


8-1943

The Development of the English Curriculum at Western Kentucky State Teachers College

Dorthie Hall

Western Kentucky University

Follow this and additional works at: <https://digitalcommons.wku.edu/theses>

 Part of the [Curriculum and Instruction Commons](#), [English Language and Literature Commons](#), [Higher Education Administration Commons](#), [Public History Commons](#), and the [United States History Commons](#)

Recommended Citation

Hall, Dorthie, "The Development of the English Curriculum at Western Kentucky State Teachers College" (1943). *Masters Theses & Specialist Projects*. Paper 2424.

<https://digitalcommons.wku.edu/theses/2424>

This Thesis is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in Masters Theses & Specialist Projects by an authorized administrator of TopSCHOLAR®. For more information, please contact topscholar@wku.edu.

Hall,

Dorthie

1943

THE DEVELOPMENT OF THE ENGLISH CURRICULUM AT
WESTERN KENTUCKY STATE TEACHERS COLLEGE

BY

DORTHE HALL

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

Thesis Committee

Department of Education

Western Kentucky State Teachers College

WESTERN KENTUCKY STATE TEACHERS COLLEGE

AUGUST, 1943

Approved:-

Thesis Committee

Department of Education

Minor Department

Graduate Committee

J. P. Lammie

Donald Wilson

59527

APPRECIATION

The writer wishes to express sincere appreciation to Dr. Gordon Wilson and to Dr. James P. Cornette for the guidance and assistance which they have so generously given in connection with this study.

The writer is grateful to Miss Elizabeth Coombs and to Mrs. Frank P. Moore of the Kentucky Library whose assistance in making material more accessible is deeply appreciated.

CONTENTS

	PAGE
INTRODUCTION	1
CHAPTER	
I THE SOUTHERN NORMAL SCHOOL PERIOD	4
II THE STATE NORMAL SCHOOL PERIOD	13
III THE TEACHERS COLLEGE PERIOD	24
CONCLUSION	33
CITATIONS	34

INTRODUCTION

The purpose of this study is to trace the development of the English curriculum and its related activities at the Western Kentucky State Teachers College. This development is not the product of the years 1906-1943 exclusively, during which time Western Kentucky State Teachers College has been a chartered state institution, because the school that became the Western Kentucky Normal School in 1906 had been growing for some thirty years.¹

Western's direct ancestor was the Southern Normal School, which had been founded as the Glasgow Normal School in the 1870's. The founder of the Glasgow Normal School was A. W. Mell. He was a student at the National Normal University at Lebanon, Ohio, before coming to Glasgow to accept the principalship of the Urania School district and later found the Glasgow Normal School.²

The National Normal University was an unusual institution. Its principal was Alfred Holbrook, who had some rather definite, and for that time, advanced ideas regarding the management of the school. In its organization every nonessential was eliminated in order that students might complete in the shortest time possible the prescribed course of studies. Conservation of time and provision for intensification of effort on the part of students were the leading motives in the management of the school. Under this plan it was possible to complete in two years the essentials of a typical four-year college course. Colleges still following the traditional routine regarded such work as inferior and refused to recognize the degrees which were given. In order that the work of his students might compare favorably with the work done in other colleges, Alfred Holbrook and his teaching staff intensified instruction. Teachers were chosen for their ability to organize the essential elements of

the courses they taught and convey these elements quickly and effectively to their classes.³

The school year extended over a period of forty-eight weeks; there were six bisesters of eight weeks each. Later a short term was added, making the school year continuous. Students might enroll at the beginning of each bisester. Thus another time-honored tradition of the colleges was upset.⁴

The number of teachers was small in comparison with the number of students. Consequently, work was heavy and classes large.

From this picture of the National Normal University it is easy to get an idea of what processes the Southern Normal School took from it. Students entered at odd times, instruction was concentrated, classes were large, and education was inexpensive. This last mentioned item was one of the reasons why enrollment was large.

The English curriculum was taken from a school of this type, with a few of the practices of schools such as Ogden and Potter Colleges. Not fore-runners, these two schools were growing as the Southern Normal School grew. Ogden College was founded in the late 1870's. Ogden succeeded Warren College, and both antedated the Bowling Green High School by some years, since the latter school was formed in 1908.⁵

Requirements for admission to the college department of Ogden were quite definite: the applicant must be a native-born white child of good moral character, and he must have completed the preparatory course or its equivalent. Requirements for admission to the preparatory course were just as indefinite as the others were definite. Boys had to wear long pants if they were to enter Ogden. Beyond this there seemed no other requirements. After a time this was also dropped, and boys in short pants came to Ogden.⁶

In 1880 the course of study was thoroughly organized under eight schools:

philosophy, mathematics, ancient languages, natural science, civil engineering, English literature, modern languages, and commercial science.⁷

Like other colleges of the day, Ogden boasted a literary society and a debating society. The two societies were united to form the Ogden Debating Society, which was subsequently changed to the Ogden Literary Society. The purposes of this organization were exercise in elocution, composition, and debate. Parliamentary rules and customs became a part of the students' daily consciousness.⁸ The Ogden and Robinson Medals were established in 1884.⁹ They have continued to the present day and are given each year in the same field in which they were established---oratory. They became a part of Western's tradition when the schools merged in January, 1927. In 1890 the Trustees Medal was established. It was to be given to the student having the highest scholastic standing for the year. It, too, is still given.¹⁰

In addition to the influences mentioned, there were others. Certification requirements left their mark on the curriculum through the years. They will be dealt with in the study itself. The natural progress of education, the teachers, and the successive stages of Western as Normal School and then as Teachers College have left their mark on the school and its curricula.

CHAPTER I

THE SOUTHERN NORMAL SCHOOL PERIOD

In the Statements and Principles for the Beginning Term of the Glasgow Normal Institute in 1875, there appeared the following statement: "No one may enter the Business Course who has not made considerable progress in the English branches, (English Grammar, Spelling, Composition, Commercial Terms and Business Correspondence)." Such progress was bounded in height by an eighth grade level of achievement. In other pertinent statements a further delineation of English course work was given. Composition and criticism were provided for as a weekly or semi-monthly exercise.

Each pupil was called upon to write an ordinary friendship letter which would be received and criticized by the teacher. It was then returned to the pupil and the criticisms noted. A reply was written, and so on to the higher forms of composition. The drills were thoroughly systematic and practical so as to reduce the number of failures in correspondence and ordinary composition.¹

Other activities listed in the English curriculum included organization of the entire school into sections for the purpose of weekly exercise in forensic discussion of the popular themes of the day. To provide practice in parliamentary procedure, each student was permitted to act in the several capacities of chairman, secretary, and critic.²

In the years from 1875 to 1884 the school of Mell and Williams increased in enrollment and scope of influence. Because of inadequate housing facilities in Glasgow, the school, with the exception of the buildings and the name "Glasgow Normal School," was moved to Bowling Green in the summer of 1884.³ After the school had been moved, its name was changed to "The

Southern Normal School and Business College."

