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Looking Back

Richard A. Edwards

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LOOKING BACK

BY RICHARD A. EDWARDS




RICHMOND, KENTUCKY 1972

On Founders Day, 1964, when a Merit Award was presented to Mr. Edwards, Dr. J. Dorland Coates made in part the following remarks.

"Mr. Edwards began his teaching career in 1903 as a rural teacher in Graves and Calloway counties. In 1910 he received the Bachelor of Arts Degree from the University of Kentucky, and that fall he became the first principal of the newly established Trimble County High School with the Bedford Graded School. From 1914-18 he was superintendent of the city schools of Morganfield, Kentucky. He came to the campus at Eastern in September, 1918, and assumed the duties of Director of the Training School. Because of his outstanding work in this capacity he was awarded a General Education Board Scholarship for a year's study in Teachers College, Columbia University. Mr. Edwards served as Director of the Training School and Professor of Education until his retirement in 1954.

"It is impossible to enumerate the many achievements of Mr. Edwards during his long and illustrious teaching career. Early in his career he recognized that the education of youth could not be confined to the four walls of the classroom. In 1917 he was largely responsible for the organization of the Kentucky High School Athletic Association. The first permanent Boy Scout troop in Richmond was





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LOOKING BACK

BY RICHARD A. EDWARDS



RICHMOND, KENTUCKY 1972

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FOREWORD

Nine manuscripts have been selected here for publication in one volume. In subject-matter they are a heterogeneous group. No literary value is claimed for them; but scattered here and there among the pages may be found a few items of history worth preserving.

The first four subjects bear no relation to Eastern. Then the next four do concern Eastern. The ninth subject is a sketch of the development of our school system in Kentucky, with illustrations added from personal experiences.

Three of the articles have been previously published. The one on *Pioneer Catholics* was published in the REGISTER of the Kentucky Historical Society for July, 1970. I am not a Catholic, but I became interested in the subject when doing some research on *Lincoln's Background and the Berry Family* in the courthouses at Springfield and Bardstown.

The article on the *Training School* was first published in 1936 in Three Decades of Progress. When Five Decades of Progress was being prepared twenty years later, the editor asked Dr. Dorland Coates and me to contribute an article on the Training School. Dr. Coates thought the previous one published would suffice. So, I added his name to the title, then wrote one additional line, - and that was it.

The chapter on *Miss Maude Gibson and the Normal School* includes ten stories and seventeen short faculty sketches written by her. I think they are worth preserving. The sketches have been previously published in Three Decades of Progress. I wish that Miss Gibson's personality could be preserved with her writings.

The *First Quarter Century of the Library* is a story, I think, that makes a good founda-

tion for the majestic source of knowledge, the new Crabbe Library recently completed on the campus. During my fifty-four years at Eastern, with the exception of seven or eight years in President O'Donnell's administration, I have had some official connection with the library.

The article entitled *A History of the Eastern Progress and The Milestone* was written in 1965. It was published in pamphlet form in 1967 by the student newspaper. Prof. Kleine added a few paragraphs.

I am indebted to Mr. Larry Pope of the library staff for aid in the publication of these manuscripts. Only a limited number of books will be made, and none will be for sale. The book is published by the author. A list of references is given at the end.

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LINCOLN'S BACKGROUND AND THE BERRY FAMILY

1958



The Francis Berry Home restored in
Lincoln Homestead State Park
where Nancy Hanks lived
when she married
Thomas Lincoln,
June 12, 1806

LINCOLN'S BACKGROUND AND THE BERRY FAMILY

Where They Lived

Was Lucy Hanks, grandmother of President Lincoln, the daughter of Joseph and Ann Hanks, or was she the daughter of Robert and Sarah Shipley?

Was Lucy's child, Nancy Hanks, the offspring of a marriage between Lucy and the oldest son of Joseph and Ann Hanks, or was she the base-born child of a "well-bred Virginia planter" whose name may have been Berry or Shipley?

The principal families connected in this history and whose lineages have been traced as far as possible are, in addition to the Lincolns, the Hankses, Shipleys, Sparrows, Mitchells, and Berrys. These families, it is claimed, were related by marriage, either before they came to Kentucky or soon thereafter. It is also said that the Shipleys were related by marriage to the McCords, Sloans, and Brumfields.

In pioneer times, when means of communication and travel were limited, marriage was generally among families residing in the same neighborhood. Even when inspired to join the Westward Movement, by pack-horse or later in covered wagon, they moved in groups of kinsmen and neighbors from the same community.

The question here has been to find where these families related to the Lincolns and to each other came from. I think some biographers have done some guessing on this question, and so this paper attempts to clear up that problem as much as possible. A map of Virginia and Maryland will probably help to arrive at a better understanding.

The Lincoln home in Virginia has defi-

nately been fixed on Linville Creek that flows into the West Fork of the Shenandoah River in Rockingham County. But there is no general agreement as to where the Shipleys, Hankses, and Berrys lived before they migrated to Kentucky. Some families bearing these names resided in northern Shenandoah Valley, some on the waters of the upper Roanoke, and some in south central North Carolina. The problem has been to identify the right names. If that can be done, then the correct relationship can be established, and the dispute about President Lincoln's ancestry will have some light shed upon it.

It seems that very few of the Lincoln biographers have attempted any research on where these families related to Lincoln lived or what their connections were. In so far as the subject has been treated in general, it is lightly touched upon with statements copied from a very few sources, and some of these are not always authentic but are mere guesses.

The data given here have been compiled after studying all available biographies found in our college library, after going through archives in the courthouses at Springfield in Washington County and Bardstown in Nelson County, Kentucky; and after delving into other sources including the first census reports, a history of the Berry family, and material supplied me from the Lincoln National Life Foundation. A summary of two opinions, with such proof as is available, is presented here. The reader can form his own conclusions.

The Lincolns

The senior Abraham Lincoln, grandfather of the President, was born in Berks County, Pennsylvania, in 1744. Daniel Boone was born in the same county, and it is claimed that the Boones and Lincolns were neighbors and friends.

Abraham was about twenty-two years old when he came with his parents to Augusta, later Rockingham County, Virginia. On the way to Virginia they came through Montgomery County, Maryland, where then lived a Shipley family and some of the Berry family that later came to Kentucky. It was in the year of 1768, five years after the close of the French and Indian war, when John and Rebecca Lincoln, with their eight children, left their Pennsylvania home and crossed Maryland into the foothills of the Alleghanies in the Shenandoah Valley.

A court record shows that Abraham, the oddest son, married in 1770, but it does not give the name of his bride. Some biographers claim that his first marriage was to Mary Shipley, a sister of Rachel Shipley who married Richard Berry. A great-grandson made this claim as well as Nicholay and Hay in their extensive biography. If Abraham Lincoln, the elder, married Mary Shipley in 1771, she must have died about the time that the son Thomas was born in 1778. There is a record of Abraham Lincoln's wife, Bathsheba (Herring) Lincoln, signing a deed for sale of land in Rockingham County in 1780. Bathsheba, or Bersheba as she signed it for her daughter Nancy's wedding contract, was the wife who came to Kentucky with Abraham and his children soon after that date. Some say that Bathsheba was the daughter of Leonard Herring. But Leonard did not marry until 1760, which would make Bathsheba too young to marry in

1770. Dr. Louis A. Warren, a Lincoln scholar, concludes that Bathsheba and Leonard were sister and brother, and that both were children of Alexander and Abigail (Harrison) Herring of Rockingham County. He thinks that Bathsheba was the only wife of Abraham.

Grandfather Abraham received for his Virginia farm or plantation the sum of 5,000 pounds in much depreciated currency. A year before the close of the Revolutionary War, and for about ten years more, marked the time when the phrase "not worth a continental," had its beginning. But with that much money Abraham could buy a lot of land in the wilderness of Kentucky.

It is claimed that Abraham, soon after selling his farm, set out for Kentucky, leaving his family behind. There is record of his buying at least three tracts of land. Four hundred acres was located on Long Run of Floyd's Fork, joining Hughes Station. This was about fifteen miles east of Louisville in Jefferson County. Another warrant was for 800 acres, six miles below Green River Lick, including some improvements, and located in Hardin County after it was formed from Nelson. And another 800 acres was bought on Green River in Lincoln County. After making these purchases he returned to Virginia and brought his family to the new home in the wilderness in 1781 or maybe in 1782.

Who came in the party with the Lincolns to Kentucky has not been recorded, but Richard and Rachel (Shiple) Berry with their family came about the same time. It is not known for sure where Abraham and his family first settled in the new country. One writer states that it was on the Green River farm in Lincoln County. People in Washington County claim that he settled there on land bought from Richard Berry. But a more feasible story is included in a book of historical fiction, which narrates that the family first

settled on the Green River farm in Hardin County because there was already a cabin on it; then in the fall or winter of 1785 they moved to the Long Run property where Abraham was killed by an Indian.

