

A STUDY OF THE CHANGING TRENDS
IN THE TEACHING OF LITERATURE IN THE SECONDARY
SCHOOLS OF THE STATE OF KANSAS

A THESIS

SUBMITTED TO THE DEPARTMENT OF
ENGLISH AND THE GRADUATE COUNCIL OF THE KANSAS STATE
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE

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Histories of Literature
Literature and Life Series

CHAPTER I

INTRODUCTION

To comprehend the significance of the problem which is under consideration it will be necessary to review and summarize briefly the history of literature as a school subject in this country, the general aims in the teaching of literature in the past, and the outcomes expected from such a study in the secondary schools.

Literature, both English and American, today holds a position of utmost importance in the curriculum. The study of this subject is a comparatively recent development, literature having replaced the grammar of an earlier period.

Literature in Relation to Grammar

The study of grammar in the schools developed slowly. J. P. Wickersham, in his History of Education in Pennsylvania, made this statement:

For many years and down to a period within the memory of men now living, the study of grammar was confined for the most part to a few select schools. It required a great change in public sentiment and the superior attractiveness of the modern works of Kirkham, Smith, Brown, and others, to secure its general introduction into schools.... The prejudice arose from the abstract method of teaching it, from which unfortunately it has not wholly escaped.

So much of Geography and Grammar as was taught in the early school was taught mainly by the question and answer method. The master read the question from the book, and the pupil gave the answer he had committed to memory. Taught in this way, without maps, globes, illustrations, pictures of life past

or present, even Geography was a dull study: much more dull must Grammar have been, presented wholly in the form of abstract definitions and rules, uncombined with practical exercises of any kind. 1

The method adopted in the study of English grammar was the same as that used in the study of the classical languages. The custom was to learn "by heart" the inflections and the rules, and to apply these in the reading of selections from the masterpieces. In this case the study of literature was a means to an end. These extracts served to set examples of good writing before the students while they were mastering the fundamentals of grammatical construction.

In 1872, Professor March, in an address before the National Educational Association, explained in a definite manner this type of instruction in English:

The author selected should be easy to understand, and interesting biographically.... Short lessons should be given. A written analysis should be handed in, special attention should be paid to the relation of the clauses and sentences to each other, and the basis in the nature and thought for each mode of expression should be pointed out.

The next term should be taken up the history of the verb. For this Bunyan is the author. He has many uses for the auxiliaries and the subjunctive which attract attention. For example, he habitually uses both the old forms of the perfect and pluperfect, have with transitives, be with the old intransitives, when they have gone over the river... and the like.

Another term may be devoted to synonyms.... Spencer is a very good author for it. An oration of Webster, in which the author's art shall be pointed out, sentence by sentence, word by word; Paradise Regained, which Milton thought a model of epic art; a play by Shakespeare, on which all knowledge and all critical power may be lavished with constant delight, and should be used freely and manfully to condemn as well as to applaud; and an outline of the history of English literature will fill up the course in any high school....

To understand and love an author, we must dwell with him line by line, word by word. The formal means to secure this

1 James P. Wickersham, History of Education in Pennsylvania, pp. 202-3.

are the study of ethnology and the abundant use of writing. Handing in a written analysis makes sure that it is studied. Written derivation papers make sure that the dictionary has been turned. Synonym papers have a similar use. 2

Mr. Francis Underwood, in the same meeting stated that during his time: "Paradise Lost was used only for the odious exercise of parsing; and the noblest lines of Milton are to this day connected with the pattering of conjugations and declensions".³

He gave the advanced studies as: Higher reading, higher mathematics, history, physical geography, some departments of natural science, the first elements of physics, rhetoric, and mental philosophy. Concerning the subject of literature he made two statements: "English literature has rarely found a place", and "In a few modern schools English literature receives attention but they are usually high schools".⁴

Inspirational Instruction

A radical departure from the grammatical approach, but one which in time gave way to the analytical, was that which might be termed inspirational. This type of study was for the purpose of inspiring the pupils through a contact with the classics of our language, and of creating within them a love of the best in poetry and prose. Much of the work, in this case, fell

2 F. A. March, "Methods of Teaching English in High School," National Educational Association Proceedings, 1872, p. 242.

3 Francis Underwood, "English Literature and Its Place in Popular Education", National Educational Association Proceedings, 1872, p. 161.

4 Ibid., p. 161.

to the lot of the teacher.

Poetical selections constituted the major portion of such a course. Samuel Thurber, of the Boston Girls' High School, and one of the leading educators of that period, believed that, for girls especially, "poetics should have a distinct category";⁵ for feminine tastes, sacred lyric poetry, or hymns, should have a prominent place. He stated:

'The hymn is simple, grave, penetrating.' It goes to the soul, to the very penetralia of the emotions, and explores all the chambers of conscience, of aspirations, of hope. 6

Again, in speaking of the aesthetic principles which must govern such a course in literature, he remarked: "A girl should come to love the iambic line as she does a beautiful vase". 7

Much later, Hiram Corson, defending this type of instruction, stated that the assimilation of literature was largely a spiritual process. He wrote:

The true aim of culture is to induce soul states or conditions, soul attitudes, to attune the inward forces to the idealized forms of nature and of human life produced by art, and not to make the head a cockloft for storing away the trumpery of a barren knowledge, a greediness for which may increase, does often increase, as true intellectual vitality declines. 8

.....

.....

In poetical studies, the basal principle of spirit to spirit must be all-controlling; to it all other features of the study must be subordinated. 9

5 Samuel Thurber, "English Literature in Girls' Education," SCHOOL REVIEW, Vol. 2, p. 329.

6 Ibid., p. 334.

7 Ibid., p. 329.

8 Hiram Corson, Aims of Literary Study, pp. 81-82.

9 Ibid., p. 18.

Whatever susceptibility to literature any student might have is more or less deadened by petty details, grammatical, philological, and others, and irrelevant matters of every kind, which drink up the sap of the mind... and make impossible all continuity of thought and feeling, and shut off all synthetic appreciation. 10

Discussing the subject before the assembly of English teachers in the National Educational Association, Minnie Clark, who was later connected with the Kansas City, Missouri, schools, said: "Teach them to walk under the stars, and ask their own souls what success in life means".¹¹

But the inspirational method eventually fell into disuse and Cubberley summarized the change which took place, thus:

... teachers in other subjects more susceptible to drill tended to characterize the instruction as snap work. Stung by this criticism, teachers in English substituted a detailed analysis of a few masterpieces for the more extensive reading which had formerly been the practice, and in time reduced the instruction to a monotonous and almost lifeless type of intensive study. 12

A witty young Frenchman once said that anyone who would use Homer for analysis would botanize on his mother's grave; yet the instruction which prevailed in the first three quarters of the nineteenth century was that of such a "word by word", "line by line" study, defining and parsing the words, and discussing etymological and grammatical construction, with special comment upon italicized words, as in: "Now, infidel, I have thee on the hip".

10 Hiram Corson, Aims of Literary Study, pp. 19-20.

11 Minnie Clark, "Ministrations of Literature", National Educational Association Proceedings, 1887, p. 427.

12 Ellwood P. Cubberley, Introduction to Teaching of Literature in the Grammar Grades, by Emma Bolenius, p. v.

Effect of the Scientific Movement

After 1875 all instruction gradually changed with the advent of the scientific method. With the coming of the knowledge of Sanscrit there began the building up of the science of comparative philology by the Germans, and the historical method of study followed naturally through the comparative method. By 1850 Bopp had completed his Comparative Grammar; and Grimm, during the early part of the nineteenth century, prepared his Teutonic Grammar.

It was, then, inevitable that the Anglo-Saxon should come in for its share of study as an important branch of the Teutonic languages. With this followed the translations of the Chronicle, Beowulf, and other Anglo-Saxon poetry. The linguistic science was necessarily based upon the study of this very early literature; and in keeping with the scientific method, the study of literature took the historical turn. Since then the chronological sequence has been adhered to quite definitely in literature courses, and the historical method has colored all teaching.

At the meeting of the National Educational Association of 1879, the president of St. John's College said, in part:

I would then renew the plea for the historical teaching of English in every school and college. Let the former arrange courses as far as time and place will admit; if only back to Chaucer, it will be a great gain, and teachers will be amply repaid. Such is the variety in our high school courses of study, that each school must judge for itself how far it can pursue the study of the English language and

its literature.¹³

H. E. Shepherd, president of Charleston College, added his approval to the historical method when he said:

Let us insist upon the observance of the principle that literature and history elucidate and interpret each other; that the scheme of instruction which divorces the one from the other is illogical, misleading, and irrational.¹⁴

In Emily Rice's Course of Study in History and Literature, she stated that her aim was to meet the new demand that history and literature become a vital part of our course of study, from the lowest primary to the high school.¹⁵ The majority of the texts in the history of literature belong to this same movement.

There were, then, two approaches to the study of literature, both outgrowths of the scientific period. One set the pupil to the dreary task of memorizing names, dates, facts, and opinions of others about English literature, while the other method placed the emphasis upon language, and used English literature -- as one college president expressed it -- "as mere practice ground for performing feats of philological legerdemain".¹⁶

Rhetorical Method and College Entrance Requirements

However, English literature still remained an incidental study. Rhetoric replaced grammar in the courses of study,

¹³ James Garnett, "Historical Method of Teaching English," National Educational Association Proceedings, 1879, p. 95.

¹⁴ H. E. Shepherd, "Teaching of the English Language and Literature", EDUCATION, Vol. 9, p. 78.

¹⁵ Emily Rice, Course of Study in History and Literature, (Preface)

¹⁶ A. B. Stark, "Teaching English", EDUCATION, Vol. 1, p. 493.

largely through the influence of Harvard, when, in 1874, entrance requirements were changed so as to place a premium upon clearness and accuracy of written expression. To this the knowledge of English grammar was secondary. The idea of subordination was well-expressed by a superintendent of schools, who said:

Grammar should be studied more as an incident to training in the use of language than as a subject in itself, and should be pursued no further than it can be made practically helpful in securing what we want more than a knowledge of grammar: namely, ability to form clear and forcible sentences and paragraphs. 17

The rhetorical method was explained by Professor Stark in the 1877 meeting of the National Educational Association. He discredited "the grammar-mongers who were most destructive of all good results".¹⁸ and stated his procedure:

The student must go directly to the literature and study its masterpieces in their original forms, with the very spelling and punctuation of the authors. Study each work in the most thorough manner; study every part, every sentence, every line, every word; study every allusion, every illustration, every figure; study every thought, every opinion, every argument; study every fact in the author's life, every fact in the history of his time. 19

Although such instruction was extremely lifeless it was a great step toward improvement for an educator who, seventeen years earlier, had made the statement that the English vernacular was valueless for the purposes of intellectual culture and discipline.

17 William Jillson, "English in Preparatory Schools", EDUCATION, Vol. 7, p. 692.

18 A. B. Stark, "Place of English in Higher Education", National Educational Association Proceedings, 1877, p. 27.

19 Ibid., p. 27.

The greatest influence in determining the curricula of secondary schools has always been the entrance requirements of the better colleges and state universities. The Harvard requirements had introduced formal rhetoric into the secondary and preparatory schools, and Yale did much to further the study of English literature, when, in the late eighties, a statement was inserted in the requirements to the effect that all applicants should be familiar with and should have an appreciation for English literature.

In 1881, John Tetlow made a study of the entrance requirements of various well-known women's colleges. He stated that Smith made English one of the seven requirements, but that there was no literature on the list. The department in Smith required English grammar and orthography; Wellesley, English grammar and English composition; Vassar, English grammar, including analysis of sentences, and Hart's Elements of Rhetoric.

The College of Liberal Arts, connected with Boston University, required English grammar, Hart's Elements of Rhetoric for examination in 1881, and the next year required, in addition, an English composition on one of the following: Shakespeare's Julius Caesar, Henry VIII, and Much Ado about Nothing; Prescott's Conquest of Mexico or Ferdinand and Isabella; Longfellow's Hiawatha; and Whittier's Snow-Bound. The Annex of Cambridge, Massachusetts, required an English composition, but no examination in grammar. 20

20 John Tetlow, "The Eastern Colleges for Women: Their Aims, Means, and Methods," EDUCATION, Vol. 1, p. 469.

In conclusion, Mr. Tetlow remarked: "It is to be regretted that four of the five institutions here considered seem to give their sanction to the weary and wasteful, if not obsolete, system in analysis and parsing". 21

In 1887, William Jillson investigated the entrance requirements of twelve of the oldest colleges. He found that they listed three points, more or less in common: First, composition; second, English grammar; third, the correction of bad English. Of these twelve, two made no requirements in English; one mentioned rhetoric; six had an English grammar prerequisite; and five included the correction of bad English. The most important requirement of all the colleges was the essay, the one criterion being the ability to write good English.²² This essay was usually based upon one of six or eight subjects from literature, among which the dramas of Shakespeare were invariably included.