There were seven distinct courses of study offered by the Southern Normal School and Business College in the school year of 1884-1885. These English courses were included:

Preparatory Course-English Analysis, English Authors, Debating, Parliamentary Procedure, Elocution, and Essays.

Teachers Course-English Grammar, Elocution, Composition, and Rhetoric.

Engineering Course-English Grammar, Letter Writing, Composition, Debating, Parliamentary Procedure, and Final Themes.

Commercial Department-English Grammar, Composition, and Debating.

Scientific Course-Debating, Essays, Reading, Commencement Themes, and Parliamentary Procedure.

Classic Course-Mental Philosophy, Logic, Political Economy, Prosody, Elocution, Parliamentary Procedure, and Themes for Graduation.

The Delsarte Theory of Expression was taught through the entire Elocution Course.

The seventh course was termed the Special Course and included Classic Authors, Essays and Critiques, Dramatic Representation, and Elocution.

People in the special course did a great deal of original composition and construction of plays, together with presenting them on the stage.

Pupils were trained in interpretation with reference to the most accurate expression of thoughts and the very best dramatic effect.⁴

There were literary societies to train students further in debate techniques. These societies had divisions of House of Representatives and

Senate and were the proving ground and laboratory for practical work in Parliamentary Procedure.

The following chart presentation of the subject matter of the elocution course illustrates the subjects offered for students of elocution at the Southern Normal School and Business College in the school year of 1884-1885.

10 wks	Physical Training	Voice Culture	Expression	Literature	Drills
10 wks	Bearing of Body Respiration Chest Development	Tone Production Phonics	Conversational and Didactic Styles	American Authors	Debate and Vocal Music
10 wks	Aesthetic Gymnastics	Tone Quality Inflection	Pathetic Styles	English Authors	Debate and Vocal Music
10 wks	Gesture	Stress, Modulation	Dramatic Readings and Recitations	English Prosody	Public Entertainments
10 wks	Dramatic Attitudes	Tone Power	Humorous and Dialect Readings	Shakespeare	Dramatization
8 wks	Review Drills	Review Drills	Review Drills	Shakespeare	Graduation Thesis

There were similar presentations for other curricula. Much work must have been accomplished during those eight and ten week periods prescribed for curricula at the old school.

In descriptive passages concerning the elocution course, the theory is sound enough:

"There is no demand more universal at this time than that for good reading, and good teachers of reading. The people everywhere complain that their children do not learn to read; school boards complain that good teachers of reading can not be anywhere found; while congregations and public audiences complain that their ministers and public speakers by their wretched reading and bad vocal delivery, are constantly violating every known principle of good taste.

"Good elocution is but the using of the organs of speech and gesture in a natural manner, and is in constant demand among all classes of people."⁵

The substitution of the word speech for the word elocution in the last statement would change the sentence enough to make it a satisfactory tenet for most modern speech teachers.

The school of Mell and Williams grew in enrollment. However, the financial status did not experience a comparable growth. There was a gradual decline, but each year things became harder and harder for the Southern Normal School and Business College.⁶ Finally in the fall of 1892 Henry Hardin Cherry and Thomas Crittenden Cherry took over the school.⁷

In the course of the years that followed the taking over of the school by the Cherry Brothers, there was published the Southern Educator. This publication was in the interest of advertising the school and its multiple offerings for students. In addition to the Southern Educator there were from time to time circulars that emphasized various phases of pre-school preparation.

One such circular outlined a recommended course of reading for all persons desiring to enter the Teachers, Scientific, or Classic Courses in the Southern Normal School. Each of these courses required a study of literature, and prospective entrants could save time and money if they would spend some time reading before they came to the Southern Normal.

Preparatory Reading for the Teachers Course included Introduction to English Literature, Pancoast; or History of English Literature, Halleck; Green's Shorter History of the English People, for reference; Philosophy of Teaching, Tompkins; David Copperfield, Dickens; Sketch Book, Irving; Educational Reformers, Quick; Autobiography of Ben Franklin; Walden, Thoreau; "Self-Reliance," Emerson; Ivanhoe, Scott; "History," Emerson; Scarlet Letter, Hawthorne.

For the Scientific Course there were listed, Introduction to English Literature, Pancoast; or History of English Literature, Halleck. Reference Reading: Green's Shorter History of the English People; Among My Books, Lowell; David Copperfield, Dickens; English Humorists, and The Four Georges, Thackeray; "Rape of the Lock," Pope; Henry Esmond, Thackeray; Life of Nelson, Southey; "Self-Reliance," Emerson; Scarlet Letter, Hawthorne; Walden, Thoreau; Sesame and Lilies, Ruskin.

Classic course readings included History of English Literature, Taine; Reference Works: any good general history, and Bullfinch's Age of Fable; "Essay on Criticism," Pope; The Iliad, Pope's Translation; the Inferno, Dante; "Essay on Fate," Emerson; Paradise Lost, Milton, books I and II; Walden, Thoreau; "Macbeth," Shakespeare; "A Blot on the Scutcheon," Browning; History of Civilization in Europe, Guizot; "The Over-Soul," Emerson.⁸

Notes and comments were to be made on all reading done and were to be kept for inspection when a person entered school.

There were suggestions for study. These included the background of the author, the author's style, and the effect of the selection on the reader.

Under the heading of general questions and suggestions these were found:

What is the principal line of thought presented by the author?

Do the subordinate parts strengthen the main thought or plot; i.e., does the book possess unity?

What object did the author have in mind in writing it? Was that object accomplished?

Learn the history of the book, how it came to be written; this will help you to understand it. Read the preface, introduction, and study the table of contents to ascertain the author's intention, and to see his treatment of the subject as a whole.

Read intensely, and when you find you cannot, lay aside your book until you can read it with your whole mind.

After reading, make a brief written analysis of the book from memory.

Memorize a few select passages from every author you read and try to assimilate them.

"Read between the lines," i.e., follow the thought suggestions and elaborate them for yourself.

Read no book that will not bear re-reading. Ascertain what the book read has done for you.

"Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider."---Bacon.