In the spring of 1786 the Lincoln cabin on Long Run had just been finished and the family had not moved into it when Abraham, while planting corn near the cabin with his three boys, was shot from ambush and killed by an Indian. His grandson, the President, remembered well an account of the tragedy as he had heard it told many times by his father, Thomas Lincoln, then eight years old. Thomas ran to his father and knelt down by the prostrate body. Josiah, the second son, ran to Hughes Station to give the alarm; and Mordecai, the oldest son, ran into the cabin, seized the rifle left there, poked it through a crack between the logs, fired and killed the Indian just as the red-skin was preparing to take the scalp of his victim. It is claimed that the grave of Abraham, Sr., with four others, lies under an extension of old Long Run meeting house built in 1844.

After the death of Abraham, his family moved into the cabin and lived there until the corn was harvested in the fall when they deserted the place of misfortune and went to Washington County.

Several reasons have been given to explain why Bathsheba and her brood made this move. One story is that Abraham, after paying for his three large tracts of land, loaned the balance of his money to a cousin, Hananiah Lincoln who, with the money, bought a farm of 100 acres on Beech Fork in Washington County. It is narrated that Hananiah never repaid the debt; so, after Abraham's death in 1786, his widow and children went to Washington County - it was then in Nelson - and walked into Hananiah's cabin, occupied it as their own and pushed him out. Hananiah denied that

he owed the debt. He was preparing to get married at the time; and according to the story Hananiah was a sporty man who gadded about quite a bit and was none too reliable. At any rate the farm fell into possession of Bathsheba, and there appears to be no record of how she got possession.

Another reason given for the move of Bathsheba with her five children to Beech Fork, about thirty miles south of Long Run, is that she would then be near her friends; and still another reason advanced is that the Lincoln and Berry children were first cousins, all except the youngest child, Nancy. Richard Berry's land adjoined that of the Lincoln farm.

The property at Long Run, which had been vacated, was not sold for several years after the move to Beech Fork. In those days it was not unusual for a family to move out of a cabin and leave it unoccupied. In some cases where iron nails were used in constructing the cabin, it might be burned in order to secure the nails.

But the Lincoln cabin in Washington County has been restored on its original site, and the Francis Berry home has been moved near it. The place is now in the Lincoln Homestead State Park.

Of the five Lincoln children, it has been suggested that perhaps the four older ones were by a first wife, Mary Shipley, and only Nancy was Bathsheba's child. However that may be, the following is the line of descent from the first Lincoln immigrant in Massachusetts:

- I. Samuel Lincoln, 1619-1690. Came to Mass. from England in 1637. m. Martha. Issue 11 children - 8 lived.
- II. Mordecai Lincoln, 1657-1727. Fourth son of Samuel and Martha. m. Sarah Jones, d. 1700.
- III. Mordecai Lincoln, Jr., 1686-1737. Oldest son of Mordecai and Sarah. m. 1714 Hannah

- Salter. Moved from Mass. to New Jersey.
- IV. John Lincoln, 1716-88. Son of Mordecai, Jr., and Hannah. m. 1743 Mrs. Rebecca (Flowers) Morris, d. 1806. Moved from Berks Co., Pa., to Rockingham Co., Va., 1768. Their five sons were Abraham, John, Isaac, Jacob, and Thomas.
- V. Abraham Lincoln, 1744-86. Oldest son of John and Rebecca. m. 1770 (1) Mary Shipley?, (2) Bathsheba Herring, d. 1836. Came to Ky., 1781. Killed by Indian, 1786. Issue five children:
- VI. Mordecai Lincoln, 1771-1830. Oldest son of Abraham. m. 1792 Mary Mudd in Washington Co. Three sons and three daughters, one son named Abraham, b. 1797.
- VI. Josiah Lincoln, 1773-1836. m. 1801 Catherine Barlow. Died in Indiana, leaving four daughters and two sons who went to Missouri.
- VI. Mary Lincoln, b. 1775/76. m. 1801 Ralph Crume of Nelson Co.
- VI. Thomas Lincoln, 1778-1851. m. 6-12-1806, Nancy Hanks, 1783-1818. Issue three children.
- VI. Nancy Lincoln, 1780-1843/45. Youngest child of Abraham and Bathsheba, m. 1801, William Brumfield, son of James and Joanna (Berry) Brumfield. They lived on Mill Creek in Hardin Co. Issue of Thomas and Nancy (Hanks) Lincoln:
- VII. Sarah Lincoln, b. 1807, m. Aaron Grigsby. Died in childbirth in Indiana, 1828.
- VII. Abraham Lincoln, b. 2-12-1809, d. 4-18-1865. m. 11-4-1842, Mary Todd of Lexington, Ky., b. 12-3-1818, d. 7-16-1882.
- VII. Thomas Lincoln, son of Thomas and Nancy, died in infancy.

All five of the Lincoln children came to Washington County with their mother in the fall of 1786. Mordecai, the oldest, was then fifteen. When he became of age in 1793. he was

deeded the farm of 100 acres on Beech Fork. He later disposed of the Long Run property where his father had been killed, and he also sold the two large tracts on Green River.

When the Lincoln family moved to Beech Fork, about seven miles north of Springfield, it was in Nelson County. Washington was not formed until 1792, the year that Kentucky was admitted into the Union. So an inventory of the Lincoln estate was filed in the clerk's office at Bardstown in 1789 by the widow Lincoln.

In 1801, Josiah, Mary, and Nancy all three married. Nancy and her husband, William Brumfield, went to live in a new home on Mill Creek in Hardin County. Her mother, Bathsheba, then left the Beech Fork home to Mordecai and spent the remaining 35 years of her long life with Nancy and her husband. In 1960 a granite marker was erected over the grave of Bathsheba Lincoln on Mill Creek. The governors of Illinois and Kentucky spoke eulogies on the unveiling of the monument. The graves of her two daughters, Mary (Lincoln) Crume and Nancy (Lincoln) Brumfield, with Nancy's husband, lie in the same plot. The place is now within Fort Knox Military Reservation.

When Thomas Lincoln received his part of the estate in 1802, he went to Hardin County and bought a tract of land on Mill Creek. But instead of making his home on the land, he went to Elizabethtown where he engaged in the carpentry trade with Joseph Hanks, son of Joseph and Ann. The two worked together building houses, making doors, windows, and coffins. The price of a coffin was six dollars.

Thomas Lincoln was twenty-eight years old in 1806. That summer he went back to Washington County and married Nancy Hanks, niece of his partner, Joseph Hanks. The wedding took place at the home of Francis Berry on Beech Fork where Nancy was then living, - although some claim that it was at the home of Richard

Berry, Jr., brother of Francis. Richard's cabin has been moved to Harrodsburg where visitors are told that in it Thomas and Nancy were married. Another story claims that immediately after the marriage Thomas and Nancy spent their honeymoon in this cabin.

It was a Virginia and Kentucky law that before a marriage license could be issued, a marriage bond had to be made and signed by the groom and by one of the bride's family or her guardian. The bond for the marriage of Thomas Lincoln and Nancy Hanks is preserved in the Washington County courthouse. It was signed by Thomas Lincoln and by Richard Berry "garden." This was Richard, Jr., brother of Francis and son of Richard and Rachel (Shipley) Berry.

Thomas and Nancy were married by the Rev. Jesse Head, a Methodist minister who had come to Kentucky from Frederick County, Maryland, about 1796. There were others of the Head family in the early history of Washington County, and in 1892, a century later, one of their descendants in the county, Bernadette Head, married John Richard Berry.

Commenting on the wedding at the Berry home, the Lincoln biographer, Dr William E. Barton says, Weddings in the backwoods were joyous and boisterous affairs with plenty to eat and more than enough to drink. In all probability there was a fiddle and a dance. But it was an orderly affair, as we may believe, for the Berrys and their neighbors were men and women of standing in the community.

After the wedding at the Berry home on the 12th of June, 1806, the bride and groom mounted his horse and rode to Elizabethtown - if they went directly there - a distance of more than thirty miles. Thomas had a cabin in Elizabethtown where he lived while carpentering. The next year their daughter Sarah was born.

Two years after the marriage Thomas and

Nancy moved to a farm in southern Hardin near the South Fork of Nolin River, called the Sinking Spring farm. The name was given it because of the nature of the spring which still flows as it did then. (This location was embraced in Larue County in 1843.) It was there that Abraham Lincoln who became President was born in 1809. A marble memorial now incloses the cabin.

Thomas Lincoln, like some others of his kind at that time in Kentucky, where land titles were sometimes uncertain, moved about quite a bit. He has been called shiftless. About three years after their son Abraham was born the family moved again, this time from the Sinking Spring farm to the Knob Creek farm about twelve miles north of there. Thomas occupied the farm under a squatter's claim, and when he was dispossessed he moved out of the state and into Indiana where land had been surveyed into sections and deeds were granted by the government. Abraham was then seven years old.

One writer of Lincoln's life when speaking of his father, Thomas, adds, When inefficient men become very uncomfortable, they are quite likely to try emigration as a remedy. A good deal of what is called pioneer spirit is simply the spirit of shiftless discontent.