In general, literature was studied, not for itself, but that the pupil might gain a knowledge of style and manner in writing. This idea was expressed by Orville Bright, superintendent of schools of Cook County, Illinois, when he spoke before the National Educational Association in 1895:

The change in attitude on the part of high schools toward composition and English literature ... is very significant. This has doubtless been the result, to a certain degree, of changes in the requirements for college entrance. Grammar rules and definitions, parsing, analyzing, and diagramming will not pass muster at the college door. Ability to write a good composition, fair as to thought and correct as to expression, is the demand. The high schools demand, and rightfully,

21 John Tetlow, "The Eastern Colleges for Women: Their Aims, Means, and Methods", EDUCATION, Vol. 1, p. 470.

22 William Jillson, "English Preparatory Schools", EDUCATION, Vol. 1, p. 691.

that correctness of expression be secured in the grammar schools, in order that their work may be devoted to the thought element of composition and elegance of style. In line with this desire, and in furtherance of it, the high school study of literature is coming to have a new meaning; not studying the lives of the authors and what somebody else has said about their writings, but the studying of the writings themselves as wholes, and many of them. 23

National Educational Association
Committees on English Courses

One of the greatest influences upon the teaching of English came with the reports of the various committees appointed by the National Educational Association. The report of the Committee on Secondary School Studies made, in 1893, the following recommendations:

The conference is of the opinion that English should be pursued in the high school during the entire course of four years; but in making this recommendation the Conference has in mind both the study of literature and training in the expression of thought. 24

A summary of the main points suggested in the report would include the following:

1. Reading of certain of the masterpieces should be required.
2. Each of these should be representative of some period so as to leave as few gaps as possible.
3. Books should be read by the students themselves.
4. Written and oral reports should be given on literary history and criticism.

23 Orville Bright, "Changes - Wise and Unwise - in Grammar and High-Schools", National Educational Association Proceedings, 1895, p. 273.

24 "Report of the Committee on Secondary School Studies," National Educational Association Proceedings, 1893, p. 20.

5. Committee members doubted the wisdom of the essay requirement for college entrance.
6. The committee disapproved of the requirement of the correction of bad English in obscure and nonsensical sentences. They asked an alternative.
7. The committee disapproved of the formal rhetoric examination. 25

In the report of the Committee of Fifteen (1895) on the subject of English, the statement was made: "The study of English grammar should be made subordinate and auxiliary to the study of English literature".²⁶

Since that time the set goals in English have remained about as follows:

1. A working knowledge of the English language.
2. An appreciation for and a reading knowledge of literature.
3. The power of self-expression.

In 1899 came the report of the Committee on Entrance Requirements, which in the end had a great influence in bringing about more harmonious relations between the colleges and secondary schools. As to the position which the Committee felt English should have in the curriculum, the report read as follows:

English should be given a prominent position in all secondary schools, and pursued, whether as a preparation for college or not, four periods a week for four years. The mechanism of the language should not be neglected, its literature should be a constant study; there should be much practice in writing, and a taste for the best reading should be inculcated by a wise selection of books, graded and classified with the utmost care.

25 "Report of the Committee on Secondary School Studies", National Educational Association Proceedings, 1893, pp. 20-24.

26 "Report of the Committee of Fifteen", National Educational Association Proceedings, 1895, p. 236.

The Committee presents first the proposition that the study of the English language and its literature is inferior to no study in the curriculum. It offers all, or nearly all, the opportunities for mental training afforded by the study of any language, and introduces the pupil to literature of his own tongue, which must always be the chief source of his own thought, inspirations, ideals, and aesthetic enjoyment, and must also be the vehicle of his communication with his fellow-men. Hence, the study should be placed in a position at least not inferior to that allotted other languages. 27

The scope of the work in English has remained about the same as that given by the Committee on College Entrance Requirements in English:

The course of study in English should include two elements: the study of English literature, and the cultivation of the art of expression.... Furthermore, the committee recommends that the two departments, literature and composition, be pursued side by side... 28

However, leading educators were fully aware of the fact that literature courses were not filling the desired place in the school curriculum. Before the Northeastern Association of Colleges and Preparatory Schools, G. Stanley Hall offered the following criticism:

English properly outranks all other studies, being often required of all, throughout the entire high school and early college course. No topic counts more points in examination... and most colleges lay great and expressed stress upon spelling, grammar, a knowledge of sentence structure, punctuation, paragraphing, etc., while rhetoric and style are excessively and prematurely emphasized, and the study of literature often comes in the last year or two of the high school. The college taskmasters are themselves stronger in English philology than in wide and sympathetic knowledge of English literature, or at best, are more critical than creative, fonder of minute and careful reading of a few masterpieces than of wide, general knowledge which the youthful mind chiefly seeks, and this is

 27 "Report of the Committee on College Entrance Requirements", National Educational Association Proceedings, 1899, pp. 626, 640.

28 Ibid., p. 641.

reflected in the copious annotations in the text-books. 29

In 1913, the Committee on High School Courses in English submitted aims in the teaching of literature, the main ideas of which follow:

1. A knowledge of books and the power to read them thoughtfully and with appreciation.
2. Ability to find pleasure in books by the better authors, standard and contemporary.
3. A knowledge of the greatest authors, their lives and chief works.
4. An understanding of the leading features in structure and style of the main literary types, such as novels, dramas, essays, etc.
5. Skill in following three kinds of reading:
 - a. Cursory reading.
 - b. Careful reading.
 - c. Consultation.
6. The habit of weighing, line by line, passages of special significance.
7. The power to enter imaginatively into the thought of the author, interpreting his meaning in the light of one's own experience. 30

Appreciation and Type Study

Since the dawn of the twentieth century all literature has been discussed in terms of "appreciation"; and the puzzling question which has confronted English instructors has appeared to be: What are the best means of developing appreciation? The

29 G. Stanley Hall, "How Far is the Present High School and Early College Training Adapted to the Needs of Adolescents", SCHOOL REVIEW, Vol. 9, pp. 657-8.

30 Report of the Committee on the High School Course in English (July 1913), pp. 6-7.

term has possessed a vague meaning, and much time has been consumed in defining it.

In 1915 Judd said:

The business of the class exercises and study in literature is to cultivate appreciation.... Appreciation is a mental process and is capable of training under direct guidance, while to some extent it seems to mature without guidance. Our problem is to discover what is the mental and physiological mechanism involved in appreciation, and thus to throw light on the methods of teaching it. 31

Fifteen years later, Howard Francis Seely gave:

...appreciation is the favorable response made by the integrated individual to certain aspects of life with which he feels personal kinship; that it is an active, progressive, vigorous response; that in it are indissolubly fused understanding and feeling; that it is promoted, not by specialized means and materials, but by fullness of experience and the development of perspective in living. 32

Woodberry, in his Appreciations of Literature, explained the term in this manner:

The secret of appreciation is to share the passion of life that literature itself exemplifies and contains; out of real experience, the best that one can have, to possess oneself of that imaginary experience which is the stuff of the larger life and the place of the ideal expansion of the soul, the gateway to which is art in all forms and primarily literature. 33

The application of the principle of appreciation to the study of literature is more or less a return to the idea of literature as an art, and away from the analytical process which belonged to the scientific approach. The trend has been toward a study of literature by types.

This idea was expressed by Ralph Boas and Edwin Smith, in

31 Charles H. Judd, Psychology of High School Subjects, p. 184.

32 Howard F. Seely, "The Meaning of Appreciation", ENGLISH JOURNAL (November 1930), p. 736.

33 George Woodberry, The Appreciations of Literature, pp. 12-13.

their text entitled An Introduction to the Study of Literature, when they said:

Progressive teachers have come to believe that literature ought to be taught as literature, the revelation in artistic form of the author's vision expressed in prose or poetry, lyric or epic, drama or essay, novel or satire. When students leave school they do not read bits of English literature or 'classics' with notes and introductions. What they need for an understanding of literature, an appreciation of literature, an impulse toward good literature, is a knowledge of the literary forms as they will meet them outside the classroom. An interest in the history of literature, in the biographies of authors, and the other impedimenta of scholarship is indispensable to the scholar, but of secondary importance to the man or woman who reads for what is commonly called the pleasure of reading. 34

On the same point, Mabel Irene Rich, in her text entitled A Study of the Types of Literature, stated:

The plan of study presented here, therefore, comes close to the student's life and experience and will have its appeal for him. He will recognize his favorite types and will want to know more about them, as well as those that are new to him. Thus his attention and interest will be held, and the purpose for which any course in literature is given will be most effectively served. Such a course of study as this will, moreover, teach him how to distinguish one type from another as he meets it in his general reading; it will show him what to look for in each; and how to go about it; in fact, it will broaden his outlook, give him a keener sense of values, and help him to become an intelligent, self-dependent reader. 35

Curriculum of Literature Experiences

One of the more recent theories of instruction, originating with the Council of English Teachers, and following that of the instruction by types, is that of units determined by

34 Ralph Philip Boas and Edwin Smith, An Introduction to the Study of Literature, p. v.

35 Mabel Irene Rich, A Study of the Types of Literature, p. ix.

the reading interests of the pupils. Such a curriculum of literature experiences is being organized to make provision for the increasing maturing of children from inner biological changes and from outer social pressures.³⁶ The organization of such units implies reading for the sake of vicarious experience. This is in keeping with the slogan that "Education is Life", and courses are organized according to the experiences which literature imaginatively interprets.

36 Walter Barnes, "Curriculum of Literature Experiences", ENGLISH JOURNAL (H. S. edition) (March 1932), p. 191.

CHAPTER II

THE PROBLEM

Nature and Scope of the Study

This investigation has had as its primary objective a critical study of the teaching of literature in the secondary schools of the State of Kansas. In this study an attempt has been made to trace the changing purposes, methods, and aims which have actuated this work from the time of the organization of the first high schools down to the present; to examine the content of the courses and note the relative time allotted to the teaching of the same; and to evaluate the text-books, the questions, and other editorial apparatus used in literature courses.

Purposes of the Study

The specific purposes of this study are as follows:

(1) to portray in the teaching of literature the change which has taken place from a study of rhetoric, in which detailed analyses were made of the masterpieces in literature, as a means to the end that the student might gain a knowledge of elegant style and manner in writing and speaking, to a study of literature as an interpretation of life through the medium of words.

(2) to point out the influences which the requirements of the University of Kansas have had upon the English courses in the secondary schools.

(3) to show the influence of the classical school upon the teaching of English and literature in English.

(4) to show the relative time given to and the position held by the study of literature in the early school and in the modern secondary school.

(5) to trace the slow development in the teaching of American and contemporary literature.

Sources of Data

The data for this study were secured from the following: (1) the available early reports of the boards of education, superintendents, and principals; (2) the prescribed Course of Study for the State of Kansas; (3) the annual catalogues of the University of Kansas, first published in 1864; (4) and the various books which, from time to time, have been the specified texts in the study of literature.

The very early records of the boards, principals, superintendents, etc., as well as the catalogues of the State University were found in the files of the State Historical Library, Topeka, Kansas. The text-books were secured from the Libraries of the following: Kansas State Teachers' College, Emporia, Kansas; University of Kansas, Lawrence, Kansas; and the University of Chicago, Chicago, Illinois.

Presentation

Since the law of 1897, compelling the use of uniform textbooks in the schools of the State, has been in force just thirty-five years, it was necessary to discover the type of instruction which prevailed in the high schools previous to this time. For this purpose a study was made of a group of high schools which were first organized in the larger settlements, and those which quite early appeared on the approved list of the University of Kansas. It has been the plan to present the work which they offered, and, from such a study, to draw general conclusions as to the common practices in the teaching of literature over the state. Nine schools were selected for presentation as a fair sampling of the earlier type. The addition of more cases would have failed to change the results, as the subjects in English were quite definitely decided upon, although the periods given to these differed considerably until such time as the University of Kansas recognized the importance of the English work and made specific entrance requirements.

The towns of Lawrence and Leavenworth, included in this study, have been termed the "most progressive educational centers in Kansas during the sixties".¹ Other schools considered are those of: Emporia, Atchison, Topeka, Kansas City, Wich-

¹ Willis H. Carothers, "The Growth of the Kansas High School", TEACHING, Vol. 13 (December 1, 1915), p. 6.

CHAPTER III

EARLY ACCREDITED SCHOOLS

An examination of the courses of study of the early high schools reveals that back of their strivings for larger and better schools was the desire to meet the requirements of the University of Kansas, so that their graduates might be admitted without submitting to the dreaded entrance examination. Educational leaders felt the secondary school should take the place of the preparatory course. Professor Carruth, before the Kansas State Teachers' Association in 1882, said:

Most of the high schools in the state have arranged their courses as to cover the work of the preparatory department of the University. To be in harmony with the plan of our school system they should all do so. 1

In 1883, before this same group, Ex-chancellor Marvin stated:

We should make the high school a stepping stone into the Freshment of the University. 2

P. J. Carmichael, superintendent of the Emporia, Kansas, schools, at the same meeting, said:

The high school and the college should act in harmony. The high school should be the connecting link between the elementary school and the University. 3

The earlier and better schools were the first to be placed on the accredited list. Four of these met the requirements in 1877: Lawrence, Atchison, Emporia, and Winchester. Leavenworth

1 Clippings, Kansas State Teachers' Associations, Vol. 1, 1873-83, Kansas State Historical Library, Topeka, Kansas. 1882.