"I would not creep along the coast, but steer out in mid-sea, by guidance of the stars."---Emerson.⁹

Miss Martha C. Grassham, in an article in the Southern Educator, official advertising organ of the Southern Normal School, published about the same time as the aforementioned circular (1898), made some interesting comments on teaching. Emphasizing the idea of learning to do by doing, she applied lessons in other fields of endeavor to the work done in school. One example listed was the teaching of Rhetoric. Pupils were to learn not only where the commas, periods, and capitals should be placed, but by actual practice fix these principles in their minds. They should be assigned subjects within the range of their abilities and not such as would tax the powers of Shakespeare or "Rare Ben Jonson." Pupils should investigate, logically arrange, and express truths learned. Letter writing was to be learned by actual writing after a study of the processes involved.¹⁰

The faculty of the Southern Normal School and Bowling Green Business College, as it was known in those days, consisted of H. H. Cherry, Mrs. H. H.

Cherry, J. Lewie Harman, C. T. Bass, T. C. Cherry, Lissa Morris, Bessie M. Swartz (Mrs. T. C. Cherry), Mattie Lewis, John C. Willis, Mrs. John C. Willis, Mrs. Josephine Fayne, Ona Brock. J. R. Alexander, F. S. Broussard, Mary Beisel, Mabel Fayne, A. B. Lyon, and W. S. Ashby.¹¹

State Teachers' Course expenses at the Southern Normal School for the eight weeks term in 1898 were listed as \$24.00. In addition to the advantages offered in the State Teachers' Course there were certain "free" offerings including membership in the Debating Societies and the House of Representatives and a Teachers' Course in practical reading.¹²

A further development of the read-before-you-enter-school-plan appeared that same year in the Southern Educator in the form of a more detailed list of suggestions for study. Some of the questions could easily be summations of a term's work in a number of the courses in English now offered at Western.

Examples of such questions were:

What effect has fiction had upon civilization?
 What ages are noted? (a) for dramatists, (b) for novelists, (c) for historians, (d) for scientific writers, (e) for essayists.

Recommended for pre-college perusal were Robinson Crusoe, "The Courtship of Miles Standish," "Evangeline," The Blithdale Romance, Twice-Told Tales, Sketch-Book, "The Deserted Village," David Copperfield, "Enoch Arden," "Cotter's Saturday Night," Middlemarch, "Elegy in a Country Churchyard," Sesame and Lilies, and Macaulay's History of England.

Current literature was recommended for each student's daily reading.¹³

The teaching of elocution and oratory was an important phase of the curriculum of the Southern Normal School and Bowling Green Business College. Professor Francis Joseph Brown, who was the teacher, was famous for the readings and impersonations he gave. A feature of one of the Southern Educators was a full-page devoted to Professor Brown. He was presented in

various characterizations, including Macbeth, Justice Starleigh, Mr. Duffer, Squire Hawkins, Mr. Squeers, Sergeant Buzfuz, Shylock, and Bob Acres.¹⁴

Professor Brown's stated ideal was to teach the student to think and to act for himself and to become easy, natural, and forcible in his delivery by losing selfconsciousness.¹⁵

A feature of the classic course was the work in literature. This phase of the course was a ten-week period spent in the study of the four great authors of all time: Homer, Dante, Goethe, and Shakespeare.¹⁶ In addition to these four authors, the "History of Philosophy" and the "Evidences of Christianity" were studied.

Text books used in the Southern Normal School were Harvey's Grammar, Seventy Lessons in Spelling, Page's Theory and Practice, McGuffey's Sixth Reader, Raub's Literature, Roark's Psychology, Wentworth's Algebra, Gage's Physics, Collar and Daniels' First Latin Book, Ray's Third Arithmetic, Ray's Higher Arithmetic, Hill's Rhetoric, White's Beginning Greek, Walker's Political Economy, Hill's Logic, Williams' Chemistry, Dana's Geology, Bergen's Botany, Wentworth's Geometry, Wentworth's Trigonometry, Shoemaker's Practical Elocution, and Brown's Key to Expression. Students were urged to bring all the textbooks they possessed to school with them.¹⁷

The course of study for the Southern Normal School in 1906 included in ten divisions several subjects that were in the English field. Grammar, Reading, Composition, History of Literature, Debating, Rhetoric, American Literature, English Literature, Shakespeare, and Rapid Reading of English Masterpieces were those found in the Teachers and Scientific Courses.

Higher English and Literature were studied throughout the scientific course "to give the power of clear and forceful expression, intelligent appreciation of classic authors, and to cultivate and refine the feelings

and build character.¹⁸

The Classical Course offered Debating, Logic, Medieval Literature, Ethics, Mythology and Ancient Literature, and Criticism in addition to Greek and Latin studies.

SUMMARY

From the foregoing description of the English curriculum, there are certain emphases to be noted. Certainly the two most strongly stressed fields were grammar and elocution. The ideal of the day in grammar was not the prelude to correct usage found today. Grammar then was rote memorization of facts and rules, their application not being a part of the teacher's effort.

Elocution was popular because it fitted into the speech trend of the day. Readings and impersonations were the last word. A lucid statement of a cause with a few pertinent truths would not have been accepted as a part of the training given then.

Literature was offered, but not with the same amount of time and effort as grammar and elocution. Within the next few years, literature won more and more a place in the sun.

CHAPTER II

THE STATE NORMAL SCHOOL PERIOD

The Legislature established two State Normal Schools in March, 1906, locations of such schools to be determined by a commission appointed by Governor Beckham.¹ The commission chose Bowling Green as the location for the Western Normal School. The Southern Normal School became the Western Normal, and H. H. Cherry continued as president of the school. The change was in name only, because the traditions, ideals, and policies of the Southern Normal did not change with the school's name.²

The Board of Regents of the newly established State Normal School was empowered to grant the certificates usually granted by Normal Schools. The certificates to be given were the Normal Diploma on completion of the two year course, and the State Normal Diploma on completion of the four year course. Holders of these three were enabled without further examination to teach two years on the first and for five on the other two.

In addition to the certificates granted by Normal School Boards of Regents, others were granted by county examining boards. Members of these boards often conducted "cram" schools. Such schools had concentrated courses in the subjects which were included in the tests given by the county examining board. Subjects upon which applicants were questioned were spelling, reading, writing, arithmetic, grammar, composition, geography, United States history, laws of health, science and art of teaching, psychology, English literature, algebra, higher arithmetic, geometry, physics, and elementary Latin.³ Had these subjects been studied in residence over a period of time, the applicants who passed tests in them would very probably have been qualified. But the "cram" schools could pass people who could

very easily have had little or no actual knowledge of what the questions and answers meant.

Students entering the Normal School were given advanced standing according to their scholarship, training, and educational experience.⁴ Students who did not want to teach were admitted for academic training.

A Review Course offered to ascertain a student's standing included English Grammar, English Composition, United States History, Kentucky History, Civil Government, Geography, Physiology, Reading, Spelling, Vocal Music, Penmanship, Drawing, and Nature Study.