James H. Cathey in his strange book, The Genesis of Lincoln, says it is "little wonder Abraham Lincoln's origin has been the subject of imagination and conjecture. In childhood and youth his place of abode, a squalid camp in the howling wilderness; his meal, an ashen crust; his bed, a pile of leaves; his nominal guardian, a shiftless and worthless wanderer; his intimate associates and putative relatives, a gross, illiterate and superstitious rabble."

There was gossip concerning the Lincoln family, and during the war years this was mag-

nified by prejudice. One story was to the effect that Thomas left the state as result of a fight with a man named Enslow, in which Thomas bit off Enslow's ear. The criticism and joking about this became so unpleasant to Thomas that he left the state.

In Collins' History of Kentucky there is note of a statement made by a newspaper correspondent of the LOUISVILLE COMMERCIAL in which he states upon the authority of Capt. Samuel Haycraft of Elizabethtown, Hardin County, that Thomas Lincoln (then generally pronounced Linkhorn) and Nancy Hanks were married in that county; and that Abraham Lincoln bore a striking resemblance to Abe Enslow, and that a great many believed that he was his father, although he (Enslow) was only seventeen years old at the time of Lincoln's birth.

We are told by another author that Col. Chapman, Thomas' step-son-in-law, stated "Abe's father, Tom Lincoln, habitually treated him with great barbarity. Mr. Lincoln, through his life took little notice of his father."

And from Ward H. Lamon's Life of Lincoln we find a further statement along this line: Being a wanderer by nature he, Thomas Lincoln, began to long for a change. His decision, however, was hastened by certain troubles between him and Abraham Enslow. The troubles culminated in a desperate combat between the two men. They fought like savages; but Lincoln obtained a signal and permanent advantage by biting off the nose of the antagonist, so that he went bereft all the days of his life, and published his audacity and its punishment wherever he showed his face. But the affray and the fume of it made Lincoln more anxious than ever to escape from Kentucky. He resolved, therefore, to leave these scenes forever and seek a rooftree beyond the Ohio.

It has pleased some Lincoln biographers represent this removal of his father as a flight from the taint of slavery. Nothing could be further from the truth. There was not at that time more than fifty slaves in all of Hardin County, which then encompassed a vast area of territory.

On his first trip to Indiana Thomas went down Rolling Fork and Salt rivers on a raft to the Ohio. On this trip his raft was wrecked and several casks of whiskey, which he was taking along to sell for money with which to buy land, were dumped into the water. But Thomas recovered them and proceeded on his way. Later when he moved his family to Indiana they traveled overland, probably in a wagon.

He bought a small farm in Spencer County about twenty-five miles north of Owensboro, Kentucky, and about eighty miles west of his Kentucky home. During the first winter in Indiana the family built and lived in a "half-face" or "lean-to." Two years later Nancy (Hanks) Lincoln died during an epidemic of milk-fever that also took the lives of her two aunts and their husbands, who had moved to Spencer County one year after the Lincolns. These were Thomas and Elizabeth (Hanks) Sparrow, and Levi and Mary (Hanks) Hall. All five are buried in the same plot near Lincoln City, Indiana.

The Hankses

Let us explore the interesting background of Lincoln's mother, Nancy Hanks. Much has been written concerning her and the Hanks family, some attempting to conceal all obloquy and to present a family without fault, while others publish the available records as they are - but still there is a question.

First we might say that practically all biographers agree that Nancy Hanks was "a young lady of marked ability and high moral character." She was an excellent seamstress. A cousin who knew her well said that he never knew Nancy to lose her temper; she was kind, had a sense of humor and was smart. And her son's tribute to her when he became President has universal acceptance.

Her maiden name was Nancy Hanks, although she was sometimes called Nancy Sparrow. Her mother was Lucy Hanks, whether Miss or Mrs. is debatable. The name of Nancy's father has not been recorded in history. When Lincoln became prominent in national politics in 1859 and was asked for information about his family, he replied that, "My parents were from Virginia of undistinguished families, second families, perhaps I should say." In his brief autobiography furnished to the press, "He devotes three lines to his mother's family, and does not give her maiden name. He said she was of the family of Hanks."

He was always reticent concerning his mother's people. But William Herndon, his law partner in Springfield, relates in his Life of Lincoln, that on one occasion when they were riding together to attend court in a neighboring countyseat, and where they had a court case in which heredity played a part, that Lincoln mentioned his mysterious maternity to this effect: That his mother was the daughter of Lucy Hanks and a well-bred but

obscure Virginia planter; and he argued that from this last source came his power of analysis, and all the qualities that distinguished him from other members and descendants of the Hanks family.

There was certainly no resemblance between Lincoln and his father, either in physical appearance or in personality. He did have some of his mother's characteristics in both appearance and in personality. The biographer William E. Barton claimed that Lincoln's genius came from his grandmother Lincoln and unknown grandfather, "the well-bred Virginia planter."

W.H. Lamon in his *Life of Lincoln* states, Thomas Lincoln, Abraham's father, was comparatively short and stout, standing about five feet ten inches in his shoes. His hair dark, his face round and full, and complexion brown. He was a vagrant; in politics a Democrat; in religion nothing - a Freewill Baptist in Kentucky, a Presbyterian in Indiana, and a Campbellite in Illinois.

There has been some question concerning where the Hanks family lived before they came to Kentucky. Mrs. Caroline Hanks Hitchcock, in a little book on her family, claims that the Hanks family in this history migrated about 1770 from Little Roanoke Valley in south central Virginia to the Catawba River in North Carolina, and then later to Kentucky. There are no records of this, she says, because the Mecklenburg County courthouse on the Catawba burned and so destroyed all records.

But Dr. William E. Barton did some very thorough research on the Hanks family, and he shows that the first authentic records find them living in Richmond County, Virginia, down on the Northern Neck between the Potomac and Rappahannock rivers near the Bay. William Hanks, Sr., married in 1678 Mrs. Sarah White and they had three sons. John Hanks, youngest

son of William and Sarah, was married in 1714 to Katherine. Her maiden name is unknown, but she was mother of nine children, and she died in 1779. That was two years before the end of the Revolutionary War.

The second son of John and Katherine Hanks was Joseph Hanks, born Dec. 20, 1725, in North Farnham Parish of Richmond County; and he died in Nelson County, Kentucky, in 1793. The wife of Joseph was named Ann, but her maiden name is unknown, and in his will he called her Nannie.

About the time of the close of the Revolutionary War in 1781, and after the Hanks estate had been settled, Joseph Hanks with his family moved from Richmond County in the Tidewater to Hampshire County in the Allegheny Mountains, where he settled near Patterson Creek which flows into the upper Potomac. One author surmises that his move was prompted by the danger surrounding his frisky daughters from the returning Revolutionary soldiers.

Hampshire County was included in West Virginia after 1863. It borders Frederick County, Virginia, through which the Shenandoah River flows. The first census of Virginia, 1782, lists Joseph Hanks of Hampshire County with a family of eleven. That included five boys and four girls, or six boys and three girls as some claim. But at any rate this was the Joseph Hanks who was President Lincoln's great-grandfather, and it was not a Joseph in the Roanoke Valley.

But Joseph and Ann lived on this remote farm in a sparsely settled mountain valley for only about three years, not more than five. In the year of 1784/86 Joseph disposed of the valley farm at a pittance and migrated to Nelson County, Kentucky, where he bought 150 acres of land on Rolling Fork River. Nancy Hanks was then a baby, born when her mother was nineteen years old. The infant was brought along on the trek in a basket strapped

to her mother's side saddle.

The will of Joseph Hanks is recorded in the courthouse at Bardstown, Kentucky, and is dated 1793. It has been the source of much controversy because it names only eight children. I have read this will in the archives. Was his daughter, Lucy Hanks, disinherited, or was a son dead? Each of the three daughters named in the will received a heifer, but nothing was bequeathed to Lucy or to Lucy's daughter Nancy.

The eight children of Joseph and Ann Hanks, who received bequests in the will were as follows: Thomas Hanks, Joshua Hanks, and William Hanks who married Elizabeth Hall and was executor of his father's estate. Their son, John Hanks, 1802-90, was a friend of his cousin, Abraham Lincoln, and the two split rails together in Illinois.

The other sons were Charles Hanks and Joseph Hanks. Joseph, named for his father, was bequeathed the 150 acre farm, which he traded to his brother William for a horse. Joseph worked at the carpenter's trade in Elizabethtown with Thomas Lincoln until Thomas married in 1806, after which Joseph went to Grayson County where his brother William owned land on Rough River.

Elizabeth Hanks, daughter of Joseph and Ann, was born in 1771. She married in 1796 Thomas Sparrow, and both died in 1818 in Spencer County, Indiana. She was called Betsy. There was no issue; but Betsy's niece, Nancy Hanks lived with them for a time. Also Betsy's nephew, Dennis Hanks, made his home with the Sparrows.

A second daughter mentioned in the will was Polly Hanks. Her real name was Mary. She married, Dec. 12, 1795, Jesse Friend, the brother of Charles Friend who was the father of Dennis Hanks, illegitimate son of Polly's sister Nancy.