2 Ibid., 1883.

3 Ibid., 1883.

was accepted the next year. Winchester retained her position on the list only a short time, but the high schools of Lawrence, Atchison, Emporia, and Leavenworth have remained permanently among the leading secondary schools of the state.

To meet the approval of the University of Kansas, these high schools were required to offer specific courses, and the final examinations were to be approved by the faculty of the University.⁴

Lawrence High School

The Lawrence High School, while not the oldest in the state, holds an important place in the history of Kansas high schools because of its situation in the University town, where it quite early began to prepare students for entrance into the University proper. An examination of the lists of students for those first years will reveal the fact that the greater percentage of those enrolled in the University were residents of Lawrence, with a scattering number from Wakarusa and other nearby towns. However, it was not until six years after the organization of the Lawrence High School that its graduates were able to enter the higher institution without examination, for, in the first thirteen years of the University's existence, there was no admittance except through its own preparatory school or by examination.

⁴ Eleventh Annual Catalogue of the University of Kansas, 1877, p. 40.

The Fifth Annual Report of the Board of Education, 1872,
read as follows:

A year ago the department of the High School was established as the ultimate of our city schools.

The High School is not a College or University, and does not undertake to occupy the field of such institutions, but it endeavors to accomplish creditably what belongs to its sphere. It professes only to be a first class school, and does not indulge in an extensive curriculum at the expense of being superficial. Thoroughness is its aim and motto. The standard of admission is fixed fully as high as other schools of a similar kind. To enter, pupils are required to pass in arithmetic, geography, elementary algebra, history of the United States, English grammar and spelling. The following is the course adopted for the High School:

Classical Course

Junior Year

First term

Physical Geography,
Algebra,
Botany,
Latin Grammar.

Second term

History,
Algebra,
Natural Philosophy,
Latin Grammar and Reader.

Middle Year

Geometry,
Chemistry,
Zoology,
Caesar.

Geometry,
Geology,
Higher Arithmetic,
Virgil.

Senior Year

Physiology,
Comp. and Rhetoric,
Logic,
Cicero.

Science of Government,
Mental Philosophy,
Astronomy,
Latin Prose Comp.

Scientific Course

Junior Year

First term

Physical Geography,
Algebra,
Botany,
German Grammar.

Second term

History,
Algebra,
Natural Philosophy,
German Grammar.

Middle Year

Geometry,
Chemistry,
Zoology,
German Grammar.

Geometry,
Geology,
Higher Arithmetic,
German Literature.

Senior Year

Physiology,
Comp. and Rhetoric,
Logic,
English Literature.

Science of Government,
Mental Philosophy,
Astronomy,
English Literature. 5

The general aims of the high school, stated by the Board were as follows:

Upon the completion of the above course, it need scarcely be expected that pupils will be turned out chemists, practical mechanics, linguists, and authors. What may be reasonably demanded is, that they shall have acquired correct habits of thought, shall have learned how to study, and shall have become familiar with the outlines of the fundamental principle of knowledge, so as to be ready to enter any of the colleges or scientific schools; or else begin the active duties of life, with such general knowledge and with powers so trained as to impel them toward that which is noble and good, and be protected from the bane of ignorance. 6

5 Fifth Annual Report of the Board of Education, Lawrence, Kansas, July 31, 1872, pp. 20-21.

6 Ibid., p. 22.

However, it must have been several years before students took advantage of the last years of the course, for at the close of the term in 1873, the principal reported:

The middle class consisted of four students. At the close of the year one entered the state of matrimony, another went into business, and the other two, by my advice, entered the Freshman class, (scientific) at the State University. The course of study was the same as for the preceding year. 7

Later, in the same report, he added: "No text in advance courses yet adopted". 8

In this first course of study, the Classical maintained three years of Latin to the one-half year in English (composition and rhetoric), the latter being offered in the Senior year. In the Scientific, where English might be expected to appear, two years of German grammar and literature were taught. The half-unit of composition and rhetoric was accompanied by a full unit of English literature. The amount of science was practically the same. This was a very broad course for the time, and it is interesting to note that, at the close of this same year, the Board of Education reclassified the subjects into: (1) Classical, (2) Scientific, (3) English. 9 The Classical course now offered little but Greek and Latin; the Scientific, German and science, principally; while the English course was a combination of the others, with the addition of work in the English language. A fourth year of high school was added. The course of study listed English as a first-year subject; rhetoric for the second; no course in English for the third year; and in the senior, the pre-

7 Sixth Annual Report of the Board of Education, Lawrence, Kansas, 1873, p. 27.

8 Ibid., p. 168.

9 Ibid., pp. 123-24.

scribed work was, to quote: "First term, English literature or metaphysics" and "Second term, English literature, logic".¹⁰

The year 1873, then, marked the addition of courses in first and second year work in rhetoric and composition, with English literature an elective, a choice being permitted between this course and metaphysics and logic.

The character of the English literature course was explained in the Sixth Report of the Board of Education:

From Chaucer to the Commonwealth. Pupils should write out short historical sketches of the authors, and mention the character of their writings, and the order in which they appear, and what influence their writings had on general culture.

For the second term:

From Commonwealth to the present time. See suggestions for the last term. ¹¹

In the Eighth Report of the Board of Education, 1875, the following English courses were being offered:

First Grade, two terms, English grammar and composition.

Junior Year, two terms, Rhetoric and composition.

Middle Year, two terms, Essays and declamations.

Senior Year, one term, English grammar review.

Senior Year, one term, English literature and orations.¹²

In connection with the introduction of the courses in the English language, the Eighth Report stated:

We have long felt that the course of study adopted for the schools of our country, and the methods of instruction pursued in them, in the matter of language culture, were not productive of satisfactory results in the spoken and written use of the language. Just where the blame attaches, it would be difficult to

¹⁰ Sixth Report of the Board of Education, Lawrence, Kansas, 1873, pp. 123-4.

¹¹ Ibid., pp. 132-3.

¹² Eighth Report of the Board of Education, Lawrence, Kansas, 1875, p. 19.

say, but it may be that this subject has not been made as prominent as it ought to have been -- that too much of the time allotted to a course of study has been given to the so-called higher branches, to a study of the ancient and modern foreign languages -- that teachers have not always been as careful to use correct, good and elegant English before their pupils as they ought to have been, not as unwearied in their improper use of the language...

We believe the change in the course of study by which language culture is made a regular and prominent study for all grades, including the high school, will in time, if the right methods are adopted in teaching it, make a marked improvement in our pupils in the use of their language, spoken and written. 13

A glance at the above list of subjects in English should reveal the objectives of such a course, for any literature studied therein would not be for itself, but rather as an aid in learning to write and speak correctly.

Before 1880 the word literature had entirely disappeared from the list of subjects, and the four-year course was given over to work from Harvey's Grammar, with exercises in composition and declamations, which were taken from the language books, the fifth reader, and any "standard poetical work".¹⁴

The explanation in connection with the work in composition read:

Weekly original compositions -- short exercises prepared with care upon subjects of history, biography, etc. and all errors carefully corrected.

Again:

Weekly original compositions, -- short exercises prepared with care upon subjects assigned in connection with the study of rhetoric. 15

By 1882 English literature again appeared on the program,

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- 13 Eighth Report of the Board of Education, Lawrence, Kansas, 1875, pp. 10-11.
 14 Thirteenth Report of the Board of Education, Lawrence, Kansas, 1880, pp. 35-6.
 15 Ibid., p. 36.

indicated thus: "English Literature - Required of all pupils not studying Latin".¹⁶ The first text designated for use in a literature course was listed in the report -- Shaw's English Literature.

The report of the Board of Education for 1885 gave the following as high school subjects in the English course:

1. English analysis.
2. Rhetoric.
3. History of English and American Literature. (optional)¹⁷

This marked the beginning of instruction in American literature, and this preceded by five years the introduction of the first and separate course in American literature at the State University. (In all courses of study, then and now, the terms English and American are used to distinguish the literature of the two countries.)

In 1888, the Twenty-first Annual Report gave the English as:

1. Word analysis.
2. English analysis.
3. Literature, English and American. (optional)¹⁸

Then, for the first time in the history of the Lawrence High School, the Course of Study recommended a group of classics for reading in the three years:

Junior - Lady of the Lake, Legend of Sleepy Hollow, Miles Standish, Virgil's Aeneid (two books), and Julius Caesar.

16 Fifteenth Annual Report of the Board of Education, Lawrence, Kansas, 1882, pp. 47-48.

17 Eighteenth Annual Report of the Board of Education, Lawrence, Kansas, 1885, pp. 45-46.

18 Twenty-first Annual Report of the Board of Education, Lawrence, Kansas, 1888, pp. 32-33.

Third - Snowbound, Rasselas, Hamlet, Evangeline,
Bacon's Essays.

Senior - Vision of Sir Launfal, Merchant of Venice,
Paradise Lost. (two books)

A study of the entrance requirements at the University of Kansas will readily explain this. The following is a sample of the English examination given there in 1889:

1. Write a composition of at least forty lines on any one of the following subjects:

- a. Story of the Caskets.
- b. Character of Shylock.
- c. Fall of the Angels.
- d. Moral of Sir Launfal.

2. Correct the following specimens of incorrect English:
 (eight sentences given)¹⁹

By 1890 a number of high schools had adopted plans for English instruction similar to these of the Lawrence High School:

First year-

1. English analysis - Review of grammar and study of English sentences, first term.
2. Word analysis - Follow text (Swinton), omitting words not in common use, and also words as have retained little or no trace of root words.
3. English - Composition based on historical subjects. One classic to be read critically in class, and three out of school, the latter to be tested by essays on same.

Second year-

1. Lockwood's Lessons in English. Two classics to be read in class and six out.

Third year-

1. Lockwood's Lessons in English completed. Hill's Elements of Rhetoric, and one recitation per week for half a year from Lounsbury's History of the English Language. Classics continued. 20

The course from Swinton, provided for in the first year, was a study of the etymology of English derivatives, with "practical exercises in spelling, analyzing, defining, synonyms, and use of words".²¹ The exercises included selections from the following: Bede, the Chronicle, the Bible, Milton, Shakespeare, Thomson, Addison, Young, Swift, Hume, Gibbon, Johnson, Byron, Scott, Wordsworth, and Tennyson. Two-fifths of the time in the freshman year was spent upon this material and composition and rhetoric, while the remainder was given to the study of the lives and works of American authors.

The third year, required of all students, was devoted to the following: Rhetoric, composition, classics, history of the English language, and history of English grammar.

These two years of work were based upon the recommendations of the University and were made a requirement for entrance to that institution.

An additional year's work, listed for sophomores, a course which consisted of composition, rhetoric, and classics, was an elective, and, if approved by the advanced standing committee, could be submitted for one term's credit in English at the University.

20 Twenty-third Annual Report of the Board of Education, Lawrence, Kansas, 1890, p. 30.

21 William Swinton, New Word Analysis, title page.

This course was adhered to quite definitely during the early and middle nineties. Even as late as 1899 all seniors were required to give one declamation and one oration.

The Course of Study for 1909 stated:

A four-year course in English is offered, following approximately that suggested in the High School Manual issued by the University.

1. Three years of composition and classics.
2. Fourth year one of historical review of English literature. Old English in translations: Chaucer, Bacon, Milton, Shakespeare, Bunyan, Dryden, Palgrave's Golden Treasury, with themes. 22

Leavenworth High School

Of this first group of high schools Leavenworth was the oldest, being organized in 1865, and remained for years one of the most classical. The Course of Study for 1866 gave the following subjects: "Higher Arithmetic, Elocution, Natural Philosophy, Bookkeeping, Physical Geography, Chemistry, Botany, Commercial Law, Astronomy, Algebra, Geometry, Latin Lessons, Latin Grammar, Latin Reader, Greek Grammar, and Greek Reader".²³

By 1870 the English, or Scientific course, had been added, at least in name. The Classical now consisted primarily of Greek, Latin, mental philosophy, and history. In addition to a number of these subjects, the Scientific offered two years' work in the English language, both of which were optional:

²² Report of the Board of Education, Lawrence, Kansas, 1909, p. 105.

²³ Second Annual Report of the Board of Education, Leavenworth, Kansas, 1866, p. 56.

Rhetoric in the first year and English literature in the second. Latin, Greek, or German were suggested courses which might be chosen in place of the English literature.²⁴

In 1879 the Board of Education reported the addition of a third course. The three courses were: (1) Classical, (2) Latin-English, (3) English.²⁵ Each course maintained distinctly separate work, and a pupil electing any one of the three was required to complete the same; that is, there was no shifting from one course to another.

Studies in the English language were offered in the English course, only. These were optional, but it was now possible for a student to secure four years' work, as follows: First year, grammar and etymology; second year, rhetoric; third year, historical English; fourth, English literature.

It is interesting to note that, in spite of the fact that no English was offered in the classical courses, declamations were required of each pupil in the school. This requirement was true, not only of the Leavenworth High School, but of high schools in general.

During the early eighties, in the agitation that Greek and Latin be omitted, the Committee on the High School sent questionnaires to sixty-six secondary schools, to discover the prevailing attitude toward the classical course. Fifty-four replied that Latin and Greek were required; while twelve demanded Latin, only. This report met the approval of the Leavenworth committee, whose

24 Fifth and Sixth Report of the Board of Education, Leavenworth, Kansas, 1869-70, pp. 114-15.

25 Annual Report of the Board of Education, Leavenworth, Kansas, 1878-79, p. 64.

sympathy was on the side of the classical school, for these members stated:

This shows that the study of Latin and Greek is almost universally considered necessary to the foundations of a good education.