The One-Year Course, in addition to the Review Course covering the first two terms, included, among its other courses, Rhetoric, Forensics, and Literature. The Two-Year Course, including Thesis, Rhetoric, and Forensics, appeared in almost all term schedules. The Four-Year Course had Forensics and Literature listed in the work of several terms.⁵

Students were allowed to enter at any time. The work offered was most generally of the level done in the high school of today. The faculty for the State Normal included: Captain C. J. Vanmeter, Chancellor; H. H. Cherry, President; Fred Mutchler, Ph. D.; Frederick William Roman, A. M.; J. M. Guilliams, A. M.; J. R. Alexander, A. B.; R. P. Green, A. B.; Sarah E. Scott, W. L. Gebhart, C. W. Fulton, Irene Russell, Annie Marie Egenhoff, Susan Irvin, Anna Barclay, Jennie West, Lydia Flenniken, Mattie McLean, secretary; H. H. Eggner, registrar and bookkeeper; Josephine Fayne, Hostess, Students' Home; Parthenia Weller, Librarian. The main building was that now housing the Bowling Green Business University.

M. A. Leiper and J. H. Claggett who taught English, were among the additions to the faculty within the next two years. Both Mr. Leiper and Mr. Claggett were associated with the school until their deaths in 1936 and

1937 respectively.

Listed as advanced English in 1908 were four courses under Professor Clagett. These were Art of the Short Story, The Novel, Verse Structure, and Teaching English in High School.⁶

In the catalog number of the State Normal Bulletin for August, 1909, there was a departmental listing of English courses. Faculty members for the English Department included J. M. Guilliams, J. H. Clagett, Mattie Reid, and V. O. Gilbert. The first two courses were in Reading. These courses met for ten weeks, five hours each week. Miss Reid taught the first, and Mr. Guilliams taught the second. The first was to deal with phonics and the essentials of voice; form, quality, stress, pitch, force, quantity, and movement. The second was devoted to expression, voice culture, and physical development.

The third course listed was Composition. It was designed to stress punctuation, the sentence, and the paragraph. The parts of speech, infinitives, participles, diagramming, and analyzing were included in courses 4, 5, and 6 which were Grammar 1, 2, and 3. Courses 7 and 8 were Rhetoric 1 and 2.

The rhetoric course was many-sided. The first course was confined to "pure Narration and pure Description."⁷ The second had themes as a requirement. These themes combined Narration and Description. Themes were discussed in class.⁸

Themes were a mark of the remaining courses, inasmuch as the American Literature Course, the English Literature Courses 1 and 2, and the Advanced Classics Courses 1 and 2, all required weekly themes. It is interesting to note that the texts for the American and English Literature courses were histories of literature, supplemented by selections from authors of successive periods. Illustrative of the great gap that has been bridged since then is

the fact that the History of Literature now appears in a supplementary capacity. The advanced classics courses were mostly Shakespeare, with a substitution of Milton or Browning.

The next catalog (1910) added a course in composition. It was designed to lay the foundation for a thorough English course. The different forms of composition were studied, and brief daily themes were written.⁹

Textbooks in the English field then in use in the Normal School were Steps in English, Part II, Marrow, McLean and Blaisdell; Rigdon's Grammar of the English Sentence; Elements of Public Speaking, Fulton and Trueblood; Kavana and Beatty, Rhetoric; and the following English Classics:

Gambrill's Selections from Poe.

Irving's Sketch Book.

Emerson's "American Scholar," "Compensation," and "Self-Reliance."

Franklin's Autobiography.

Cooper's The Last of the Mohicans.

Riverside Edition (Paper).

Whittier's "Snowbound" and "Among the Hills."

Longfellow's "Evangeline."

Longfellow's "Courtship of Miles Standish."

Longfellow's "Hiawatha."

Hawthorne's "Tales of the White Hills."

Lowell's "Books and Libraries."

Burrough's "Birds and Bees."

Thoreau's "Forest Trees."

Holmes' Autocrat at the Breakfast Table.¹⁰

In the 1911-1912 listing of the curricula there appeared in the Education Courses a half term's work (five weeks) in special methods in

English. Spaulding's The Problem of Elementary Composition, Chubb's The Teaching of English, and Dye's Letters and Letter Writing were used.¹¹

The English curriculum showed the following offerings for the fall term two years later:

"English 1, Composition.-The design of this course is to lay the foundation for a thorough English course. The different forms of composition are studied; and the student is enabled to develop his own style of expression by writing brief daily themes, and by frequent exercises in oral English.

"A study of the principles of poetry, drills in scansion, and a study of different forms of literature are given preparatory to English 2. Textbook, Lockwood and Emerson.

"English 2, American Literature.-The text used is Halleck supplemented by classics from leading authors. Frequent themes are required on subjects drawn from these selections.

"English 3, Rhetoric 1.-This course is confined to pure Narration and pure Description. The work is based on Kavana and Beatty, and develops in the student not only the power of expression, but of criticism and appreciation as well.

"English 4, Rhetoric 2.-English 4 is a critical study of the short story, of Exposition and of Argumentation, using Kavana and Beatty as the text.

"English 5, Middle English to 1557 using Bronson's text.

"English 6, -This text covers the Elizabethan Period. Text Bronson.

"English 7, -English 7 is devoted to literature of the 18th century.

"English 8, -Students in this course are directed to the Romantic and Victorian periods with special stress on Tennyson.

"English 9, Shakespeare. A number of plays are read with a view of studying characterization and plot. Mr. Moulton's plot outlines are studied.

"English 10, -This Term's work is devoted to High School English and the problems of its presentation.

"English 11, -A study of the short story.

"English 12, -Devoted to a study of Old English.

"English 13, -A continuation of 12.

"English 14, -A continuation of 12.

"English 15, -The Essay."

Teachers for these subjects were J. H. Clagett and Mattie Reid.¹²

The English Grammar Division offered, under M. A. Leiper and Finley Grise, some four courses:

"Grammar 1.-Text: Steps in English, Book Two, McLean, Flaisdell and Morrow. The work of the first term has for its chief aim to acquaint the student with the fundamental facts of language and the elements of the sentence as the unit of thought expression. The parts of speech, with their definitions, classes, and properties are learned

inductively. Illustrations of all principles learned are sought out from newspapers, magazines, and books. Correct usage is emphasized with the students in the language of the recitation, and by having them make observations and reports on their own language and that of others heard from day to day. Attention is also given to punctuation and to composition work. Especially suited to the needs of those who are preparing for the teachers' examination. Offered the first, second (after Christmas) third and fourth terms.