And the youngest daughter of Joseph and

Ann Hanks was Nancy Hanks, mother of Dennis Hanks. She married Levi Hall and both died in Indiana in 1818.

Lucy Hanks, born 1765, died 1825, married 1791 to Henry Sparrow, brother of Thomas who married Lucy's sister Elizabeth. Lucy was the mother of Nancy Hanks, born seven years before her marriage to Henry Sparrow. She and Henry were parents of eight children. Some claim that Lucy was the daughter-in-law and not the daughter of Joseph and Ann. Her name was not mentioned in the will of Joseph in 1793.

There were four important Nancys in this history: Nancy Hanks, youngest daughter of Joseph and Ann. She married Levi Hall. Before her marriage she was mother of Dennis Hanks by another man.

Second, Nancy Hanks, daughter of Lucy Hanks who was sister of the first Nancy. She married Thomas Lincoln.

Third, Nancy Hanks Thompson, daughter of Sarah (Mitchell) Thompson, and claimed by some to have been a first cousin of the second Nancy.

Fourth, Nancy Lincoln, youngest of the five children of Abraham and Bathsheba Lincoln. She married William Brumfield, son of James and Joanna (Berry) Brumfield.

November 24, 1789, the Grand Jury of Mercer County returned an indictment against "Lucy Hanks for fornication." John Berry was on that Grand Jury. He was the son of Richard and Rachel (Shipley) Berry of Washington County. His home was on Doctor's Fork of Chaplin River in south-west Mercer not far from Perryville.

Five months after this indictment Lucy had not appeared in court, so a bench warrant was issued for her appearance before the May term of court. But a few days before time

for this court to convene, April 26, 1790, Henry Sparrow with his brother-in-law, John Daniel who had married Biddie Sparrow, rode to the courthouse in Harrodsburg and gave bond for a marriage license between Henry Sparrow and Lucy Hanks. No one appeared to sign a bond for Lucy, so she wrote out her own certificate - still preserved - and which was witnessed by John Berry who had sat on the jury that indicted her, and also witnessed by Robert Mitchell, first cousin of John Berry. Lucy was the only one in her family who could read and write.

On Lucy's certificate there appears a dimly written word or letters, before and slightly above her name, which has been deciphered as "widoy," by Dr. Louis A. Warren, who interprets it as "widow," and thinks she was the widow Lucy Hanks. But this interpretation is not accepted by Dr. Barton and some other biographers.

When the Quarterly Court met a few days after the marriage license had been issued, the charge against "Lucy Hanks deft. for reasons appearing to the Court, is ordered discontinued."

Dr. Warren says that Lucy and Henry were married April 30, four days after the license was issued. But Dr. Barton says that Lucy and Henry did not marry then, or until a year later April 3, 1791. His explanation advanced for the long delay is that Henry Sparrow probably told Lucy that he would take out the license to prevent her being prosecuted, and if she would behave herself for a year he would then marry her.

William Herndon in his book on Lincoln says that "Lucy Hanks was never married to any Hanks in so far as we can find out, or to any other person before she married Henry Sparrow."

Lucy and Henry became parents of eight children, two of whom became preachers. Many of their descendants now live in Mercer and

and Anderson counties. They are honorable and prosperous citizens; and it is said they know their kinship to President Lincoln.

During these years where was Nancy Hanks, the innocent heroine of all these family affairs? Dr. Warren and some others claim that she grew up in the home of her aunt, Rachel (Shipley) Berry and uncle Richard; and after Rachel died in 1804, that Nancy went to live with the family of her cousin, Francis Berry, where she later married Thomas Lincoln.

But according to Dr. Barton and his study of the records, the years of her childhood and youth were spent as follows: She was born on Mike's Run of Patterson Creek, then in Hampshire County, but now in Mineral County, West Virginia. The Hanks made their Kentucky home on Rolling Fork in Nelson County. The home was about two miles from where Thomas and Nancy (Hanks) Lincoln later lived on the Knob Creek farm. She was seven years old when her mother and Henry Sparrow married, and she then might have left the home of her grandparents and spent some time with her mother.

Her grandfather Hanks died in 1793 when Nancy was nine years old. Her grandmother Hanks then went back to Virginia, and the farm was taken over by Nancy's uncle William and Elizabeth (Hall) Hanks. So, it is assumed that Nancy may have stayed with them for about three years. In 1796 her aunt Elizabeth Hanks married Thomas Sparrow, brother of Henry who had married Nancy's mother Lucy. It is claimed that from then on Nancy Hanks made her home with her aunt and uncle, Thomas and Elizabeth (Hanks) Sparrow until she married at the age of twenty-two. A part or all of this may be correct, but it does not explain why Richard Berry, Jr., signed Nancy's marriage bond as her guardian.

Thomas and Elizabeth Sparrow had no children of their own; but it is said that they reared their neice, Nancy Hanks, and their

nephew, Nancy's cousin, Dennis Hanks. Dennis was a son of Elizabeth's sister, Nancy Hanks, youngest daughter of Joseph and Ann, and for whom Lucy's daughter was named.

Dennis Hanks was born in 1799 and he lived to the advanced age of ninety. He was the illegitimate son of Charles Friend who deceived Nancy, then later deceived another girl, after which he got religion and joined the church. Dennis and little Nancy were first cousins, although Nancy was about fifteen years older. Both were natural children. After Abraham Lincoln became famous, Dennis was questioned about the Hanks family, and he told all he knew. One author remarks that Dennis Hanks "admitted that he was base-born, yet he lied like a gentleman to protect the name of his cousin Nancy."

After the death of Thomas and Elizabeth (Hanks) Sparrow in 1818 in Indiana, Dennis went to live with the Thomas Lincoln family. He was ten years older than Abraham. While living in the Lincoln home he married a step-sister of Abraham, one of the daughters of Thomas' second wife, Sarah Bush and her first husband.

The first census of Virginia in 1782 shows six Hanks families. Joseph Hanks in Hampshire County had a family of eleven including himself and wife. Back in Richmond County there were two families related to Joseph: John Hanks had a family of four, and George Hanks had a family of three. The 1790 census for North Carolina lists nine Hanks families, with Thomas Hanks in Mecklenburg County on the Catawba with a family of three; but there is no evidence that the Catawba family was related to Joseph of Hampshire.

The only evidence that there was a James Hanks, son of Joseph and Ann of Hampshire County, is based upon a tradition voiced by a descendant of Sarah (Shipley) Mitchell.

This claim is that Lucy Shipley married a Hanks, one of the sons of Joseph and Ann. It is claimed that Lucy's husband soon died, leaving his young wife with the infant Nancy. The name, James, was devised by Dr. Warren. He observed that another son of Joseph and Ann Hanks had named all of his sons for his brothers, and one was named James. So the Doctor concluded that there was an older son of Joseph and Ann whose name should have been James.

It has been mentioned that Thomas Hanks with three in his family was listed in the 1790 census of Mecklenburg County, North Carolina. Mecklenburg and Rutherford counties join. The Enloe family lived in Rutherford, but they moved to Buncombe County and settled in the part that was included in Swain County in the Smokies.

A book already mentioned, written by James H. Cathey, dwells on the Hanks and Enloe families in this region. Much of his data is evidently true, but his conclusions do not accord with substantiated history as will be seen.

Two extracts from the book are given here for their interest:

When Abraham Enloe emigrated from Rutherford County, North Carolina, there came with his family a servant girl whose name was Nancy Hanks, and who, after a time gave birth to a boy child which so much resembled the legitimate heirs of Abraham Enloe, that their mother warmly objected to the presence of so unpleasant reminder, and the embarrassed husband had the young child and its mother spirited away to Kentucky. . . . Nancy married a man named Lincoln soon after reaching Kentucky.

"A letter from Rev. S.E. Kennedy, Davis, Indian Territory, July 7, 1898:

My grandfather and grandmother Kennedy lived neighbors to Abraham Enloe and Nancy

Hanks. My grandmother was born about 1775. Her story of the Enloe-Hanks embroglio was substantially as follows:

The father of Nancy Hanks was a drunkard and was so cruel to his wife and children that he was imprisoned and made to make shoes as a punishment. The mother of Nancy Hanks was forced, because of inability to support them, to bind her children out. Abraham Enloe took Nancy, and a man named Pratt took Mandy. Mr. and Mrs. Pratt were kind to Mandy and taught her to card and spin and weave. Mandy did well and married Sam Henson and moved across the mountains.

"Abraham Enloe became entangled with Nancy and caused her to be taken to Kentucky and to be married to Tom Lincoln, who kept a still house there. Abraham Enloe promised to give Tom Lincoln five hundred dollars, a wagon and a pair of mules if he would marry Nancy Hanks. But after Lincoln got drunk and attempted to kill Abraham Enloe, they compromised, and Enloe gave Lincoln a mule, a mare, and fifteen dollars in money, whereupon Lincoln took Nancy Hanks and little Abe back to Kentucky and I never saw them anymore.