As to the scientific course, they said:

The work done (in the German universities) by the pupils from the scientific schools did not compare in a single department with that done by the graduates of the classical school. While pleading for more and more collateral instruction in English, your committee hopes that the classics will always be studied and appreciated by the pupils of the High School. 26

Such being the feeling, no English course could thrive.

But the agitation continued; and the school officials, unwilling to drop the classical courses, expanded the curriculum. Subjects were organized into four groups: (1) Classical, (2) Latin-Scientific, (3) English-Scientific, (4) Latin-English. English literature was acceptable for credit in the English-Scientific and in the Latin-English courses.

The Report for 1889 mentioned that:

In the High School provision is made for a more extended course in English composition and literature than is found in most high schools. The need of a more thorough course in elocutionary drill was felt, and during the year such attention... has been given to this subject. 27

After 1890 the high school course in English suddenly broadened out, in keeping with the requirements of the University of Kansas. A small group of classics was introduced into each year's work, which, except for this added material, was primarily comprised of studies in grammar and rhetoric. Even the classics

 26. Annual Report of the Board of Education, Leavenworth, Kansas, 1884-85, pp. 56-8.

27. Annual Report of the Board of Education, Leavenworth, Kansas, 1888-89, p. 32.

were bases for essay writing. The material, as outlined in the Course of Study for 1890, was:

First year.

1st term: Lessons in English.
Irving's Sketch Book.

2nd term: Lessons in English.
Selections from Longfellow and Whittier.

Second year.

1st term: Lessons in English.
Selections from Hawthorne and Holmes.

2nd term: Rhetoric.
Selections from Lowell and Bryant.

Third year.

1st term: Shakespeare's Julius Caesar.

2nd term: English history in Scott's Marmion, and
Thackeray's Four Georges.

Fourth year.

1st term: English literature.
Merchant of Venice.
Selections from Milton.

2nd term: Review of grammar.²⁸

The adoption of the above plan marked the beginning of the the study of American literature in the Leavenworth schools. After 1891 the course called for one and one-half years of composition and American authors, one-half year of rhetoric and Shakespeare, and a third term of English authors and English literature. The classics were those recommended by the University.

Essays and orations, during the next ten-year period, were continued for the juniors and seniors, while declamations were

28 Twenty-first Report of the Board of Education, Leavenworth, Kansas, 1890, p. 42.

required of the second-year pupils.

Emporia High School

Emporia graduated her first high school class, consisting of six members, in 1879, but the First Annual Report of the Board of Education was not made until 1886. Of its organization the report stated:

The high school proper embraces three years work, known as Junior, Middle, and Senior years. Each year's work is clearly outlined in the course of study. Two courses have thus far been followed: Latin and English. Pupils are allowed a choice of courses, and in some special cases are permitted to substitute in one course the equivalent of another.

There are three distinct departments, namely: Mathematics, Science, and Language. 29

At this time the Emporia High School was offering one unit of work in rhetoric in the junior (first) year; in the second term of the middle year, a half-unit of American literature; a half-unit of elocution and composition in the first term, and one-half of English literature in the second term of the senior year. Of the two and one-half units of work, one and one-half were in literature. The offering of American literature as a separate subject was a new departure.

In the report of 1890 the classical course had become more classical, for little was taught but algebra, Greek, and Latin. The subjects offered in English in the second course remained much the same as before. A foot note at the end of the course of study suggested that Latin might be selected as a substitute

29 First Annual Report of the Board of Education, Emporia, Kansas, 1886, p. 49.

for the second term of the first year's work in English.³⁰

A year later the classical course was again carrying much the same work in English as was the regular English course.

In 1892 was introduced a complete study of the classics similar to the plan used in the Lawrence and Leavenworth schools:

English authors:

Shakespeare,	<u>Merchant of Venice, Julius Caesar, As You Like It.</u>
Coleridge,	<u>The Ancient Mariner.</u>
Macaulay,	<u>Essays on Lord Clive, Earl of Chatham.</u>
Scott,	<u>Old Mortality, Lady of the Lake, Ivanhoe.</u>
Eliot,	<u>Silas Marner, Scenes from Clerical Life.</u>
Addison,	<u>Sir Roger de Coverly Papers.</u>
Pope,	<u>Essays on Man.</u>
Goldsmith,	<u>Vicar of Wakefield.</u>
Dickens,	<u>David Copperfield.</u>
Thackeray,	<u>Vanity Fair.</u>
Chaucer,	<u>Knight's Tale.</u>
Tennyson,	<u>Idylls, Enoch Arden, and selections.</u>
Milton,	<u>Selections from Paradise Lost.</u>
Dryden,	<u>Alexander's Feast.</u>
Johnson,	<u>Rasselas.</u>
Browning,	<u>Spanish Student.</u>

American authors:

Longfellow,	<u>Evangeline, Ladder of St. Augustine, Miles Standish, Hiawatha.</u>
Webster,	<u>Bunker Hill Oration.</u>
Irving,	<u>The Alhambra, Sketch Book.</u>
Hawthorne,	<u>House of Seven Gables.</u>
Emerson,	<u>Representative Men.</u>
Whittier,	<u>Snowbound.</u>
Bayard Taylor	<u>Views Afoot.</u>
Lowell,	<u>Biglow Papers, Vision of Sir Launfal, The Cathedral.</u>
Horace Mann,	<u>A Few Thoughts for a Young Man Entering Life, Powers and Duties of Woman.</u>
Stowe,	<u>Uncle Tom's Cabin.</u>
Cooper,	<u>Last of the Mohicans.</u>
Wallace,	<u>Ben-Hur.</u>
Holland,	<u>Bitter-Sweet, Selections from Katrina, Timothy Titcomb's Letters.</u>

Reading should be with reference to thought, expression, descriptive powers, plot, truthfulness to nature, author's motive, source of information, types of character, the characterization of authors, and critical study of best productions. 31

The principal's report in 1900 called attention to a number of changes which had been made in the Emporia High School, and among them:

The course in English has been extended and has been revised throughout. It now comprises the study of Language, Rhetoric, and Literature...

The work included:

1. Rhetoric and composition.
2. Classics, in which the examinations were in the form of essays.
3. History of the English language and grammar.
4. History of literature. 32

Such study, as yet, in many respects, more about literature than of literature, itself.

Atchison High School

In the Atchison High School, down to 1887, all of the English taught consisted of one hundred and thirty-six pages from Kellogg's rhetoric, as a first-year subject. The curriculum was comprised of Latin grammar and reading, Greek grammar and reading, algebra, geometry, trigonometry slightly touched, a course or two in history, and physiology "to Digestion".³³

31. Annual Report of the Board of Education, Emporia, Kansas, 1892, p. 53.

32. Annual Report of the Board of Education, Emporia, Kansas, 1900, p. 23.

33. Atchison Public Schools, Atchison, Kansas, 1884-85, pp. 49-50.

During the school year of 1887-88 the work was expanded into a four-year course, and entirely reorganized into the classical and General English divisions.³⁴ It was then possible to secure four years in English, one and one-half units being English literature. Three units were offered in the so-called classical course. American literature appeared nowhere.

By 1890 there were three groupings: Literary, Scientific, and Business. One and one-half units of English became a requirement in all three courses. English literature was a senior subject, in the Literary and Scientific courses, and in this way became an elective.³⁵ Later Atchison adopted the University plan.

The Atchison High School, from the very beginning, placed great emphasis upon the "Rhetorical rhetoric exercises", which some years were required weekly, but at no time less than once every month. Selections were made from literary compositions by the class, or by the instructor, memorized, and delivered before the entire student body. Often these exercises were "at the call of the teacher".³⁶

Rhetoricals, in some form, were general requirements, not only in the high schools, but in colleges and universities as well. The University of Kansas had this regulation for many years.

34 Atchison Public Schools, Atchison, Kansas, 1887-88, pp. 62-3.

35 Atchison Public Schools, Atchison, Kansas, 1889-90, p. 120.

36 Atchison Public Schools, Atchison, Kansas, 1886, p. 49.

KANSAS LIBRARY
 CHAPTER IV K. S. T. O.
 KANSAS LIBRARY
 OTHER KANSAS HIGH SCHOOLS

The high schools here considered were important, principally because of their situation in the state. Topeka became the capital, and Kansas City, formerly called Wyandotte, grew up on the Kansas side at the point where emigrants crossed the Missouri river. Wichita was a connecting link between Oklahoma and Kansas, while Fort Scott and Junction City became centers of population for the reason that they were early military posts.

The schools in these towns appeared later upon the accredited list of the University than did those considered in the preceding chapter. Some were organized much later, and others, while they were among the older schools, were located at points of greater distance from the University of Kansas, and, in many instances, had institutions of higher learning of their own.

Topeka High School

The Topeka High School was organized in 1871, with a four-year course much broader than was common at that time. During the early seventies the following subjects were being offered: First year, English grammar and composition, higher arithmetic, algebra, physical geography, Latin grammar and reading, and United States history; second year, English literature and

elocution, algebra, bookkeeping, natural philosophy, Latin, German, physiology, and history; third year, rhetoric and elocution, Greek, Latin, history, geometry, trigonometry, and chemistry; fourth year, astronomy, geology, mental science, botany, Constitution of the United States, plane surveying, and ancient geography.¹ All of these, during the next few years, were taught by the principal and one assistant.

The English literature, offered in connection with elocution, was a subject of study over a twelve-week period. The major portion of time devoted to English was given over to rhetoric and elocution.

In the middle and late seventies English courses consisted of:

First year, three terms - English analysis.
 Second year, first term - Elocution.
 Third year, first term - Rhetoric.
 " " second term - Rhetoric and elocution.
 " " third term - English literature.
 Fourth year, no English.²

Drawing and composition were required subjects for all high school students, although these did not appear on the regular list of subjects. The school was using Monroe's Elocution and Greene's Analysis. That no text had been selected for the course in literature is suggestive of its lack of importance as a school subject.

By 1882 classical work was being offered, and the course

¹ Annual Report of the Condition of the Public School of the City of Topeka, Kansas, 1873, p. 8.

² Annual Report of the Board of Education for 1874, p. 18, and of 1876, p. 27.

had been divided into departments of: Mathematics, Science, English, Latin, and Greek. Students were required to complete work in any three of the five departments, one of which was to have been mathematics.³ The English department offered one year (first) of analysis, rhetoric, and composition. English literature, the only other course given, appeared for seniors; but there was no outline of the subject-matter as the course of study now gave for many other subjects, including Greek, Latin, and mathematics.

Rhetoricals and composition were required of all students, in what today might be termed extra-curricular fashion. These rhetorical requirements were for students in the grades, as well as for those in high school. While there was no explanation of the work as it was handled in the secondary school, the following outline for the elementary school, beginning with the primary, may throw light upon the manner of conducting rhetoricals in the high school:

1. In each room the teacher will place on the blackboard each Monday a sentiment, stanza, or paragraph for the school to memorize, and when possible discuss, during the week.
2. Rhetorical exercises monthly to consist of recitations, music, and reading from selections, or essays. The exercises should be both profitable and pleasant.
3. The teacher will examine each selection before it is delivered, as he will be held responsible for the character of every selection.
4. In sixth and seventh grades each pupil will prepare a selection from some one author, chosen either by the school or teacher. 4

The superintendent was undoubtedly referring, in part, to

3 Report of the Board of Education, Topeka, Kansas, 1882, p. 28.

4 Annual Report of the Board of Education, Topeka, Kansas, 1883, p. 36.

this plan, when, in 1884, he said:

The most prominent change under the present administration has been to give more attention to good English, both in the grades and high school. The critical faculty can no doubt be best cultivated by the study of the dead languages, but proficiency in the use of a language can only be acquired by studying that language. We are an English speaking people and before all others we should study the English language. I consider this self-evident though many schools still refuse to recognize it. Good English is the basis of an education, should be the axiom in every school among English people. 5

The same year English literature received additional attention. This course was offered for four and one-half months in the third year, and for six months in the senior year. Swinton's English Literature was chosen for a text at that time.⁶

But the very next year the high school was changed from four years to three, and a short business course was inserted. The course of study stated: "This was done with a view of accommodating those who can give but a short time to high school work".⁷ The English was lessened considerably; four and one-half months of analysis and three months of literature were now given.

In 1887, the course again stated: "In this department arrangements have been made to allow those who desire it a full year in English literature".⁸ Concerning the English course as a whole, the superintendent, D. C. Tillotson, observed:

5 Seventeenth Annual Report of the Public Schools of Topeka, Kansas, 1884, p. 17.

6 Ibid., pp. 35-6.

7 Report of the Public Schools of Topeka, 1885, p. 19.

8 Twentieth Report of the Board of Education, Topeka, Kansas, 1887, p. 19.

There is no scheme for language work published that gives results as should be obtained by children studying the English language.... The scheme now in use is a scheme evolved in the Topeka schools. It is an attempt to answer the question: to be able to write good English, what must a child know about the English language? We have been working on our present scheme for two years; and the results, recollecting that our teachers were trained under the theory that parsing is essential to salvation, have been flattering. 9

In 1888, the course was:

First year, English analysis and rhetoric,
English classics.