"Grammar 2.-Text: English Grammar, Rigdon. This course covers practically the same ground as Grammar, 1. Its chief purpose, however, is to show the student how to teach the many principles connected with the parts of speech, and to have him demonstrate his ability to do this successfully before the class. On matters of importance students are required to consult numerous books of reference in the library that the discussion may bring out the view points of many good authorities. The work of observing and reporting on language heard from day to day is continued, that higher standards of language may be developed. The more difficult points connected with punctuation, capitalization, etc., are taught largely through dictation and by observation in books and the best current literature. Offered every term.

"Grammar 3.-Text: English Grammar, Past and Present, Nesfield. This is an advanced teachers' course, consisting primarily of sentence analysis and the interpretation of thought from the printed page. Much time will be given to investigation and discussion of all such matters as infinitives and participles, mood, sequence of tenses, word analysis, the English language from the historical side, including source and growth of vocabulary, inflectional changes, power and growth of slang and usage, etc. The laboratory method will be used throughout, and students are required to do much investigation work in books of reference in the library. The last week of the term will be devoted to lectures and discussions bearing on the teaching of language in the seventh and eighth grades of the public schools. Offered every term.

"Public School Methods in Language.-This course outlines in all of the eight grades the different types of language work, both oral and written, together with the best methods and sources of material. Emphasis is placed on oral language, especially story telling and dramatization, while a definite program for written composition work from grades two to eight is worked out. Groups of students are sent to observe the language work done in various grades of the Training School, and make reports to the class. The critic teachers of the Training School demonstrate all of the important types of language work before the class with the children. This course is offered only in the fourth (Spring) term. A similar course, however, covering the first three grades, is offered in the summer term."¹³

In the same year, in the second elective course for students preparing to teach in the high schools, there were listed the fields in which a student

might major. Each student was required to choose, not later than the middle of his second year's work, a major and a minor subject. These were chosen from different departments, except in the field of science, where both the major and minor might be in the same department. The departments for such selection were English, Ancient Language, Modern Language, History, Mathematics, Science, and Music Supervision work. No student could graduate with fewer than twelve terms of work in his major department. If the department offered more than twelve terms, the head of the department, in conjunction with the committee on the second elective course, could require the student majoring with him to take all of the work that the department offered.¹⁴

In addition to the courses in grammar and literature reading was also offered. Included in two courses were form, quality, stress, pitch, force, quantity, movement, expression, voice culture, and physical development.¹⁵

There was added to the faculty in 1915 a young man who had graduated two years before and who had done part-time teaching in the school when he was a student. He was, according to the catalog, A. G. Wilson, Assistant Teacher of Literature and Latin. Added to the English courses that same year was English 16---Story Telling. This course was designed to meet the demand of the schools, the Sunday schools, the institutes, and the platform for "Story Tellers."¹⁶ Textbooks were changed in Grammar 2 and 3 to Advanced English Grammar by Kittredge and Farley.

The classes in theme writing in those days were something to remember. Dr. Gordon Wilson, present English department head, the young A. G. Wilson of 1915, recounts themes and their grading in class. During his student days, he had acquired a reputation for being a hard grader. Students dis-

liked having him grade their papers, because the marks were neither few nor far between.¹⁷

A feature of school life that was allied with the English activities in the school was The Elevator. It was published by the student body and was "devoted to the best interests of Education in Western Kentucky."¹⁸ The first issue appeared in November, 1909. Published monthly during the scholastic year, The Elevator had for its first staff Alfred Crabb, Editor; President H. H. Cherry, Professor W. J. Craig, Chesterfield Turner, H. W. Gingles, Lucille Wade, and Gertrude Grimsley, associates.

The Elevator covered the campus activities from athletics to literary societies. It boasted a book review section, a society column, and articles of wide and varied interest. G. C. Morris, Gordon Wilson, W. L. Matthews, who predicted A. L. Crabb's success in the literary field,¹⁹ J. S. Brown, and M. E. Harelson were the successive editors-in-chief of The Elevator through the six years in which it reflected campus activities.

More than one of its reporters achieved literary fame in later years. The first editor, Alfred Crabb, is now widely known for his two books, Dinner at Belmont and Supper at the Maxwell House. He is now Dr. A. L. Crabb of Peabody, teacher and writer of much note. Berthel Vincent, a reporter in the last year of The Elevator's existence, was, before entering the Army, a columnist and feature writer for the Knoxville News-Sentinel. Dr. Gordon Wilson is the author of the Folklore Series of much tang and taste. He also publishes the reports of the activities of the Kentucky Ornithological Society.

In December of 1916 there appeared the first issue of Normal Heights. It was designed to fill a dual purpose. The Elevator was a paper for and by the student body. The Normal Bulletin or Letter was the official publicity

medium of the Western Normal. Normal Heights was to combine both those functions.²⁰

Frequent mention of literary societies in the school publications brings to light one of the outstanding features of school life in the early days of its development. Interest in these groups was increased by the oratorical contests held in the latter part of the school year. The winning speech in 1912 was "The Vision of Young Men," delivered by L. P. Jones of the Junior Society. He was given a medal which had been offered by Mrs. T. C. Cherry.²¹ Some of the early sponsors of these societies were Dr. A. J. Kinnaman, Professor R. P. Green, and Miss Mattie Reid.

Each class had its own organization. The Loyal Society was the proving ground for the freshmen. They were taught here the first principles of parliamentary law and the first requisites of public speaking. In the Kit-Kat Club, the sophomores lined up under the motto "Work without shirking" and united in the slogan "Loyalty and enthusiasm." Their schedule called for an investigation of live problems, drills for pure English, and ease in the art of oratory.²² A sample program for the Kit-Kats in 1914 was:

1. Roll Call, answered by quotations from local papers pertaining to war.

2. Business Period.

3. The European War from the standpoint of:

Germany---D. Y. Dunn

Servia---C. A. Loudermilk

France---Mrs. J. S. Brown

Japan---M. Jane Moseley

England---Gertrude Meek

Belgium---W. R. Meers

Russia---Audley Greer

4. Review of Editorials from Henry Watterson on War---

Rexford Phelps.

5. National Hymns of the Countries at War.²³

In the Junior Society there was more parliamentary activity. Students made active preparation for membership in the Moot House of Congress by holding a preliminary caucus and convention. They held mock courts and tried members on imaginary offenses. A present-day organization on the Hill, the Congress Debating Club, retains a number of these old traditions. Each year it holds a mock trial; its organization and rules follow Roberts' Rules of Order; and members address each other as Congressman and Senator. Disbanded for the duration, the Congress Club is a definite hold-over from this period.