I think the foregoing is a case of mistaken identity.

The youngest son of John and Rebecca Lincoln of Rockingham County, Virginia, was Thomas. It was his nephew, Thomas, named for him, that married Nancy Hanks in 1806, and to whom a son Abraham was born in 1809.

In the year of 1782, the same in which the elder brother, Abraham, migrated with his family from Virginia to Kentucky, the youngest brother, Thomas, married Elizabeth Casner. Ten years later this Thomas and Elizabeth, with their children, moved to Kentucky and bought a farm on South Elkhorn Creek in Fayette County. On this fertile bluegrass farm Thomas and Elizabeth prospered for about fifteen years. They

operated a whiskey distillery, owned slaves, and had money to lend. One of their sons was named Abraham.

But in the year of 1809, the same in which the distinguished Abraham was born in Hardin County, Thomas separated from his family in violent dissention and deeded to them most of his property. The troubles of this family as recorded in the court records found in the Lexington courthouse, have been made public in W.H. Townsend's Lincoln and his Wife's Home Town. Thomas admitted his drunkenness. A son-in-law gave him a beating. Thomas was charged in court with trying "to get clear of his wife - to be divorced with a view of getting married to a young woman."

The identity of the "young woman" in the case is not a matter of record, but the date of the trouble is the same as that given in the Enloe story. Thomas was denied a divorce. His family moved west and he died in poverty in 1820.

The Sparrows

James W. Sparrow came from Mecklenburg County, Virginia, on the southern border of the state, to Mercer County, Kentucky, where he settled on Chaplin's River in 1788. He died a year later leaving his wife, Mary, with four sons and two daughters. His will was probated at Harrodsburg.

The oldest son, Henry, who so gallantly rescued Lucy Hanks from her sordid lot and sired a long line of good citizens, was a Revolutionary soldier. Henry was born in 1765 and died in 1825, and he was married to Lucy Hanks in 1791.

Thomas Sparrow, the second son, married Elizabeth Hanks in 1796. They lived on Rolling Fork from the time of their marriage until 1801, when they went back to Mercer County. In 1817 they moved to Spencer County, Indiana, and settled near the home of Thomas Lincoln. Elizabeth (Hanks) Sparrow was the aunt of Nancy (Hanks) Lincoln. Both died the year after the Sparrows arrived in Indiana, and were buried in the same family plot.

Another son, James Sparrow, married but died soon after. The fourth son, Peter Sparrow, married, but I have no further information about him. Biddie Sparrow, one of the two daughters, married John Daniel in 1790 in Mercer County.

There is no record of any kinship between the Sparrows and Berrys; but John Berry and the Sparrows were neighbors. At that time the southern part of Mercer County where they lived was not formed into Boyle County. In so far as records go there is no absolute proof of any kinship between the Berry and Hanks families. But tradition and statements of some Shipley descendants claim there was a connection, which has already been discussed.

Dr. Barton in his Life of Abraham Lincoln makes the following statement concerning this possible connection: I should like to know, for I don't know, why John Berry was witness to Lucy Hanks' consent to marry Henry Sparrow, and why his brother Richard, sixteen years later, was surety when Lucy's daughter, Nancy, married Thomas Lincoln. John Berry who lived and died on Doctor's Fork in Mercer County, was on the Grand Jury that indicted Lucy and was evidently concerned that she should not be prosecuted. I do not know why this family was interested in the matter. I know only what the record shows.

Dr. Barton might have added: Why did Bathsheba Lincoln bring her five children

to Beech Fork after the death of her husband and make her home near that of the Berry family? And why did Nancy Hanks marry at the home of Francis Berry in Washington County?

This interest in the Hanks family was confined to Lucy and her daughter Nancy. Was this interest due to a kinship through the Shipleys? Or could this interest furnish a clue to the identity of Nancy's father, the unknown grandfather of the President? The Berrys were a more substantial family than the Hankses.

The Shipley Sisters

The original home of the Shipley families in America was the colony of Maryland. The first census made for Maryland in 1790 lists twenty-three Shipley families. At the same time there was none of that name in North Carolina and only four in Virginia.

Of these four families in Virginia, Ralph, John, and Joseph Shipley lived down on the coast in Gloucester County. Richard Shipley lived in Hampshire County and had four in his family. In a second census three years later, 1785, only three were listed in Richard's family. This might mean that only one child was left at home in 1785.

Hampshire County, as already explained, lies in the hills of northern Virginia and across the Potomac from Maryland. In this same county, when the first census was taken, there resided the Hanks family and other families with names that the Shipley sister took for their husbands. These were John Mitchell with four in family, John Sloan with six, John McCord with four; and there were four Berry families,

George, Reubin, Joel, and William. But I am sure that it was not one of these four, but one of the Berry family living across the river in Montgomery County, Maryland, that married Rachel Shipley. John Brumfield lived in the neighboring county of Shenandoah with two in his family at that time.

Mrs. Caroline Hanks Hitchcock, in searching around for her ancestors, stated the following discovery which has been accepted by some Lincoln biographers and rejected by others:

In Lunenburg County, Virginia, at the July, 1750, term of court, William Caldwell was directed to make a list of families then living on Little Roanoke River, up the fork. Among 300 names returned were those of Richard Berry, Robert Shipley, Robert and Thomas Mitchell. The 1754 formation of Bedford County included the Little Roanoke community. In the county records are the names of the Little Roanoke inhabitants, including Hanks and Brumfields.

About 1770 there was a migration of Roanoke families to Mecklenburg County, North Carolina, including members of the Berry, Shipley, Mitchell, and Hanks families, who settled on either side of the Catawba River. No record of these families has ever been found, Mrs. Hitchcock says, because they were destroyed when the Mecklenburg courthouse was burned.

Families with these names probably did live on the Little Roanoke at that early time. The names were also found in other parts of Virginia. The Little Roanoke flows south through Charlotte County, formerly part of Lunenburg, then Bedford, and empties into the Staunton River about twenty miles east of Falling River. Another statement locates these same families on Falling River in Bedford County, now Campbell.

Mrs. Hitchcock claims that Robert Shipley was father of one son and five daughters.

Robert was born in 1713 and married Sarah Dors-ey. Their daughters, she declares, were Rachel, Ann, Naomi, Margaret, and Lucy. But Dr. William E. Barton in his book declares that Robert Shipley may have had five, or even ten daughters, but there is no record that he had "even one wee lamb of a daughter."

Another claim, already mentioned, was that another daughter named Mary married Abraham Lincoln in Rockingham County, Virginia. Nicholay and Hay in their extensive Life of Lincoln say that grandfather Abraham Lincoln, when about twenty-six years old married Mary Shipley, probably in North Carolina, when visiting with his friends, the Boone family. But the Boone family lived on the upper Yadkin River in the northern part of the state, while, according to Mrs. Hitchcock, the Shipley family lived on the Catawba some eighty miles across the mountains to the south. But as already mentioned, the first census shows not a single Shipley in North Carolina.

There is a record of four Shipley sisters, but who their parents were is not of record. In this narrative it is assumed that they came from Hampshire County, Virginia, and that the family moved there from Maryland. Richard Shipley was living in Hampshire when the first census was made, and so were the names of the families into which these four girls married.

Rachel Shipley, died 1804, married Richard Berry, 1734-98, came to Kentucky in 1780. They were parents of eight children. The oldest, Jeremiah, remained in Montgomery County, Maryland. The others who came to Kentucky with their parents were John, Joanna, Sarah, Rachel, Richard, Jr., Francis, and Edward.

Ann Shipley, 1746-1828, married David McCord. They settled in Madison County, Kentucky, and were progenitors of the McCord family now residing there.

Naomi Shipley, 1748-90, married Robert Mitchell. Both died tragic deaths. She was

killed by Indians near Crab Orchard when on their way into Kentucky. Their daughter, Sarah, was captured and carried into captivity by the Indians. Robert Mitchell, the father of Sarah, went in pursuit of the Indians but was drowned while attempting to cross the Ohio River on horseback in the effort to rescue his daughter. Other children of Robert and Naomi were Daniel and Robert.

Margaret Shipley married twice. Her first husband, Robert Sloan, lost his life in the Revolutionary War, and the second husband was Matthew Armstrong.

Then it is claimed by some of the descendants in the family that Lucy Hanks was Lucy Shipley, youngest of the sisters. She was born 1765. The claim is that she married a Hanks, son of Joseph and Ann Hanks, and that Nancy Hanks was their child.

Sarah Mitchell, the child of Robert and Naomi (Shipley) Mitchell, who was captured by the Indians, on one occasion had her life saved by an Indian squaw who concealed her behind a log. After the Wayne treaty of 1795 with the Indians, Sarah, then thirteen years old, was returned to her relatives in Kentucky where she made her home with her aunt Rachel and uncle Richard Berry. A record shows that Sarah was born in North Carolina. This makes it evident that her parents went there before they came to Kentucky.