Second year, Shakespeare's life and one play.

Third year, English literature with reviews of grammar.¹⁰

The following year the course was entirely reorganized and elaborated. The courses, and the amount of English in general, together with the units of literature, were:

	Courses	English	Literature
1.	English-Latin	3	2
2.	English-Scientific	3	2
3.	English-German	3	2
4.	Latin-Scientific	0	0
5.	Latin-German	1	0
6.	German-Scientific ¹¹	1	0

In 1890 the Topeka High School adopted the study of the classics, and the authors were taken up in the following manner: Freshmen, Longfellow, Irving, and Whittier; sophomore, Holmes,

9 Twentieth Report of the Board of Education, Topeka, Kansas, 1887, pp. 18-9.

10 Twenty-first Report of the Board of Education, Topeka, Kansas, 1888, pp. 52-5.

11 Twenty-second Report of the Board of Education, Topeka, Kansas, 1889, pp. 54-5.

Bryant, Lowell, and Hawthorne; junior, Shakespeare, Goldsmith, Johnson (Lives of Addison and Pope), Scott, and Dickens; senior, Addison, Bunyan, Milton, Macaulay, and Dryden.¹²

The following suggestions in the course of study are very similar to those laid down by the University of Kansas:

1. Each term's work in English requires nine essays upon subjects, specified by the instructor, upon the work in classics.
2. Phrase, 'to be studied critically in class' means careful syntactical and etymological analysis, in addition to style, thought, and literary value. The language of poetical studies must be paraphrased, the author's meaning fully brought out, metrical forms explained, and choice extracts memorized.
3. The pupil's knowledge of the 'classics to be studied out of class' means tested by examination at stated intervals.¹³

Twenty years later Topeka was still offering the same six courses with the addition of a seventh.¹⁴ But English classics and English grammar were given in all seven, to the amount of at least one year's work.

Kansas City High School

The Kansas City, Kansas, High School was organized in 1886. The following year, Porter Sherman, superintendent, expressed the thought of the time when he said:

How to speak, to read, to write -- the vocal elements singly and in combination, - the grammar and rhetoric of the language, - how to compose it correctly and elegantly, in writing, in conversation and in formal discourse, to become familiar with the incomparable literature of our language and to appreciate

12 Report of the Board of Education, Topeka, Kansas, 1890, pp. 53-5.

13 Ibid., p. 55.

14 Report of the Topeka Schools, Topeka, Kansas, 1910, p. 130.

its merits, - all these things should form the nucleus of a large part of the body of a good education.

But precisely here is where all American schools lamentably fail. Not only do the pupils leave school without any systematic knowledge of the language which they are to use every day of their lives, but the graduates of our schools and colleges, as a rule, know very little of the language theoretically and are unable to use it practically with precision, elegance and power.

In Germany, German takes precedence of all other languages in the schools; and in France, French. While in the American schools, Latin and Greek and French and German have for the most part displaced English.

.....

Hence for most pupils, the shorter and better road to English no longer lies through Latin and Greek, French and German, but through a critical study of English literature without special reference to the origin and growth of the language. In this I do not intend to disparage the study of these languages where there is time and opportunity to master them; as I hold that no mere English education can ever take the place of a classical education.

But time spent in acquiring a mere smattering of any branch of knowledge is time lost. 15

In 1887, when the Kansas City High School graduated its first class, the following courses were being offered: (1) English, (2) Latin and Scientific, (3) Normal, (4) Commercial. The English given in these four was listed, thus:

Sub-Junior

- | | | |
|----------|---|---|
| Course 1 | - | Grammar and composition throughout. |
| " 2 | - | Latin and English composition both terms. |
| " 3 | - | Grammar and composition both terms. |
| " 4 | - | Grammar and composition throughout. |

Junior

- | | | |
|----------|---|--|
| Course 1 | - | Rhetoric and elocution (alternate days). |
| " 2 | - | Latin and English composition. |
| " 3 | - | Rhetoric and elocution throughout. |
| " 4 | - | None. |

Middle

- Course 1 - English literature and elocution (alternate).
 " 2 - None.
 " 3 - English literature and elocution (alternate).

Senior

- Course 1 - English literature and grammar (alternate).
 " 2 - None. 16

From the above it will be noted that all English literature courses recited on alternate days, while mathematics, Latin, and science were, in almost every case, listed for recitations every day. In the middle year the literature was taught in conjunction with elocution; and in keeping with the emphasis which was being placed on the spoken word, it was quite likely that this phase received the greater attention. In the senior year, literature was taught with grammar, and since there was no text for literature as there was for elocution and grammar, it may be assumed that the same was true with regard to literature and grammar.

By 1889, it was possible to secure a year's work in English literature in the English, the Classical, and the Latin-Scientific courses.¹⁷

The Kansas City High School did not follow the University plan as soon as many others, for, in 1893, the classics were studied in the second year, only. This work consisted of one-half year of American and one-half year of English classics.

16 Report of the Board of Education, Kansas City, Kansas, 1887, pp. 65-6.

17 Report of the Board of Education, Kansas City, Kansas, 1889, p. 88.

The inclusion of American authors marked the beginning of the study of the American works, that is, as a specified course. This course, together with one year of rhetoric for freshmen and one-half year each of rhetoric and English literature for seniors, made up the three-year course offered at that time.¹⁸

By 1905 Kansas City had added a fourth year of English, which was termed advanced English literature. The first two years consisted of rhetoric and the study of the classics. The third was a year of English and American literature.¹⁹

Wichita High School

The present reorganized high school in Wichita was established in 1882, at which time the courses were three in number: (1) General, of three years; (2) Classical, four years; (3) College preparatory, four years. English grammar and analysis were offered to all first-year pupils. Rhetoric and English literature were optional with Latin in the second year.²⁰ This was the extent of the offering in the English language department.

This course of study was followed until 1890, when the board reported the change "as agreed to by the Faculty of the State University on May 9, 1890".²¹ The first year's course required "composition work based on historical subjects, to be

18 Seventh Report of the Board of Education, Kansas City, Kansas, 1893, p. 57.

19 Report of the Board of Education, Kansas City, Kansas, 1905, p. 39.

20 Report of Wichita Public Schools, 1882, pp. 17-21.

21 Report of Wichita Public Schools, 1890, pp. 23-29.

corrected as to grammatical structure and expression; one classic to be read critically in class, and one to be read out of school, the latter to be tested by an essay or essays on each".²² The next two years' work continued with Lockwood's Lessons in English and Lounsbury's History of the English Language, and in addition, classics for each year.

In 1908 the English department stated the aim:

Let us insist, rather that our High School graduates can use the English Language fairly well, can speak and write correctly, can interpret with ease and intelligence, another's thought, printed and spoken...²³

Fort Scott High School

The Manual of the Board of Education of the city of Fort Scott in 1871 reported the organization of a high school which was to consist of four departments: General, Classical, Normal, and Commercial. The General course, said to be "for general education" was comprised of Latin, Greek, French, and history. Rhetoric was a subject of study in the second and third years. The Classical course, "for college entrance", was primarily Latin, with a small amount of composition in the third and last year. The Normal course, "for those who wished to become teachers", was principally a review of common school subjects, while the fourth was specifically "designed for those intending

²² Report of Wichita Public Schools, 1890, p. 29.

²³ Report of Public Schools of Wichita, 1908, p. 14.

to become Civil Engineers and Surveyors".²⁴

Fort Scott did not graduate a class until 1880, and by 1883 had dropped all but one course. As for the English offered, this consisted of two years of elocution and a third of English and American literature.²⁵

The course remained the same until 1888 when the following plan was adopted for the English work:

English	Courses		
	Latin	Modern Literature	Scientific
1st year			
English	0	0	0
2nd year			
Eng. gram.	1	1	0
Eng. lit.	0	0	$\frac{1}{2}$
3rd year			
Rhetoric	1	1	$\frac{1}{2}$
Am. lit.	0	0	$\frac{1}{2}$

By 1890 the board reported that the Latin course had been approved by the University of Kansas, and the study of the classics was outlined, together with the work in the text of Lockwood, and that of Lounsbury, for the second and third years, respectively. In each term nine essays were required, exactly as given for the Topeka High School.²⁷

24 Manual of the Board of Education of the City of Fort Scott, 1871, pp. 30-35.

25 Seventeenth Annual Report of the Board of Education of the City of Fort Scott, 1883, p. 3.

26 Manual for 1888, Fort Scott, Kansas, p. 33.

27 Manual for 1890-1, Fort Scott, Kansas, pp. 44-46.

Junction City High School

The report of 1883 for the schools of Junction City, Kansas, showed that this three-year high school was offering rhetoric and composition for the second-year students. The seniors were given a half-year of English literature.²⁸

By 1887 Junction City had adopted the study of the classics recommended by the University of Kansas. Two courses were offered. The English subjects were as follows:

	English	Latin
1st year	Rhetoric	Rhetoric
2nd year	English literature	-----
3rd year	English literature Grammar review	English literature Grammar review 29

28 Report of the Junction City Schools, Junction City, Kansas, 1883, pp. 12-13.

29 The First Annual Report of the Junction City Schools, Junction City, Kansas, 1887, pp. 44-45.

CHAPTER V

HIGH SCHOOL LITERATURE SINCE 1895

Up until 1895 the influence of the University of Kansas upon the high schools had been more or less indirect, principally through the entrance requirements, the topics for the examinations having been listed in the annual catalogues. In order to further the co-operative plan with these secondary schools over the state, the University of Kansas, in 1895, edited and distributed a Circular Touching the Requirements in English for the purpose of making "the existing requirements more effective toward bringing to the University students adequately prepared in English".¹

According to these requirements an understanding of a classic entailed the following knowledge of:

1. All obscurities and allusions.
2. Meaning and history of unfamiliar words.
3. Period of literary development.
4. Reasons why it belongs to this period.
5. Classification.
6. Circumstances under which it was written.
7. Influences surrounding the author and the work.
8. Substance of the material.

1 A Circular Touching the Requirements in English, University of Kansas, 1895, p. 6.

9. Form.
10. Characters.
11. Character of style.²

The information in the circular continued with:

This much accomplished, a good beginning will have been made, and the special direction of further study will depend upon the work studied and the character of the class.³

In the third year, when the language history was to be taken up, not only the periods of development and their elements were to be studied, but the leading principles of phonology and etymology were to be touched upon and the history of all inflections were to be treated in connection with the review of grammar, while word formation and word history were to be introduced at the appropriate time.

In the teaching of this material, the circular suggested that the instructor "make free use of facts and illustrations gathered from classroom reading".⁴ This statement implied that the classics were to be used for the purpose of analysis.

Not only was the literary material to be utilized in the teaching of philology and etymology, but the classics were to "provide the pupil with interesting subjects for his composition work; and conversely, his essays should be made to test his appreciation of literature".⁵

Texts, such as Genung's Handbook of Rhetorical Analysis,

2 A Circular Touching the Requirements in English, University of Kansas, 1895, p. 17.

3 Ibid., p. 17.

4 Ibid., pp. 26-7.

5 Ibid., p. 16.

and Bradley's Orations and Arguments were recommended, both of which contained literary selections for the purpose of analysis.

The classics in the circular were outlined in a quite definite manner. In the manuals which were published during the succeeding years, the University, endeavoring to make the course specific and uniform, brought about a much more limited selection in classics.

The University of Kansas was the guiding force behind the secondary English curriculum until, in 1905, the Session Laws, Section I, of Chapter 387, gave the Board of Education of the State of Kansas the power to prescribe the course of study for the public schools of the state, and to revise these laws whenever the interests of the schools required it. This course for the high schools was published in 1908. The attitude toward the University requirements is explained in the following statement:

The character and scope of each unit in any subject shall conform to the definition recommended by the University of Kansas, which is also the definition of the accredited colleges of Kansas. 6

But the requirements which compelled the teaching of the principles of philology and etymology, the history of inflections, and the history of words, had been dropped by the University. On this point the course of study stated:

The requirements in English for admission to the University of Kansas - requirements that are now standard for all American colleges as formerly stated - comprise only English literature, meaning classics chiefly, and English composition. 7

The recommendations which were concerned with literature

6 Course of Study for High Schools of Kansas, 1908, p. 6.

7 Ibid., p. 13.

were as follows:

1. That the prescribed books be regarded as a basis for such wider courses of English study as the school may arrange for themselves.
2. That a certain amount of outside reading, chiefly of poetry, fiction, biography, and history be encouraged throughout the entire school course.
3. That in the high school, subjects for composition be taken partly from the prescribed books and partly from the student's own thought and experience.⁸

The third recommendation was a departure from the old idea that the literary work should furnish the basis for composition work. The same thought was expressed again in the suggestions on outside readings:

Abstracts and summaries of books read should never be required as composition exercises except when absolutely necessary, as they hinder the growth of that independence of view which is essential in the critical study of literature. To maintain and develop ease and originality of expression, fully half of the composition exercises should be based on the student's experience; that is, on his present or past observation; and on occasion, exercises may be partly or wholly imaginative.⁹

This change in subject-matter and methods was in keeping with the growing sentiment against the use of the essay in high school. Periodicals of this time have much on the topic. The tendency to discredit the essay was expressed by Allan Abbot, Teachers' College, Columbia University, who told the English teachers that: "The essay has always been a stumbling-block in high school literature", and "The whole business of the essay... seems totally unrelated to anything now going on".¹⁰

This change in the approach is very noticeable in the High

⁸ Course of Study for High Schools of Kansas, 1908, p. 13.