The Senior Society was the group of the accomplished. Its members were products of three years' training and were designed for exemplary purposes. They were the leaders of campus thought, and they were heard in Van Meter Auditorium in chapel. In the year 1913, they produced the play Everywoman under the direction of Mrs. Carl D. Herdman. So successful was the entertainment that a second performance was given.²⁴

All these societies and their multiple activities were grouped under the title Forensics. Because of the nature of the training given, forensics was accounted one of the most valuable features of the school and the best opportunity to develop leadership.²⁵

In later years Freshman Lectures and class organizations have been outgrowths of these earlier societies. Since work in the school then was not all on the college level, the students were divided into four classes for literary society and forensics work. The division was on the following

bases:

1. Freshmen.--Students having fewer than five high school units of credit when registering for the first time in any school year.
2. Sophomores.--Students having as many as five units of credits and fewer than thirteen when registering for the first time in any school year.
3. Juniors.--Students having as many as thirteen high school units, and not coming within the senior group defined next.
4. Seniors.--All Students who can finish the senior course within any given school year, or who can come within two terms of doing so.

SUMMARY

The Normal School period saw the highest peak in the development of the literary societies. The organization of groups for forensic discussion included the whole student body, and there was the idea of pleasure as well as the idea of pursuing excellence in expression.

The courses in literature increased in number and in scope. American as well as English literature assumed more importance. Courses in types of literature were added.

Grammar and rhetoric courses expanded. Composition was receiving more emphasis. The intensive training in English mechanics was put to practical use in actual writing. Rules that were memorized were made a useful part of the students' knowledge.

The Elevator came and went. The curriculum was changing with the times.

CHAPTER III

THE TEACHERS COLLEGE PERIOD

In 1922 the Western Kentucky State Normal School became the Western Kentucky State Normal School and Teachers College.¹ It is interesting to note here the tendencies of school offerings in regard to certificate requirements. Students could enter the Normal School at any time and could elect the courses in which they could satisfactorily complete requirements. Now in the new role of Teachers College, the school needed a more marked degree of standardization. The dean of the college directed the work in the process of standardizing. As the faculty was growing too large in membership to serve efficiently as a committee group, another committee was organized. This committee was (and is) made up of the Dean, the Registrar, the Director of the Training School, the Director of Extension, and the department heads.²

In 1922 certification requirements were very little higher than they had been in 1906, when the Normal Schools were established. From 1922 to 1935 there was alteration resulting from the growth of institutions of higher learning and an expansion of education facilities in general.

In 1922 the Board of Regents could confer Elementary, Intermediate, and Advanced Certificates on one, two, and three years' work respectively.³ In 1924 the Provisional Elementary Certificates, second and first class, the Standard and the College Elementary Certificates, and the Advanced Certificate were provided for by the General Assembly.⁴

In 1926 requirements were unchanged. The Provisional Elementary Certificate, second class, was omitted.⁵ In that same year all certificates except the College Elementary, the Standard, and the College Certificates

were issued by the State Department of Education rather than the Teachers College.⁶

In 1934 requirements were raised to the level of pre-war days.⁷ The emergency was instrumental in having them lowered again.

The process of raising certificate requirements was an interesting one. When educational leaders realized that an adequate supply of teachers could be secured under requirements higher than those currently listed for certification, the General Assembly would be requested to pass a bill raising the standards of certification. After the new laws were enacted, basic curriculum requirements would be established for each of the certificates by the Normal Executive Council. Each teachers college would put the new curricula into effect, adding such requirements as seemed desirable.⁸

Two years before the school became a teachers college, the English curriculum was one indication of the progress made in the past one and one-half decades. The elevation of the school was a recognition of the institutional achievement in the preceding years. The next period in the development of the English curriculum takes the year 1920 as a starting point, linking the last years of the Normal period and the first years of the Teachers College period.

In 1920 the seventeen English courses offered included two below high school level (Grammar 1, Reading 1), eight on the high school level, and eleven on the college level. The courses included composition, literature, history, and oral English. Interesting, indeed, is the development of present courses from those listed then. It is interesting also to notice that literature courses were advancing toward the actual study of literature as opposed to the study of the history of literature.

Some examples of those courses and their modern descendants are in

order here:

"English 3C.-Advanced English Composition---This course consists in the preparation of rather extensive themes in the various forms of discourse. All common matters of technique, such as punctuation, capitalization, paragraphing, margins, indentions, etc., should be mastered before the student enters this course, for its completion gives entrance to sophomore college English."⁹

The modern counterpart of English 3C consists of the two courses in freshman English required of all students. There are other courses in writing that have evolved as the need for them arose. Coming from the fundamentals included in English 3C are Advanced Composition (English 301) and Journalism (English 111 and 204). Advanced Composition appeared as an offering in the 1924-1925 catalog. It was numbered 201, and it was designed to give technique and facility of expression in producing compositions of the advanced type. The notation senior college course was in keeping with the advance in rank from Normal School to Teachers College.

Journalism was not included until 1926-1927. The College Heights Herald staff was picked from the journalism class, the Herald having been established in January of 1925. The first editor was Miss Frances Richards. Miss Richards later became the teacher of journalism and has served as instructor and benefactor to both the paper and its editors for the intervening time with the exception of a leave of absence in 1929-1930.¹⁰

"English 4C.-Oral English---This course consists in practice at speaking original productions of from two to eight minutes in length. Only impromptu and extemporaneous speeches are given, no memorizing or written composition other than outlines being allowed. This work is intended to develop the 'rough and ready' ability at public speech required in active life."¹¹

The modern counterpart of English 4C is English 105, or Fundamentals of Speech. Through several seasons of being listed as Public Speaking, it emerged in its own nomenclature in the 1935-1936, 1936-1937 catalog. Required

of English, physical education, and industrial arts majors, it is the prerequisite for Speech Composition and Interpretation. Added to the English offerings in related fields are Play Production, Survey of the Drama, Modern Drama, and History of the Theatre.

"English 2H.-American Literature---This is an elementary course that acquaints the student with the leading American literary producers and their best works. The emphasis is placed on the reading and appreciation of selections rather than on the biography of the authors."

"English 17H.-Advanced American Literature---This course is a study of selected works of the best American literary producers. More intensive study and a more thorough interpretation are required than in English 2, of which it is a continuation."¹²

These two courses on the high school level were the predecessors of English 104, Types of American Literature, English 306, Early American Literature, and English 308, Modern American Literature. This group of three courses is not a fair amount, considering the large number of excellent writers America has had in the phenomenal American rise to greatness. Dr. Gordon Wilson predicts a day when advanced courses will be offered in Poe, Emerson, and Lowell just as they are now offered in Wordsworth, Milton, and Dante.¹³

"English 16C.-Historical English Syntax---This course will trace the history of the growth of the English Language and its syntax. All difficult matters of grammar and the body of non-grammatical idioms will be explained in the light of historical development. The laboratory method will be used, and much reference work will be required. Only seniors, or students of equal scholarship, are admitted to this course."¹⁴

In the next listing, the course description changed somewhat. The study covered the development of the language from the time of the Anglo-Saxon invasion to the present time. Anglo-Saxon declensions and conjugations were necessarily studied. A good knowledge of grammar was considered essential.¹⁵ In 1930-1931, the catalog listing for the course

"English 302.-English Language---A study of the history of the English language and an intensive investigation of the difficult phases of modern English grammar."¹⁶

In the following year the course English 300 appeared. It was a history of English Literature from the earliest times to the present. But English 300 was still not in its present form, nor was English 302. However, the latter received its present course description form in the 1933-1934, 1934-1935 catalog. Its delineation has been most interesting. It is now English 302, English Language. The difficult problems of English grammar are taken up in this course. There are drills, standardized tests, and reviews of effective methods of teaching grammar.