Sarah's brother, Daniel Mitchell, married his cousin, Jane Berry in 1794. They lived on Beech Fork. Daniel was Sarah's guardian and so signed her marriage bond in 1800 when she married John Thompson. Sarah was born in 1781 and died in 1855. Her descendants said that Sarah Mitchell and Nancy Hanks both lived with Richard and Rachel (Shipley) Berry; that they were cousins and such good friends that after their marriage Sarah named her first born daughter Nancy Hanks Thompson, and Nancy named her daughter Sarah Lincoln. Sarah also had a son

Mitchell Thompson, who lived to a very old age, who went to Missouri, and who handed down some of this lore.

A Mrs. Vawter, granddaughter of Sarah (Mitchell) Thompson, wrote a story for the LOUISVILLE COURIER JOURNAL in 1874 concerning Lucy Hanks and the Shipley sisters. Mrs. Vawter declared that Lucy Hanks was Lucy Shipley before she married a son of Joseph and Ann Hanks in Virginia, and that their child, Nancy Hanks, was thus born of legally married parents. She did not give the first name of the Hanks boy who she said was Lucy's first husband. Dr. Warren assumed that his name was James.

This view offers an explanation for the interest that the Berry boys took in Lucy and Nancy. If Lucy was one of the Shipley sisters, born some twenty years after the elder sister Rachel came into the world, then she was the aunt of the Berry boys and of Robert Mitchell who witnessed her certificate to marry Henry Sparrow. But there are several Lincoln scholars who think that Mrs. Vawter's claim is unfounded; there are no records to substantiate it, while there is considerable evidence to the contrary. If the latter is the case, then who was the father of Nancy Hanks?

The young Robert Mitchell joined with John Berry in signing the marriage certificate for Lucy Hanks in 1790. John Berry's wife was, before their marriage, Ann Mitchell. I do not know the relation of Ann and Robert, if any. But Robert could have signed the certificate without having had any kinship with Nancy. In that case could someone of the Berry family have been the "well-bred Virginia planter" who was the father of Nancy?

Washington County's Claim

When a visitor enters the Lincoln Homestead State Park in Washington County, he is handed a folder from which he may read the following: In 1782, ten years before Kentucky became a state, the grandfather of Abraham Lincoln built a home on a small creek that became known as Lincoln's Run. In company with other pioneer families he, with his wife, Bersheba, and five children came from Virginia to settle on a 100 acre tract of land conveyed to him by Richard Berry, Sr., from his grant of 600 acres.

While hunting in the vicinity of his cabin, Abraham Lincoln, Sr., was killed by an Indian in 1788, and was buried nearby. His widow and children lived in the original home until 1802.

Near Lincoln Homestead State Park is the home of Richard Berry, Sr., whose wife, Rachel Berry, was the aunt of Nancy Hanks, who came to live in the Berry home until the death of her aunt in 1804, when she went to the home of her cousin, Francis Berry, where she married Thomas Lincoln on June 12, 1806.

I believe there is no other character in American history with so much myth and legend built around him as is constantly being added to President Lincoln and his family. It is natural for the people of Washington County to claim as much credit as they can in the Lincoln saga. Mrs. Edleman, a reputable genealogist in Springfield and a descendant of some of these earliest pioneer families, told me that David Litsey, son of Judge Berry Litsey, whose home was near the Berry and Lincoln homes, remembered the exact spot where Abraham Lincoln, Sr., was killed by the Indian on Lincoln Run in 1788. A stone marked his grave, but was later destroyed.

The stone referred to was evidently the one that marked the grave of Abraham Lincoln, born 1797, son of Mordecai Lincoln. Mordecai lived in the Lincoln cabin and reared a family there. His son, Abraham, named for Mordecai's father, married in 1819 Elizabeth Lucretia Mudd, and he died in Washington County.

When records are lacking tradition is relied upon; and sometimes the wish becomes the father of the thought. It seems that no records are found to show that Grandfather Abraham was ever in the Washington County area, and there is no record of his buying land there. There is a record of a land warrant in 1780 to Richard Berry for 600 acres of land on Beech Fork; and a record for the survey of his tract in 1784. There is a record of Richard and Rachel Berry selling 200 acres from this tract to their son-in-law, James Brumfield, in 1793. And Dr. Warren found that after the death of Rachel Berry in 1804, "The remaining 400 acres on Beech Fork were equally divided among the three remaining sons, Richard, Francis, and Edward."

In Nelson County courthouse may be found a record of the inventory and appraisement of the personal estate of the Lincoln family filed in 1789. That was three years after the death of Abraham at Long Run and the move of Bathsheba and her children from Long Run to Beech Fork. The Beech Fork neighborhood was then in Nelson County. Washington was formed from Nelson in 1792. It was then an inconvenient distance to Bardstown, and the law did not require that the inventory should be filed earlier. But from this bit of information the conclusion was drawn that Abraham, Sr., died in Washington County in 1788, the year before the inventory was filed in the clerk's office.

In 1780 Kentucky County was divided into three counties, Jefferson, Fayette, and Lincoln. Jefferson included the territory west of lower Kentucky River up to Benson's Creek where Frank-

fort now stands, thence the line went up Benson's Creek to its source, then south to Green River. Lincoln embraced the land lying south of the Kentucky and Green rivers; and Fayette covered the territory lying between the Kentucky, Ohio, and Sandy rivers.

Nelson County was formed out of Jefferson in 1784, with Bardstown the county-seat, and it covered the land between the Salt and Green rivers.

Washington County was formed in 1792 from Nelson, the year that Kentucky was admitted to the Union. Springfield was the county-seat.

Mercer County was formed in 1785 from the northern neck of Lincoln. Its county-seat was Harrodsburg, the oldest settlement in Kentucky.

Hardin County was formed from Nelson in 1792 with Elizabethtown the county-seat. All of these counties were still further divided later on. Anderson in 1827 and Boyle in 1842 were taken off Mercer. Marion was cut from the south part of Washington in 1834. Grayson, Meade, and Larue took parts of Hardin County when they were formed. So an early settler may have lived in more than one county without having changed the location of his home.

I have wondered about the story of Hananiah Lincoln and the cabin on Beech Fork. Perhaps somewhere in the dusty records of Jefferson County courthouse this mystery could be solved.

The Berrys

For a hundred years after the first settlement at Jamestown in 1607, The Westward movement did not advance much beyond Tidewater. The first settlers began to appear in the Shenandoah Valley around 1740, and most of these were from Maryland and Pennsylvania. They filtered through the forest along the valley to the mountain streams of North Carolina and Tennessee. After the first settlement in Kentucky in 1774, pioneers began to stream through Cumberland Gap and into the rolling lands covered with cane, clover, and timber. In 1780 when the Berrys and Abraham Lincoln came into this region, the stream of immigration was rapidly increasing. Those coming to Kentucky from Pennsylvania and Maryland usually made their way overland to Pittsburg or Wheeling, then down the Ohio to Limestone (Maysville) or to the Falls where Louisville sprang up. For protection against hostile Indians, as well as for other reasons, they usually came in parties.

There is a record of a Richard Berry selling land in 1780 in the Valley on the headwaters of the Staunton, in what became Roanoke County. But it seems very doubtful that this was the Richard who came to Kentucky at that time. The Berry name was not uncommon in Virginia, Maryland, and North Carolina. A history of Richard's branch of the Berry family places them in Montgomery County, Maryland.

Richard and Rachel (Shipley) Berry with their family and friends first settled in Lincoln County (later Mercer) on Doctor's Fork of Chaplin River. Land Warrant No. 5997, made to him on May 22, 1779, was for 200 acres at this location. It was surveyd two years later.

Richard received another land warrant in 1780 for 600 acres in Jefferson (later Nelson,

then Washington) County on Beech Fork. This was about fifteen miles from the first home on Doctor's Fork. He had the Beech Fork land surveyed in 1784, and he moved there about that time, leaving the 200 acres on Doctor's Fork for his married son, John Berry.

