from which aid may be received in the solution of the major problems of social life.

I hope these statements may stimulate further whatever problem you have before you.

Cordially yours,

Richard E. Jagers, Secretary
Council on Public Higher Education
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