In that same year one part of the twofold purposes of English 300 was stated thus: to present an introduction to the history of the English language. In 1940-1941, the course became purely a history of the English language. Emphasized are a study of the four large dictionaries, word counts, phonetics, and library references.

A course in the teaching of high school English had been offered as early as 1908. It was in the 1920 curriculum. It is still a thriving course, offering, as it does, devices and techniques for the effective presentation of English in the secondary school. Numbered 303 at present, its companion piece is Teaching English in the Grades. The latter appeared in the listings in the 1933-1934, 1934-1935 catalog, and is designed to aid the grade teacher in the presentation of language work in the grades.

In the light of the trend of colleges to add further requirements to the courses of study prescribed by the state, it would seem that a further trend has been to increase continually the offerings from which a student may choose.

In addition to those described before, there have been many others

added, so that at present the list of curricular offerings in the English department is large indeed. The development of Freshman English has been an interesting process. Listed as English 101 in the 1926-1927 catalog, it was divided into three hours of composition and two hours of grammar and required of all freshmen. The following year it appeared as English 101a, Composition, 3 hours, and English 101b, Grammar, 2 hours. Both courses must be taken at the same time. In the next catalog the courses appeared in listing description much as they do now with one or two exceptions. English 101a is characterized by the writing of a long personal theme at the conclusion of the course. English 101b requires a term paper which necessitates library research. Required now of all students, these two courses, with English 302, are the grammar content of the English curriculum.

There are now listed some thirty-seven courses in the English department. These do not include two related courses, Greek and Roman Mythology and Latin Element in English.

Another factor influencing the English curriculum was the addition of graduate work in the early 1930's. The Board of Regents of the institution and the Normal Executive Council of the state authorized, in the spring of 1931, a course leading to the Master of Arts degree.¹⁷ The principal emphasis was placed on the training of principals, supervisors, and superintendents for the schools of Kentucky. Majors were provided in education, with emphasis either on school administration or supervision, English, history and government, mathematics, and biology. Graduate work was dropped from the curriculum in 1937-1938 and offered again in 1941-1942. The work offered now allows a major in education only, but there are several minor fields. Course work for graduates and for undergraduates is offered together; that is, a graduate student can get graduate credit in courses

30

open to undergraduates by doing special research and extra work. There are several other courses open to graduate students only.

English courses offered especially for graduates during the first years of graduate work were English 400, The Age of Johnson; English 401, Literary Beginnings in America; English 402, Literary Criticism; English 403, Early Drama; English 404, Victorian Era; English 405, Modern Trends; and English 450, English Research. Some of these are now included with undergraduate course numbers; Age of Johnson, 321; Literary Criticism, 323; and others. Graduate credit may be earned through special work assigned by the instructor. English Research is now English 418.

A development within the department for the benefit of all those taking English, and more especially English majors and minors, was the organization of the English Club. Organized in the fall of 1922 by the late Dr. M. A. Leiper, its aims were the bringing of English majors and minors together in a social way, the broadening of the cultural background of members, the encouraging and sponsoring of original writing among its members.¹⁸ Dr. Leiper sponsored the club until 1926, and his successors have been Dr. Gordon Wilson, Dr. Earl A. Moore, Miss Frances Richards, Miss Emma Stith, Dr. Gordon Wilson for another period, and Dr. James P. Cornette, who is sponsor at present.

The number of faculty members in the English department has grown with the department. Teachers of English since 1906 have been:

Archer, Nona; A.B.; 1908-1909.

Cherry, Mrs. T. C.; B. O.; 1923--.

Clagett, J. H.; A. B.; 1908-1937.

Cornette, James P.; A. B.; M. A.; Ph. D.; 1930--.

Guilliams, J. M.; A. M.; 1907-1911.

Johnson, Lowe B.; A. B.; M. A.; (History also) 1925-1931.

Leiper, M. A.; A. B.; M. A.; Ph. D.; (Latin also) 1908-1926.

Mason, Sue Bell; A. B.; English; 1924-1925.

Middleton, Sarah; A. B.; M. A.; 1928-1935.

Moore, Earl A.; B. O.; A. B.; M. A.; Ph. D.; 1929-.

Moore, Ruth; A. B.; M. A.; (French also and now) 1926-.

Salomon, Louis B.; A. B.; M. A.; Ph. D.; 1931-1938.

Reid, Mattie B.; B. S.; 1908-1918.

Richards, Frances; A. B.; M. A.; 1925-.

Riley, Susan B.; A. B.; B. S.; M. A.; 1925-1928.

Sterrett, James R.; A. B.; M. A.; Ph. D.; 1934-.

Stith, Emma; B. S.; M. A.; 1928-.

Upton, Mrs. Jennie; A. B.; M. A.; 1932-.

Wilson, Gordon; A. B.; M. A.; Ph. D.; 1912-.

Neal, Julia; A. B.; M. A.; 1935-.

The English faculty now consists of Dr. Gordon Wilson, head of the department; Mrs. T. C. Cherry, Dr. James P. Cornette, Dr. Earl A. Moore, Miss Julia Neal, Miss Frances Richards, Dr. James R. Sterrett, Miss Emma Stith, and Mrs. Jennie Upton.¹⁹

In these years the English curriculum found its present form. During the time since the school became a teachers college, the enrollment has increased. The war has had an effect on the number of students attending colleges, but in all probability, the enrollment will increase again after the war is over.

Grammar has become a practical subject. A knowledge of it is a background for successful expression. The requirements are such that all students are required to take eighteen hours of both literature and grammar

for the A. B. and B. S. degrees.

Literature courses are many. There are but few fields in English or American literature that are not dealt with in the English curriculum.

There remains the opportunity to increase the group of American literature courses.

Elocution is gone. It died a natural death, and there arose from its ashes, phoenix-like, a practical course in Speech. It was a long chain of events, but Professor Brown's Mr. Duffer is no more.

CONCLUSION

From the days of the school of Mell and Williams to the present, there is a time span of some sixty-nine years. From 1906 to 1943 there have been even more rapid changes than in the preceding years. From private school to teachers college---or an educational orphan and how it grew---makes a most interesting study.