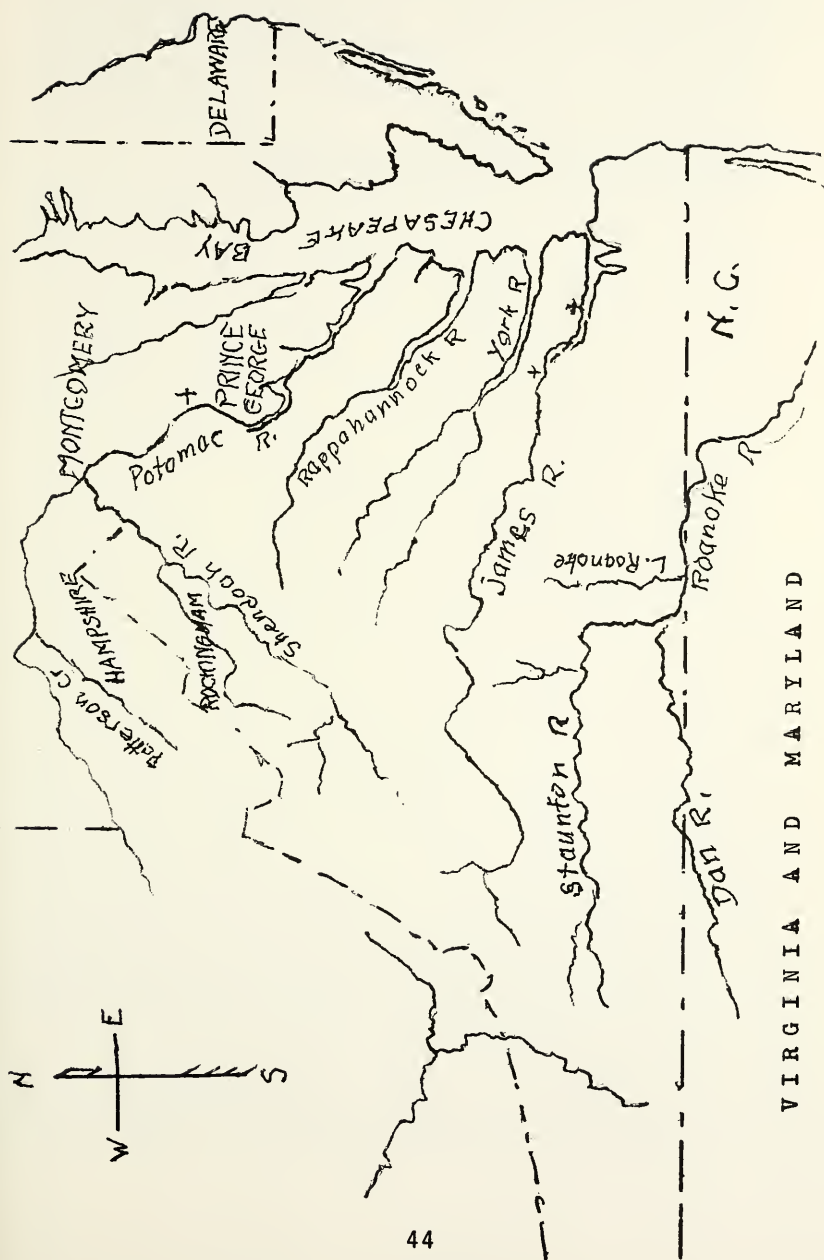
Abraham and Bathsheba (Herring) Lincoln were in Kentucky about three years before Richard Berry moved to Beech Fork. If they had purchased any of Richard's 600 acre tract of land there would have been some record of it.

In as much as this Berry family has played some small part in history, and the location of their home before coming to Kentucky has been a matter of dispute in some Lincoln biographies, a brief outline of the family descent is presented here:

- I. James Berry, died 1657, married Elizabeth. He was the first of his line in America. A Puritan, he came to Virginia in the reign of Charles I during the Civil War in England. But when Cromwell came to power he crossed over into Maryland and helped in the revolt against Calvert and Catholic freedom in that colony. He left two sons, James and William - perhaps other children.
- II. William Berry, died 1685, married Roder Preston. He was a member of the House of Burgesses and a justice of the peace. Inherited wealth from his father-in-law, Richard Preston. Left issue: James, Thomas, and William.
- III. William Berry, Jr., married Margaret Naomi Marsh. Became wealthy planter. His father had become a Quaker, but William became an Anglican. Left sons, Richard, Joseph, and Benjamin.
- IV. Benjamin Berry, 1670-1719, married Mary Hilleary. They had Benjamin, Mary, Verlin-da, and Jeremiah.

- V. Jeremiah Berry, 1712-69, married Mary Claggett of Prince George County. Owned large estate in Prince George and Montgomery counties. Their issue: Jeremiah, Richard, Amelia, Benjamin, Mary, Zachary, William, and Elisha.
- VI. Richard Berry, 1734-98, married Rachel Shipley. They came to Kentucky about 1780 from Montgomery County, Maryland, and settled on Beech Fork four years later. When Richard died in 1798 Mordecai Lincoln was one of the appraisers of his estate. Their issue: Jeremiah who remained in Montgomery County was listed in the first census as "Jeremiah of Richard;" John who lived on Doctor's Fork and signed the marriage certificate for Lucy Hanks; Joanna who married James Brumfield; Sarah, Rachel, Richard, Jr., who witnessed marriage bond of Nancy Hanks, later moved to Missouri; Francis at whose home Nancy Hanks and Thomas Lincoln married; and Edward who fought in the War of 1812, and then settled in Missouri.
- VII. Jeremiah Berry, Jr., 1732-80. He was son of Jeremiah and brother of Richard. He married Sarah Claggett and became an Episcopal minister in Montgomery County, Maryland. Their issue: Nicholas, William, Jeremiah, and Jane.
- VIII. Jeremiah Berry (III), born 1750, married Mary Miles, a Catholic and cousin of Bishop Richard Pius Miles. Mary converted her husband to her faith, and their descendants since then have been of the same church. Issue: Edward, Jeremiah, Richard, Eleanor who married Samuel Clements, Mary, and Margaret.
- IX. Richard Berry, died 1821, married Margaret. They came to Kentucky in 1817 and settled on Cartwright Creek in Washington County. Issue: Maria, Margaret, Louise, Richard H., Gustavus, William G., and Martha.

- X. Richard H. Berry, 1810-62, married Martha Catherine Johnson in Washington County. Issue: Margaret, Susan, Josie, Thomas J., 1841-1914, married Julia Ann Burnett, rode with Morgan's men in the War Between the States, left a long line of descendants; Ann, Robert, Ferdinand, Martha M., and Richard C.



VIRGINIA AND MARYLAND

PIONEER CATHOLICS IN KENTUCKY

1959



St. Rose Priory
Founded 1806, near Springfield

PIONEER CATHOLICS IN KENTUCKY

Where They Settled

Among the first settlers in Kentucky were a few Catholics. When James Harrod returned in April, 1775, to the cabins at Harrodsburg, which had been built then vacated the year before, among the adventurers were Dr. George Hart and William Coomes, both Catholics. Mrs. William Coomes was the first schoolteacher in Kentucky. Her crude, log cabin school house has been restored in the Pioneer Fort at Harrodsburg where anyone may see it. A year after the first settlement in Nelson County, Dr. Hart and William Coomes moved to that section and bought land near Bardstown.

In the year of 1785, some twenty families from St. Mary's County, Maryland, migrated to Kentucky and built homes on land they had bought on Pottinger's Creek, then in Nelson County. They were followed in succeeding years by many others, until, within a short time, that part of Kentucky on the waters of Rolling Fork and Salt River became the most important Catholic community west of the Allegheny Mountains. Among the first pioneers were the names of Philip Mattingly, Joseph Spalding, James and Joseph Dant, on Pottinger's Creek. Two years after the first settlement a priest was sent to the group, and in 1792 a log church was built and consecrated at Holy Cross.

By the time Kentucky had become a state in the Union, 1792, a half dozen or more pioneer communities, among which were many Catholics, had been settled in this part of the new state. At first much of the public land was preempted by speculators, then sold in smaller tracts to settlers from the East, who often came in groups from the same neighborhoods. Nelson County, formed in 1785 as a

county in Virginia, included most of this region until 1792 when Washington and Hardin counties were formed. Then in 1834 Marion County was organized from the south half of Washington. The land was at first all, or nearly all, in forest, so the first settlers had to clear the land, build log cabins in which to live, and grub and plow fields the hard way.

About one year after the first Catholic settlers arrived at Pottinger's Creek another party from Maryland came to nearby Hardin's Creek. Prominent among these were Edward and Charles Beaven, William and Lucus Mattingly, and John Lancaster. The church of St. Charles was built in 1806 to serve this neighborhood.

But one party on the way from Maryland to Nelson County stopped off in Scott County in 1786 where, in 1795, they built a church named St. Francis. James Leak and Thomas Jenckins were among the leaders of this group.

Cartwright Creek, later in Washington County, was settled in 1787 by Thomas Hill, Philip Miles, Henry Cambron and others. It became a flourishing community. St. Ann's Church was erected in 1798, located a little way west of where the town of Springfield was built. In 1806 a party of Dominicans came to Cartwright Creek and built the church and abbey of St. Rose, not far from St. Ann, then later founded St. Catherine's Academy, all three in sight of each other.

Bardstown, the county seat of Nelson County, had no Catholic church until 1798, when the first St. Joseph was built. The land on which the log building stood, now a cemetery, was donated by Dr. George Hart who had moved from Harrodsburg. St. Thomas was built on Beech Fork, about three or four miles south of Bardstown, in 1811. The next year this location was selected for the home of the new Bishop. A seminary was established there; this is also where the Sisters of Nazareth was founded in 1812.

As settlements spread westward, several Catholics bought land in Breckinridge County. Among these were Richard Mattingly, Leonard Wheatley, and Elias Rhodes. With the help of Father Nerinckx, St. Romuald was built in Hardinsburg in 1816. A settlement on Cox's Creek in Nelson County was made in 1792 by Charles Wathen, Ignatius and Hilary Drury, Nicholas Miles and Thomas Elder. Their church of St. Michael was erected in 1807.