⁹ Ibid., p. 18.

¹⁰ Allan Abbot, "High School Course in Periodical Literature", ENGLISH JOURNAL, Vol. 2, p. 422.

School Manual No. 9, of the Department of School Visitation of the University of Kansas, 1911, where the suggestions on literature read as follows:

The second object is sought by means of two lists of books, headed respectively reading and study, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors whose work he reads, and with their place in literary history.

a. Reading. The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first-hand knowledge of some of the best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

b. Study. This part of the requirements is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. For this close reading are provided a play, a group of poems, an oration, and an essay... 11

However, there was as yet no emphasis upon the different literary forms, - only the provision for various types of reading material. The order of types - meaning narration, description, exposition, and argumentation - were to coordinate with composition work.

The universities and colleges by this time had dispensed with the chronological approach. The committee suggested that the later authors be taken up first, that prose of all kinds should precede verse, and that American literature, "if included" 12 might precede English. It was recommended that con-

11 High School Manual, No. 9, University of Kansas, 1911, pp. 5-7.

12 Ibid., p. 12.

crete types be placed before the reflective and abstract. English teachers were cautioned as to changing and substituting classics, for fear that in so doing the course might be weakened.

The courses of study for 1912 and 1914 mentioned that the classics had been graded somewhat carefully. The first year was to deal with the simple narratives, and with descriptive prose and poetry and with "Shakespeare in a tragedy of universal appeal".¹³ The second year's work was to consist of narration and exposition, in poetry and in prose. The third year included the more difficult poetry, a tragedy, an essay, and an argumentative speech.

In teaching, the aim was that the student might know the subject-matter, for if he knew this, it was believed that he was prepared to examine a composition more critically when it was recalled to his mind by the study of the history of literature. The poems recommended for collateral reading were to be read and enjoyed, but not subjected to too close analysis. Much emphasis was placed on the memorization of both prose and poetic compositions, for they "afforded excellent drill and at the same time increased his working vocabulary".¹⁴

Literary productions were now out of the range of composition writing. The suggestions were stated: "The subjects chosen should, for the most part, be concrete, carefully limited, and

13 Course of Study for High Schools of Kansas, 1914, p. 24.

14 Ibid., p. 27.

within the pupil's experience".¹⁵

This was a period when there was much argument as to the proper relation between literature and composition. Opinions differed greatly. Carpenter, Baker, and Scott, in their text The Teaching of English, had stated:

The question of the relation between written composition and literature is a perplexing matter, and must be solved by each instructor according to his own experience and in connection with his own methods and general policy. Many successful teachers hold that the composition work should be kept in close relation with the work in literature as to be almost, if not quite, a subdivision of it... basing their theory on the ground that the works read in the course in literature serve naturally, not only as the student's inspiration, but as his models... it may be objected on the other hand, that masterpieces of literature are scarcely normal models for high school students. Masterpieces are the works of men, not boys, - and men of genius at that. ¹⁶

But the universities and colleges drew distinct lines between the teaching of literature and composition when they recommended that definite days be set apart for the instruction in these subjects. This plan was suggested in the course of study for the high schools of Kansas. With this division reading and writing became separate processes. It was felt that the rhetorical element did not interfere so greatly if the literary selections were read, laid aside, and returned to later in the study of the history of literature.

In the Course of Study for 1917, the definite aim in the teaching of literature was to lead pupils to read, with understanding and growing appreciation, some of the good things in

¹⁵ Course of Study for High Schools of Kansas, 1914, p. 27.

¹⁶ Carpenter, Baker, and Scott, The Teaching of English, p. 235.

English and American literature; to develop familiarity with writers; and to create a desire to read books and periodicals of the better kind.¹⁷ To these purposes an ethical value was added, namely: "To lead pupils to higher ideals of life and conduct by arousing in them an admiration for worthy characters and noble deeds portrayed in literature".¹⁸

As to the literature courses of the past, the State Board of Education said:

Another factor that has operated to prevent the realization of the expressed aims of the English course is the failure of some teachers to realize that high-school boys and girls are children, with the capacities and the interests of children, not advanced college students doing seminar work.... Teachers have talked learnedly of type forms, of the essential elements of the short story, of the origin and development of the drama, of the various types of versification, of intensive studies, and so interminably, and students have failed to respond with interest and have gone forth from school with a resolution to have nothing to do with literature.

It should be recognized that it is not the purpose of English courses to develop literary critics. In general, intensive studies of literary masterpieces are out of place in the high school. The principal purpose of the courses in literature is to develop a liking for writings of real merit. All of the prescribed reading of high-school students should be of this kind. And it would seem to be the logical plan to begin with that which most appeals to the student and lead gradually to the higher forms of literature and those more difficult of appreciation.... Some of the knowledge of the history of literature is well, but that is of secondary importance.¹⁹

That same year the plan of study in English was changed, for the breach between literature and composition was widening. The method whereby three days were allotted to literature, and two days to composition, gave way to one term's work in each. The course of study listed the following advantages:

17 Course of Study for High Schools of Kansas, 1917, p.5.
 18 Ibid., p. 5.
 19 Ibid., pp. 7-8.

1. Gives composition its due proportion of time.
2. Makes for continuity of work.
3. Allows for separate grades on composition and literature.
4. Is in line with progressive educational policies and is a growing practice in English courses. 20

The literature for the very first term took up American writers, which course, it was stated, was not intended to be that of the history of American literature but rather a study of American authors to develop an acquaintance with and an appreciation for these writers. A wide reading was suggested, rather than an intensive study of a few selections.

The plan of teaching the history of American literature in the freshman year had received much unfavorable comment. It was a prevailing practice but met its just share of criticism in such articles as Elizabeth Lodor's when she said: "Do you know of any place in which history of American literature is still taught in the first high school year, with the results that the children discourse learnedly of the transcendental movement?... By the way, does anybody know where we acquired the idea that history of American literature belongs in the first year?" 21

The chief revision of the reading course lay in the lengthening and broadening of the list of materials. The instructors were allowed much more choice than previously. The collateral readings introduced late works, by both American and English

20 Course of Study for High Schools of Kansas, 1917, pp.8-9.

21 Elizabeth Lodor, "Shall We Teach the History of Literature in High School?", ENGLISH JOURNAL, Vol. 6, p. 606.

authors, such as: Kipling, Tarbell, Tarkington, Mark Twain, William Allen White, Wiggin, Barrie, Chesterton, Churchill, Bangs, Helen Hunt Jackson, Roosevelt, Wister, and others. Also additions were made in the course of sections dealing with current literature and newspaper writing.

All explanations of the aims, methods, etc., were still emphasizing the fact that "no classic should be studied too analytically; there is too much danger of creating a distaste for the very books that should be appreciated". 22

In the Course of Study for 1921 the aims of literature were appreciation and delight in reading. The explanation continued:

It is the first year that the student should be brought to love reading. Therefore, the most popular types of literature - narrative poetry, easy fiction, and drama have been chosen; and a long list of readable classics, varied in difficulty and type, has been prepared, enabling the teacher to adopt the course to her class. She will steer between the two extremes of wearing out a classic by teaching it too analytically and of allowing students to race through it without learning anything definite.

With freshmen the dramatic instinct is strong, also the interest in epic and romance. They should learn to read imaginatively, picturing scenes and persons... 23

In 1921 the course of study first provided for the organization of courses by the type method. The selections were listed for class study under the following classifications: (1) Epic, (2) long narrative poem, (3) play, (4) novel, (5) short story.²⁴ As for the collateral reading, the statement was made:

The lists of reading have been lengthened and the books have been classified to aid every pupil in finding the right

22 Course of Study for High Schools of Kansas, 1917, p. 13.
 23 Course of Study for High Schools of Kansas, 1921, p. 13.
 24 Ibid., p. 15.

book for his interests and reading power.²⁵

The new method of reporting on these readings called for these points, only:

1. Author - date - type.
2. Theme and purpose.
3. Style.
4. Main ideas.
5. Criticism.²⁶

As for the quantity read, the board believed that much more important than this was the intelligent understanding of what was read. One of the new objectives was the development of the imagination and sympathy. Since many teachers had objected to the essay course as too monotonous for second-year pupils, this was changed to work in the drama and novel. On the teaching of poetry the board suggested that:

Care must be taken not to call attention to the form before the pupil grasps the thought and mood of the poem as a whole. The real purpose is to enhance his pleasure and quicken his intelligence, not to make him analyze rigidly.²⁷

The suggestion is made that the study of literature by the historical approach be left for the advanced fourth year students. Concerning this, the course of study said:

The history of literature and events contemporary with literary movements can be either an illumination of the classics studied or a dead weight of boredom.... A background of history and biography is essential to culture, but the painful and mechanical swallowing of regular doses of any specific text in English literature creates a dislike without imparting much useful information.²⁸

25 Course of Study for High Schools of Kansas, 1921, p. 18.

26 Ibid., p. 18.

27 Ibid., p. 55.

28 Ibid., p. 84.

In this same year an attempt was made to answer the question: What information, what habits, and what forms of skill should a high school graduate possess in regard to reading? It was summed up in the following points:

1. He should be able to recognize the chief literary types.
2. He should regard a book as a full scenario for which his imagination must film the moving pictures - in other words, he should do creative reading.
3. He should read a good newspaper daily.
4. He should read a good literary magazine.
5. He should know how to do both rapid and intensive reading. 29

The study by type, the creative approach to reading, the introduction of good contemporary material, and the recognition of the two kinds of reading are all new ideas in the teaching of literature. The idea of creative reading has furnished the basis for such studies in literature as June Downey's Creative Imagination.³⁰ This method of study received further consideration in Kansas when the course of study gave, rather comprehensively, the points to be taken up in the imaginative study of poetry.

The collateral list in the Course of Study for 1930, arranged for the reading interests of freshmen, included one hundred seven volumes under the following titles:

1. Easy Readings with Youthful Appeal.
2. Novels Slightly More Mature.
3. Short Stories.

29 Course of Study for High Schools of Kansas, 1921, p. 86.

30 June Downey, Creative Imagination.

4. Travels and Adventures.
5. Biography.
6. Myths, Legends, and Romance.
7. Nature and Animal Life.
8. Character Sketches.³¹

The sophomore work for 1930 called for a modern novel to be studied in class. Up to this time modern works had been reserved for the collateral reading lists. In all literature study great emphasis is now being laid on the dramatization of all material which will lend itself to such treatment; and, in keeping with the idea of self-expression, the students are encouraged to give their reactions as to what they like and dislike.

The directions for the study of the essay and poetry in the third year stated that the teacher must:

...let the pupil begin with easy and attractive selections of modern topics. As they gain interest and skill, she challenges them to higher flights. Appreciation cannot be forced or instantaneously educated; spontaneous enjoyment is the first criterion, and discrimination is a distant second.... The facts as to the student's real tastes should not be ignored nor condemned, but may be gradually transformed. Boys should not be compelled to admire languid lyrics, for instance.³²

According to the present arrangement in English the subject of American literature and much of the contemporary material is left for the fourth year. Since this course is elective for seniors, it so happens that many of the high school students leave with very little work in the literature of their own country, either past or present.

For the last ten years literature has been defined as "the

³¹ Course of Study for High Schools of Kansas, 1930, pp. 23-4 and 31-33.

³² Ibid., p. 50.

expression of life in terms of truth and beauty", and might be summed up in the words of Sterling A. Leonard:

The substance of the entire study is that enrichment of life comes about through genuine and intelligent attempts to reconstruct one's own experience into the perceptions and ideas in excellent books. 33

The three aims for the study of literature in 1930 were stated as follows:

1. To discover the distinguishing elements of each type.
2. To study a few examples carefully.
3. To read as widely as possible in the time remaining.³⁴

33 Sterling A. Leonard, Essential Principles of Teaching Reading and Literature, p. 337.

34 Course of Study for High Schools of Kansas, 1930, pp. 70-71.

CHAPTER VI

SUMMARY

1. The early high school, in general, lacked organization. Enrollments were small and there were few teachers. Many of the high schools in what are now the larger cities of Kansas had less than fifty students during the early years of their existence. As a rule, there was an overabundance of courses and of subjects within these courses, both of which changed from year to year. The elementary school received the greater attention. In the early course of study, a booklet which would probably average forty to sixty pages, the high school section was usually found on only the last eight or ten pages. Willis H. Carothers attributes the emphasis upon the elementary school to the fact that the pioneers were young people with small children.¹

2. The classical course was the most usual, being necessary to meet the requirements of both the public and the universities and colleges. The layman, as well as the school official, believed that the road to true culture lay in the study of the classical languages.