The development of the English curriculum has been like other phases of school development. Part of its growth has come from the urgency of the times, an effort to be abreast of the best that an English department can offer. Part of its development has come through certification requirements. This phase is the over-and-above variety of adding to state requirements, institutional requirements aimed at progress. Such additional requirements have been a source of change in the curricular offerings.

The old literary societies have softened and aged to become class organizations. One survives, rather its memory and the promise of its rehabilitation after the war remains. This vestige of the old days, the Congress Debating Club, still encourages young men to study oratory.

The various offerings in the literature field is another evidence of the tendency to shoot over the heads of requirements. The variety of courses offered gives students an ample choice of periods and authors. The only deficiencies seem to be in the field of American literature. Much more can be done here than is now being done. In the future perhaps it will be.

INTRODUCTION

- ¹Travis E. Smith, The Rise of Teacher Training in Kentucky, Contribution to Education No. 99 (Nashville: George Peabody College for Teachers, 1932), pp. 161-162.
- ²James P. Cornette, A History of the Western Kentucky State Teachers College, Teachers College Heights, Vol. XIX, No. 1, 1938, p. 22.
- ³Karl J. Kay, A History of the National Normal University, Wilmington, Ohio, (no date), p. 10.
- ⁴Ibid., p. 12.
- ⁵James P. Cornette, A History of Ogden College, unpublished research study, George Peabody College for Teachers, 1936, p. 6.
- ⁶Ibid., p. 12.
- ⁷Ibid., p. 9.
- ⁸Ibid., p. 17.
- ⁹Ibid., p. 18.
- ¹⁰Ibid., p. 23.

CHAPTER I

- ¹Statements and Principles for the Beginning Term of the Glasgow Normal Institute. Glasgow, Kentucky, 1875.
- ²Ibid.
- ³James P. Cornette, A History of the Western Kentucky State Teachers College, Teachers College Heights, Vol. XIX, No. 1, 1938, p. 47.
- ⁴Statements and Principles.
- ⁵Eleventh Annual Catalogue of the Southern Normal School and Business College, 1884-1885.
- ⁶James P. Cornette, A History of the Western Kentucky State Teachers College, Teachers College Heights, Vol. XIX, No. 1, 1938, p. 59.

⁷James P. Cornette, A History of the Western Kentucky State Teachers College, Teachers College Heights, Vol. XIX, No. 1, 1938, p. 61.

⁸Advertising Circular, Southern Normal School, 1903.

⁹Ibid.

¹⁰Southern Educator, Vol. II, No. 2, March, 1898, pp. 1-2.

¹¹Ibid., p. 7.

¹²Ibid., p. 9.

¹³Ibid., Vol. II, No. 3, July, 1898, p. 3.

¹⁴Ibid., p. 8.

¹⁵Ibid., Vol. III, No. 1, January, 1899, p. 1.

¹⁶Ibid., p. 7.

¹⁷Ibid., Vol. V, No. 3, January, 1901, p. 3.

¹⁸Ibid., Vol. III, No. 1, August, 1906, p. 5.

CHAPTER II

¹Acts of the General Assembly, 1906, pp. 393-404.

²James P. Cornette, A History of the Western Kentucky State Teachers College, Teachers College Heights, Vol. XIX, No. 1, 1938, p. 22.

³Warren Peyton, "History of Certification in Kentucky," Report of Superintendent of Public Instruction, 1929, p. 137.

⁴State Normal Bulletin, Vol. I, No. 1, November, 1906, p. 2.

⁵Ibid., p. 3.

⁶Ibid., Vol. III, No. 2, February, 1909, p. 1.

⁷Ibid.

⁸Ibid., Vol. III, No. 4, August, 1909, p. 23.

⁹Ibid.

¹⁰Ibid., Vol. V, No. 1, November, 1910, pp. 17-44.

- ¹¹Ibid., 1911-1912, Rural School Number, p. 21.
- ¹²Ibid., 1914-1915, p. 37.
- ¹³Ibid., p. 39.
- ¹⁴Ibid., p. 20.
- ¹⁵Ibid., p. 48.
- ¹⁶Ibid., 1915-1916, p. 26.
- ¹⁷Statement, Dr. Gordon Wilson, English 418, conference class session, Winter Quarter, 1943.
- ¹⁸Masthead, Elevator, Vol. I, No. 1, November, 1909.
- ¹⁹Elevator, Vol. V, No. 9, July, 1914, p. 409.
- ²⁰Normal Heights, Vol. I, No. 1, December, 1916, p. 1.
- ²¹State Normal Bulletin, Vol. VI, No. 4, August, 1912, p. 13.
- ²²Ibid., Vol. VII, No. 4b, November, 1913, p. 5.
- ²³Ibid., Vol. VIII, No. 4, November, 1914, p. 7.
- ²⁴Ibid.
- ²⁵Ibid.

CHAPTER III

- ¹Acts of the General Assembly, 1922, p. 97.
- ²James P. Cornette, A History of the Western Kentucky State Teachers College, Teachers College Heights, Vol. XIX, No. 1, 1938, p. 178.
- ³Acts of the General Assembly, 1922, pp. 28-31.
- ⁴Acts of the General Assembly, 1924, pp. 112-113.
- ⁵Acts of the General Assembly, 1926, p. 298.
- ⁶James P. Cornette, A History of the Western Kentucky State Teachers College, Teachers College Heights, Vol. XIX, No. 1, 1938, p. 180.
- ⁷Acts of the General Assembly, 1934, pp. 197-347.

- 8 James P. Cornette, A History of the Western Kentucky State Teachers College, Teachers College Heights, Vol. XIX, No. 1, 1938, p. 179.
- 9 Catalog, Western Kentucky State Normal School, 1920-1921, p. 51.
- 10 College Heights Herald, Vol. I, No. 14, October 8, 1925.
- 11 Catalog, Western Kentucky State Normal School, 1920-1921, p. 56.
- 12 Statement, Dr. Gordon Wilson, English 418, conference class session, Winter Quarter, 1943.
- 13 Catalog, Western Kentucky State Normal School, 1920-1921, p. 52.
- 14 Ibid., 1924-1925, p. 58.
- 15 Ibid., 1930-1931, p. 98.
- 16 Ibid., 1931-1932, p. 114.
- 17 Ibid., 1933-1934, 1934-1935, p. 90.
- 18 Teachers College Heights, Vol. XVI, No. 1, July, 1936, p. 13.
- 19 James P. Cornette, A History of the Western Kentucky State Teachers College, Teachers College Heights, Vol. XIX, No. 1, 1938, pp. 230-236.

Hall,

Luke Drew

1975