3. As long as candidates for college entrance were exam-

¹ Willis H. Carothers, "The Growth of the Kansas High School", TEACHING, Vol. 18 (December 1915), p. 5.

ined primarily in "Latin grammar, Caesar's Commentaries, Cicero's Select Orations, six books of the Aeneid, forty-four exercises in Arnold's Latin Prose Compositions, Greek grammar, and Xenophon's Anabasis to the fourth book",² there was a very small chance of English gaining a foothold.

4. English, as a school subject, was thought not to have disciplinary power.

5. When the sentiment toward the classical courses began to change, schools, as a rule, did not abandon the classical subjects, but added other courses. Many times small high schools were offering as many as five, six, and seven courses.

6. The first departure from the classical studies was in favor of science, and with science came the study of German.

7. In the English studies, grammar and rhetoric were the first to appear.

8. In the study of rhetoric the emphasis was placed upon the forms of discourse, figures of speech, and niceties of expression, rather than upon the thought.

9. Because of this emphasis upon the written and spoken word, masterpieces of literature were introduced as examples of the ultimate in good expression.

10. Rhetoricals were general requirements of all students in an extra-curricular fashion.

² Catalogue of the University of Kansas, 1864, p. 18.

11. Elocution was then added. As much as two years of work in this were sometimes given.

12. In written work the essay was the favorite literary form. One of the most popular texts of the early period, Shaw's New History of English and American Literature, was written in this style.

13. Literature first appeared as a subject of study, not separately, but under the titles of "Literature and Rhetoric", and "Literature and Elocution".

14. Literature as a separate subject of study came in as an optional course. Often Latin was an alternative.

15. Text books in algebra, geometry, Latin, and the sciences, appeared much earlier and were much more plentiful than texts in literature.

16. When literature texts appeared, the majority were histories of literature; and criticisms of the early work state that the study was about literature, rather than of literature.

17. When literary compositions were studied, the intensive, "word by word" study made it necessary that the selections be extracts from the work of an author, rather than a consideration of the literary product as a whole.

18. The time devoted to the study of English literature varied as much, if not more, than that of any other subject offered. The periods ranged from one and one-half, one, and one-

half years, to twelve weeks, or to none whatever.

19. In the early courses the study of English literature may be interpreted to be a study of the literature of England, for invariably a study of the two was written as English and American literature, and, in time, American literature stood alone.

20. After 1885 there was a definite attempt in the high school to offer courses in English, both language and literature. This came with the movement to teach for the greatest good to the greatest number.

21. From the very beginning literature has been considered an advanced subject of study. Taught from the historical and scientific viewpoint, it was almost necessary that the pupils studying literature be among the more matured.

22. The definite form of entrance examination in English required by the University of Kansas actuated the study of the classics in the high schools, for the lists of classics, on which the examinations were to be based, were published in advance by the University.

23. The method of testing the work in the classics placed the emphasis upon form rather than thought, since excessive stress was placed upon spelling, punctuation, idiom, and division into paragraphs. Subjects for these compositions were taken from the classics.

24. Essays were required, not only in the entrance exam-

inations, but the school work required that there should be nine essays written each term upon subjects from the classics.

25. Syntactical and etymological analyses were required in the study of the classics.

26. American literature received its first definite attention with the introduction of the classics in the high school.

27. The Kansas University, by its requirements for the approving of the high schools, by the entrance examinations, and by recommendations in publications, such as the Circular Touching the Requirements in English and the Manual for High Schools, practically dictated the course of study in English for the state.

28. The University recommended that the history of the English language, the history of English grammar, word history, and the like, be taken up in the high school course, along with the history of English literature.

29. The requirement of three years of English for college entrance definitely placed English on the list of constants.

30. The University, in attempting to make the course uniform and specific, limited the number of classics which might be studied.

31. During the nineties the central idea in English was the coordination of literature and composition. The change came in 1908 when the regulation was made that at least half of

the composition work should come from the pupil's own experience.

32. Entire differentiation came with the recommendation that one semester be given to each of the subjects -- composition and literature.

33. The grading of classics according to difficulty, subject matter, and interest dates from 1915, approximately. In 1908 the essays of Bacon and Emerson were studied in the first year, while The Ancient Mariner and The Deserted Village were reserved for the seniors. Philology and etymology have been abolished for even the fourth year students.

34. Of late years it has been thought that studies must begin where the pupil is -- in experience, in knowledge, in interest, and in capacity.

35. The twentieth century has seen a decided reaction against the grind type of study as a destroyer of appreciation, and instructors are continually warned against this.

36. The present aim has been, not only for an appreciation of and a delight in reading, but for the cultivation of a large and sympathetic viewpoint.

37. Reading lists have been extended to allow much choice on the part of both the instructor and the pupil.

38. The intensive study of, not only history of language and grammar, but also biography and literary style has been condemned.

39. Type study has been adopted, especially for advanced students, as being the pupil's viewpoint, since in unguided reading he has thought in terms of type, -- novel, short story, drama, or poem.

40. In these studies an effort has been made to procure a variety of types, displaying a variety of moods.

41. The present goal in literature seems to be that the student may arrive at the point where he reads creatively.

42. Present day courses are much less dependent on texts than formerly.

43. American and contemporary literatures are now receiving much more attention than they were even a short time ago. It is an attempt to remove the idea that literature as an art belongs to the past.

44. The study of drama and creative dramatic work are recent additions to the English courses.

In summarizing the tendencies in the teaching of literature, it may be said that:

1. Many aims have been stated, but the purposes, as a whole, have remained chaotic.

2. The literary materials have been quite definitely specified through the influence of the University, and later, through the courses of study. It has been generally agreed that the quality of the literary materials must be indisputable.

3. Class room procedures have been indefinite, and very few practical suggestions have been offered the instructors.

4. Present methods are discredited for the reason that they are too analytical, appreciation being destroyed in this manner.

5. Since the ordinary examination is considered an obstacle in the development of an appreciation for literature, instructors are continually searching for new and better means of testing in these courses.

CHAPTER VII

TEXTBOOKS IN LITERATURE COURSES

In an examination of the lists of textbooks in the early courses of study it was found that texts on literature appeared much later than those on the classical subjects, such as Greek and Latin. Literature was usually included in the list of subjects but the space allowed for the insertion of the title remained blank, a fact which, alone, would serve as evidence of the instability of literature as a school subject in the early period.

In general, texts for high school use were not so plentiful as were those for the elementary division. Consequently, in the high school there was not found the wide variety of textbooks that there was in the common school.

Before the State Teachers' Association in 1883, Superintendent MacDonald, in making a plea for county uniformity of books, stated that, in an investigation of this problem, it had been found that in the elementary schools of Leavenworth County alone the following different kinds of texts were being used: Readers, ten; arithmetics, five; geographies, eight; grammars, seven; histories, nine. Similar conditions existed in other counties as well.

In the high school, a group of six texts would include those most commonly used. Of these, the titles of Shaw's History of English Literature, and Swinton's Studies in English Literature

occurred the most frequently.

Shaw's Texts in Literature

Shaw's Complete Manual of English Literature was published in 1874 as a revision of an early volume entitled Outlines of English Literature. The first edition had been intended for college use, but, owing to the want of a more suitable textbook, it had come into extensive use in the high schools and academies.

The Manual was revised by Truman Backus of Vassar College, with three purposes in mind:

- (1) To improve the logical arrangement;
- (2) To correct the lack of unity in several chapters;
- (3) To simplify the style. 1

Backus stated that Shaw's "abounding use of relative constructions and his involved sentences defeated his purpose to some extent; for they defied the patience of many students." 2

It was his object to present a much fuller discussion of Old and Middle English, and to this in the revised text he gave three chapters. He had attempted to omit authors who had not contributed to the historical development of the country. Those figures whom Shaw thought to have wielded the greatest influence in literary history were presented in essays: Chaucer, Spencer, Shakespeare, Bacon, Milton, Dryden, Pope, Swift, Addison, Johnson, Goldsmith, Burns, Scott, and Byron. Backus did not inter-

1. Thomas P. Shaw, A New History of English and American Literature, p. ix.

2. Ibid., pp. ix-x.

ferred with this arrangement except to insert subtitles, with the idea of making the book more adaptable to the classroom.

Shaw had refrained from discussing any author living at the time of the publication of his first volume, and so Backus, in revising the book, included those who had died since Shaw had written the earlier copy. So, in keeping with Shaw's idea, Backus considered no author who was living in 1874.

Ten years later he enlarged the edition to include a short sketch of "English Literature in America," to which he devoted eighty-four pages of a five hundred page book, "in compliance with a general demand from the teachers."³ The introductory statements to this section were apologetic in nature for the reason that 'America has no literature,' and at the same time resentful toward the British for reminding Americans of this situation. The short history was divided into three parts: (1) Colonial, (2) Revolutionary, (3) National.

In the English history division of the text, besides the chapters which were essays on the prominent literary characters, others were devoted to less important figures in each period. In spite of the statement that all who had not contributed to the literary development were omitted, many were given space who have long since been excluded from literary histories. A large number were considered to whom the author gave as few as five lines.

Detailed material was presented on the early, the Elizabethan, and the Restoration drama. John Locke and the philoso-

³ Thomas B. Shaw, New History of English and American Literature, p. xi.

phers and theologians of his time were discussed in an extended chapter.

The text was in very small and unattractive print and was, on the whole, a rather dry compilation of facts, written with an eye to form, as well as to the history of literature.

Shaw's Choice Specimens of English Literature was not as widely used as was the history; however, Leavenworth used both texts down until 1890, when Brooke's text was adopted.

The Choice Specimens of English Literature would very nicely supplement the history, as it was a book of extracts from English literary selections. No American material was considered.

Although spoken of as Shaw's work, the text was really that of Shaw and Smith, since the book was revised for American students. The following summary shows that the new edition attempted to:

1. Include some of the best English authors omitted in the previous text.
2. Omit whatever was of inferior interest.
3. Abbreviate the passages of needless length and those unsuitable for reading in seminaries.
4. Omit passages containing Greek and Latin quotations as these were embarrassing in seminaries in which the ancient classics were not studied.
5. Strike out passages on the score of coarseness and bad taste, questionable truth, or doubtful morality.
6. Exchange prosaic and somber passages for those of more poetic or cheerful caste. 4

4 Thomas B. Shaw, Choice Specimens of English Literature, pp. 5-6.

The first portion of the text was devoted to extracts from various Anglo-Saxon manuscripts. After this very short selections from the various authors were given. In place of selecting some one literary composition by each writer, the plan in this book was that of giving short portions of several compositions. The dramas of Shakespeare might be used as examples of such selections, from which the following numbers of lines were given: As You Like It, twenty-nine; Measure for Measure, seventeen; Merchant of Venice, nineteen; Julius Caesar, sixty-two; and slightly more from King John, Richard III, and Hamlet. Nearly all were famous passages that might easily be used for memory work.

There were nineteen extracts from the works of Milton, eleven from Dryden, and nine from Pope, while lesser "literary lights" were represented with shorter selections. In some instances writers were grouped according to type, while others were grouped in keeping with the historical periods. Very little nineteenth century material was included. The last group was that of orators, among whom were Burke, the Pitts, Fox, Makintosh, and Canning.

Swinton's Studies in English Literature

This text was published in 1830 and the author had as his objective the coordination of the subjects of literature and rhetoric. In his own words:

This volume of masterpieces is designed to occupy a place at the meeting-point of literature and rhetoric -- to restore the twain to their natural and fruitful relationship. On the

side of literature it is intended as the accompaniment of any class-book on that subject, furnishing a body of texts to be carefully read in connection with the biographical and critical study of particular authors, as pursued in the class-room. On the side of rhetoric it supplies a working outfit of definitions and principles, thus teaching the pupil to "name his tools"; and, further and more important, it applies the canons of the literary art to the analysis of the texts presented. To this study, I have given the name "Literary Analysis", as a conveniently elastic designation under which may be brought a great variety of exercises, grammatical and rhetorical, logical and etymological. The Literary Analysis is a new feature (at least I am unacquainted with any class-book of selections in which the kind of work here developed is given); and it is one from which most valuable results are anticipated. For surely such studies as are called for in the present work cannot fail to bring the pupil in close and friendly contact with those mighty minds whose "volumes paramount" constitute the literature of our language; so that he will no longer be reading about the masters, but reading the masters themselves -- ascending with them into the "heaven of their invention", and feeding his soul on the divine bread of their high imaginings. 5

After a series of introductory pages devoted to definitions of literature and its various forms, definitions of all figures of speech, figures of gradation, figures of emphasis, and grammatical figures, explanations of the order of words, definitions of the principal qualities of style, and an explanation of the English vocabulary and its various elements, the text introduced Shakespeare first because he was "on the topmost peak of Olympus." 6

The material on Shakespeare was typical of the organization of the text. A short characterization was first given, taken from the sonorous passages of Dr. Johnson; this was followed by Milton's tribute to Shakespeare: out of Shakespeare's dramas, extracts were taken from Julius Caesar (the funeral scene), and The Merchant of Venice (the trial scene).

5 Wm. Swinton; Studies in English Literature, pp. iii-iv.

6 Ibid., p. v.

In the literary analysis accompanying the scene from Julius Caesar the following materials were picked at random:

1. satisfied. What is the etymology of this word?
- 2-3. Then follow, etc. Cassius, go, etc. What kind of sentences are these, grammatically considered?
- 14-18. Romans...judge. Show the corresponding parts in this balanced sentence. What words are effectively repeated? What synonym is used for "censure"?
- 24-26. As Caesar...him. What of the figure of speech in this sentence. What subsequent sentence has the same figure?
30. him have I. Is this the direct or rhetorical order? Give the derivation of censure; how does its Shakespearian differ from its modern meaning? Etymology of "rude"? Of "extenuate"?
148. It is not meet...loved you. Analyze this sentence.
- 236-237. should move The stones. What figure of speech?
240. Conspirators. Give the etymology of this word. 6

In addition to the above material for study the text supplied a detailed list of definitions and a short sketch from Plutarch's Lives, from which the incidents of the burial scene were taken.

Other literary material, handled in the same manner, included: Bacon's Essays and Milton's L'Allegro and Il Penseroso; extracts from Butler's Hudibras and Bunyan's The Golden City; Dryden's Alexander's Feast, and extracts from Swift's Gulliver's Travels; Pope's Essay on Man (Epistle I), and so on.

Among the American authors included in Swinton's text were: Franklin, Daniel Webster, Irving, Bryant, Emerson, Hawthorne, Longfellow, Whittier, Holmes, and Lowell.

Studies in English Literature was a large volume of some six hundred thirty-eight pages, and one which should well fill the purpose for which it was written. It was very thorough, as all

analytical studies must necessarily be. Swinton used a rather unique method of introducing critical material into his text. Each author's work was preceded by a selection on the author from some well-known critic. However, the text must have been beyond high school students.

Cleveland's English Literature

Cleveland's text (1848), although not widely used in Kansas, was the oldest one of the group. The author spoke of the book as a "Compendium of English Literature, chronologically arranged, from Sir John Mandeville to William Cowper." ⁷

Cleveland felt the need of some such book when, in 1834, he opened up his girls' school in the city of Philadelphia.

As to the selections which he placed in his book, he stated:

But if any should miss some favorite piece, let him reflect that I could not put in everything, and be assured that often, very often I have felt no little pain in being compelled, from my narrow limits, to reject pieces of acknowledged beauty and merit. Let him propose to himself, too, the task of bringing the beauties of English Literature into a duodecimo of seven hundred pages, and I am sure he will be little inclined to censure my deficiencies. I say not this to deprecate criticism...⁸

Ten months after the first edition of fifteen hundred copies of the "Compendium" was published, the supply was exhausted. Cleveland prepared a second edition, at which he aimed at the improvements summarized below:

1. The addition of one hundred or more pages.
2. The inclusion of thirty-five additional authors.

7 Charles D. Cleveland, English Literature, (title page).

8 Ibid., p. 3.

3. The addition of some of the best prose writings of the poets.
4. The addition of more "specimens of the English female mind." 9
5. The enrichment of the text with many more "specimens of epistolary correspondence." 10
6. The addition of more material where the extracts were considered too meager.
7. The exchange of certain passages for others which brought out more clearly an author's style and manner of writing.

It was a question in Cleveland's mind as to where one should begin in the teaching of literature, and so he inserted this note:

In using the "Compendium" with less advanced classes I have deemed it better to commence with the authors of Queen Anne's reign -- say with Addison -- and then, after having gone through the book, to go back to our earliest literature, beginning with Sir John Mandeville. Others, on the contrary, may think it more beneficial for all students; at the outset, to be made familiar with our good old English. Which is the better way, every instructor will of course decide for himself, according to circumstances. 11

Cleveland has done what the texts of that period did, in general. He gave examples of several selections rather than a reproduction of any one in its entirety. As a sampling of this method, the treatment of Pope might be shown. Fifteen pages were devoted to this literary figure, and, after a biography of two and one-half pages, the following extracts were made:

1. Messiah. (A Sacred Eclogue in Imitation of Virgil's Pollio).
2. Essay on Criticism.

9 Charles Cleveland, English Literature, p. 5.

10 Ibid., p. 5.

11 Ibid., p. 16.

- a. The Scale of Being.
 - b. Omnipresence of the Deity.
 - c. Address to Bolingbroke.
4. Rape of the Lock.
- a. The Toilet.
 - b. Description of Belinda.
 - c. The Baron Offers Sacrifice for Success.
 - d. The Sylphs -- Their Functions and Employments.
5. The Dying Christian to His Soul.
6. Letter to Steele, upon Early Death.
7. Shakespeare (preface to Shakespeare).
8. Homer and Virgil Compared (preface to Iliad).¹²

The book was in small print and foot-noted quite extensively. As the author all but admitted, it was a taste of an enormous amount of material, but of such small portions that there was little, as Bacon might say, to "chew, swallow, or digest."

Brooke's English Literature

The Reverend Stopford Brooke's English Literature was used in the Kansas High schools around 1890, approximately. The text was published in London under the title of a Primer of English Literature, and was a short history of one hundred fifty pages from Beowulf to Tennyson. It was an attempt to simplify the arrangement of literary materials for students of high schools and academies. The history was divided into eight periods as follows:

12 Charles D. Cleveland, English Literature, pp. 450-55.

1. Writers before the Norman Conquest, 870-1066.
2. From the Conquest to Chaucer's Death, 1066-1400.
3. From Chaucer, 1400, to Elizabeth, 1599.
4. From 1599 to 1603.
5. From Elizabeth's Death to the Restoration, 1603-1660.
6. From the Restoration to the Death of Pope and Swift, 1660-1745.
7. Prose Literature from the Death of Pope and Swift to the French Revolution, and from the French Revolution to the Death of Scott, 1745-1832.
8. Poetry, from 1730-1832.13

Kellogg's English Literature

Kellogg's English Literature (1882) was used as a text over a long period of time, especially by the schools of Fort Scott and Emporia. The title mentioned that the book was as "English Literature with copious extracts from the leading authors, English and American," and adapted to use in colleges, high schools, and academies. The author was Brainerd Kellogg, one of the authors of Graded Lessons in English, and Higher Lessons in English, which were used in the common and high schools of Kansas, respectively. Kellogg was, at that time, Professor of English Language and Literature at the Brooklyn Collegiate and Polytechnic Institute.

For this text the Primer of Stopford Brooke was taken as a basis. Of Brooke's history of literature, the author said:

The excellence of the primer is our only apology for its appropriation. Great liberties have been taken with the text. Many passages have been eliminated -- specially those criticized by Matthew Arnold in his review of the work. The primer has been arranged to suit our purpose, and has been cut up into lessons. All the matter from Mr. Brooke has been enclosed in quotation marks. We have added a Biographical and Topical Index,

which contains much valuable information concerning authors that is not found in the body of the work.

The eight periods in which Mr. Brooke places English literature, and into which it seems naturally to fall, have, with slight changes, been retained. Each period preceded by a lesson containing a brief resume of the great historical events that have had somewhat to do in shaping or in coloring the literature of that period. The pupil, it is hoped, will be able to see the better in the light thus shed.

We have inserted short estimates of the leading authors, made by the best English and American critics. These criticisms are to be used as indicated above, and as pointed out in the introductory lesson....

Extracts, as many and as ample as the limits of the text-book would allow, have been made from the principal writers of each period. We have tried to find such as contain the characteristic traits of their authors both in thought and in expression. But few of these extracts have, so far as we know, ever seen the light in books of selections -- anthologies of poetry or prose. 14

The following list of class questions, which the author hoped would "provoke question and objection, and furnish matter for profitable debate," were given as:

1. Classification.
2. Diction.
3. Sentences.
4. Style.
 - a. Perspicuity.
 - b. Imagery.
 - c. Energy.
 - d. Wit and Pathos.
 - e. Elegance.
5. Thought.
6. Feeling.

For poetry, those of the above which did not apply were to be omitted, while the following were to be added:

1. Rhythm.
2. Metre.
3. Rhyme. 15

14 Brainerd Kellogg, English Literature, pp. 4-5.

15 Ibid., pp. 15-18.

In further introductory remarks he debated the question as to whether the intensive study of a few authors or a taste of many, was the better course to pursue. Concerning the word method, he said:

But we unite with all who disparage methods that divert the pupil's attention from what we have seen is the proper object, and concentrate it upon a prolonged examination of the author's words in their etymology and history, making this a study of linguistics and not of literature. 16

The text, as far as authorship was concerned, covered exactly the same ground as Brooke's, except for the short additions from the three American authors: Bryant, Longfellow, and Lowell.

The extracts in the book were short and few in number. In literary history, up until the death of Queen Elizabeth, Kellogg made the following selections: Canterbury Tales, two very short extracts; one ballad; a selection from Sidney's Defence of Poetry; one and one-half pages from Hooker's Eccelesiastical Polity and two extracts from Bacon's Essays; eleven stanzas from Spenser's Faerie Queen, a short selection from Marlowe's Edward II, and a few lines from Ben Jonson's Sejanus.

Painter's Introduction to English Literature

The first text adopted for use in the secondary schools of Kansas was that of Painter (1894). The style of his book was similar to that of others in which attempts have been made to

give short sketches of the writer's life, together with portions of his work. The Painter text, however, was much more simple than the earlier volumes. The selections were much longer. For the study of Chaucer he gave nothing but the Prologue, but it was complete. Comprehensive notes followed the text of the material, and the author goes somewhat into detail to explain the dropping of the Anglo-Saxon inflections. After an introduction on the life of Spencer, two cantos of the Faerie Queen followed. Nine essays of Bacon were included, as well as the entire Shakespearian drama, The Merchant of Venice, and Milton's L'Allegro and Il Penseroso.

The remainder of the book was organized in the same manner. Nineteenth century material included the following: Scott, Byron, Wordsworth, and Tennyson.

The printing was good. Although the author had not broken away from the analytical method, the book was an attempt toward the ideas that have been more nearly perfected in the Literature and Life series.

Histories of Literature

Since the time of the Painter text, the study of the classics has steadily grown; and with these studies, texts on the history of literature have been adopted to supplement the work in the classics. Of late years the tendency has been to use these histories as reference material rather than as texts in the true sense of the word.

The first History of English and American Literature

adopted for use in the Kansas high schools was the work of Charles Johnson. This was published in 1900 and was used over the five-year period from 1904 to 1909. True to the earlier type, this text belonged to a group which was for use in either college or high school, and, because of its comprehensive nature, would have much better answered the purposes of the former than of the latter.

Moody and Lovett's A First View of English Literature (1905) was written purposely for secondary schools, and was based upon the authors' more advanced book, entitled the History of English Literature. Their aim was to remove everything which had been found too difficult or too detailed for high school pupils. The number of authors was materially reduced and the attention centered on the most important. The literary comment was simplified and more space was given to descriptive sketches.

This text was used until the adoption of the Halleck books in 1915. The fact that they are still in use is evidence of their popularity. The growing attention to the student's interests and desires is shown in the following words of introduction to the New English Literature:

The book furnishes a concise account of the history and growth of English literature from the earliest times to the present day. It lays special emphasis on the literary movements, on the essential qualities that differentiate one period from another, and on the spirit that animates each age. Above all, the constant purpose has been to arouse in the student an enthusiastic desire to read the works of the authors discussed. Because of the author's belief in the guide-book function of a history of literature, he has spent much time and thought in preparing the unusually detailed Suggested Readings that follow each chapter. 17

Literature and Life Series

Since 1925 the Board of Education has recommended to the English teachers of the state the Literature and Life series in four volumes, edited by Edwin Greenlaw and his assistants. The specific purpose of this series was: "The initiation of the child into the spiritual heritage stored up for him in books." 18

The title is suggestive of the newer definitions of literature, and the "social twist" which education has taken in late years has been reflected in the work. It was stated:

Accordingly, this book and the others that follow in the series will be found to stress good citizenship.... By such organization the study of this book will reenforce powerfully the study of history, of social and political conditions, and of science; the three main divisions into which college courses are divided. 19

These books have been prepared with the following ideas in mind. These might be summarized as follows:

1. The material in the four volumes has been graded to correspond with the four years in high school. The literature has been treated in a cumulative manner.
2. The series has not been made to limit or narrowly prescribe material. It has been thought to be a "miniature selection of the best literature of the English-speaking peoples." 20 The series is based upon the conviction that an abundance of material is needed. At the same time a standardized list of minimum essentials is included.
3. Instructors were to decide for themselves which selections were to be read rapidly and which were to be studied in detail. They might condense and omit at will.

18 Greenlaw, Elson, Keck, Literature and Life, Book One, p. iii.
 19 Ibid., p. iii.
 20 Ibid., p. iv.

4. General and special introductions were made to cover--
 - a. Nature of literature.
 - b. Characteristics of poetry.
 - c. Relation of literature to human history.
 - d. Development of institutions.
 - e. Types of literature.
 - f. Value and kinds of versification.
 - g. Figures of speech.
 - h. History of literature.
5. The avoidance of over-annotation. These were to consist of only explanatory notes with additional information and questions to guide the pupil's reading as he prepares his lesson.
6. This material was selected after careful checking with such documents as the Report of the Committee of the National Council of Teachers of English, and with special courses and syllabi provided by the states of New York, Pennsylvania, and others.

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