As the new state became settled, other churches of this faith were established in Grayson, Casey, Meade, and Boyle counties, and in many others. Before churches were built in Kentucky, religious services were held in private homes, or under the trees in warm weather. Most of the houses were simple log cabins, then so common on the frontier. The same custom was followed for a long time when priests visited scattered homes located a long distance from any church. For the first twenty-five years in Kentucky one or two priests administered to the Catholic neighborhoods and to the scattered faithful - and sometimes there was no priest when he was wanted.

The Missionaries

First came Father Whelan to Pottinger's Creek. He remained three years, when some discord caused him to return East, much discouraged. Next was the Rev. William de Rohan who came in 1790 and spent the rest of his life there, dying at St. Thomas in 1832. But his ministry was short. He came unaccredited and with some mystery surrounding his background. He built Holy Cross Church, the first Catholic church

building west of the mountains. While he was a very scholarly man, he is said to have been "his own worst enemy." He bought a small farm near Holy Cross where he made his home within the shadow of Rohan's Knob, a landmark for early settlers on Pottinger's Creek.

Bishop Carroll of Baltimore became much interested in the Kentucky settlements, and he sent thither in 1793 a very competent and popular priest, the Rev. Stephen Baden. He made his home in a two-room log house on Pottinger's Creek near Loretto, and which place he called St. Stephen. From there he visited on horseback the scattered members of his church, and there he spent the best part of his life in a consecrated cause. A marble statue stands today near his cabin on the grounds of the Mother House at St. Stephen.

Due to some divergence of opinion between him and Bishop Flaget, Father Baden left Kentucky in 1819 and returned to his native France where he remained for nine years. However, he came back to Kentucky in 1837, and three years later built one of the first three Catholic churches in Louisville, the Church of Our Lady, in the suburb of Portland where there was a French settlement. Back in 1811 he had built the first Catholic church in Louisville, the Church of St. Louis, later moved elsewhere.

While laboring in Kentucky he was made Vicar-general. It is said that he brought many converts into the church, among them Judge Twynning of Georgetown. He had a colorful personality. In his last days senility crept upon him. He died in Cincinnati in 1853 at the advanced age of eighty-five, and was buried near his lifelong friend, Bishop Fenwick, in St. Peter's Church.

One of Father Baden's assistants was Rev. Michael Fournier, who came to Kentucky in 1798. The Rolling Fork community was placed in his charge. While there he was accidentally killed while assisting with the whipsaw.

Next came Rev. Anthony Salmon, who was assigned by Father Baden to Hardin's Creek and some outlying stations. After working for nine months he was killed by being thrown from a horse. The Rev. John Thayer also worked in the settlements from 1799 to 1803, when he left and went to Ireland. For two years Father Baden was alone with a growing population in his flock. Then in 1805 Bishop Carroll sent to Kentucky Rev. Charles Nerinckx, a native of Belgium, and called by some "The Giant in the Wilderness."

Father Nerinckx remained in Kentucky for nineteen years. He was entirely devoted to his work. His physical strength was equal to his religious zeal. No hardship was too severe for him when there was opportunity to serve his people and his church. During his period in Kentucky he built ten churches, often helping in the labor with his own hands. It is said that he could lift as much on one end of a handstick as two men could lift on the other end. The churches built under his supervision were Holy Mary on Rolling Fork, St. Charles on Hardin's Creek, and St. Augustine in Grayson County. He also built in Breckinridge County St. Anthony and St. Romuald; then St. Clare in Hardin County, St. Patrick in Mercer, St. Bernard on Casey Creek in Adair County, St. James on Big Clifty, a church later called St. Paul. He put up the brick church at Holy Cross while pastor there in 1823. This church still stands surrounded by graves of its faithful deceased congregations.

The Sisters of Loretto was first organized in 1812 under the direction of Father Nerinckx. It was founded at St. Charles the year after Father Nerinckx moved there. Log houses were built for the accommodation of the young ladies who became the first Sisters, and for the boarding pupils who became part of the school. Ann Rhodes was the first Mother Superior. She soon died and was succeeded by her sister Mary. Father Nerinckx drew up rules to govern the organ-

ization, and he instructed the postulants in their duties. This organization has grown and flourished in spite of its hardships in the beginning.

Father Nerinckx made two trips to Europe after this time. He visited His Holiness in Rome and received the blessing of the Pope as well as approval of the rules for the Sisters of Loretto, officially known as Friends of Mary at the Foot of the Cross. On his return from Europe in 1817, he brought back many valuable gifts for the Kentucky churches.

When the new Bishop, Father Flaget, came to Kentucky in 1811, Father Nerinckx met him at Louisville, welcomed him, and escorted him to St. Stephen near Loretto. The new Bishop brought with him the Rev. John B. David and a young Frenchman named Chabrat, who, the next year, was ordained a priest and who was a favorite of Bishop Flaget.

A difference of opinion developed between Father Nerinckx and Father Chabrat concerning the rules governing the Sisters of Loretto. Consequently Father Nerinckx asked to be relieved of his duties in Kentucky and transferred to the new settlements west of the Mississippi River. The Bishop granted his request; so in the summer of 1824, the hard working Father bade a tearful farewell to the scene of his long labors, and with one companion mounted his horse and rode through the forests to a new field of endeavor. In a few weeks after arriving in Missouri he died at St. Genevieve.

Before this time there had been some report or gossip to the effect that Father Nerinckx had among his books some literature on Jansenism. His biographers strongly deny that he possessed any tint of the heresy. But immediately after his departure for Missouri, Father Chabrat rode to St. Charles, collected all of the books and papers that Father Nerinckx had left, and made a bonfire of them. One of the Sisters of Loretto rescued from the flames a copy of the

rules governing their body and several years later, after both Chabrat and the Bishop had passed from the scene, the rules made by Father Nerinckx were restored to the Order.

Nine years after the death of Father Nerinckx, his bones were returned to the Sisters of Loretto at St. Stephen, where Father Chabrat had moved it from St. Charles. His grave is marked by graceful statues of angels on each side, and is located in the center of the cemetery in which the deceased Sisters of Loretto are buried.

The Bardstown Diocese

Bishop Carroll of Baltimore, noting the growth of the Church in the New World, recommended to the Holy See in 1807 that four additional dioceses should be established in this country. His recommendation named Boston, New York, Philadelphia, and Bardstown. These suggestions were approved and bishops were appointed for each of them.

For the Bardstown diocese the Rt. Rev. Benedict Joseph Flaget was appointed. At first Father Flaget hesitated to accept the responsibility, thinking that he was not qualified. He had been a priest at Vincennes, a teacher at Georgetown College in Washington City, and had helped to establish a Jesuit college in Havana, Cuba; finally he accepted the honor.

It was in the fall of 1811 that he set out from Baltimore across the mountains and down the Ohio River to Louisville, on his way to the assignment as Bishop for all of the western country between the mountains and the Mississippi. His first year was spent at St. Stephen near Loretto. But the next year he left the

log house where Father Baden resided and moved his "episcopal palace" to St. Thomas, south of Bardstown. About eight years later, in 1819, the Cathedral was dedicated at Bardstown, replacing the nearby log church. The same year witnessed the moving of the Bishop's residence and the Seminary of St. Thomas to Bardstown, where they remained for the next twenty-two years. Then in 1841 the diocese was changed and the Bishop's residence moved to Louisville. A tablet inscribed in Latin marks his resting place in the Cathedral of the Assumption at Fifth and Walnut streets.

The Rev. John B. David came from France to the United States in 1792 with Father Falget and Father Baden. His first appearance in Kentucky was in 1811 with the new Bishop. Soon after his arrival he established the Seminary of St. Thomas on Beech Fork for the education of boys and the preparation of novices for the priesthood. Father David also founded the Sisters of Nazareth. Like the Sisters of Loretto, other academies and schools of the Order were established and now render valiant service in the education of girls and for the glory of the Church. In the basement of St. Thomas, in the year of 1820, the Rev. George A. M. Elder founded St. Joseph's College.

St. Joseph's Cathedral

The cornerstone for St. Joseph's Cathedral was laid July 16, 1816, by Bishop Flaget. The building was designed and its construction supervised by Mr. John Rogers who came to Bardstown from Maryland for that purpose. Brick were burned in a kiln near the site, timber was cut and formed from the nearby forest, stone was secured from local quarries, and local workmen did the building. The structure stands today as sturdy, artistic, and grand as when it was dedicated one hundred and fifty years ago. In dimensions it is 129 feet in length, 65 feet wide, and the tower rises 150 feet high.

The interior presents a classic arrangement and ornamentation. Nine paintings of historic interest add to the appearance of the place. How these paintings came into the possession of the Cathedral is a story that has been dimmed by time and confused by history. Were any of them presented to the Bishop of the Cathedral by the Duke of Orleans, later Louis Philippe, King of France?

In 1797 the Duke of Orleans and his two brothers, while in exile from France, made a tour of America and visited Bardstown for one day and two nights. While stopping there at the inn of Captain Bean, the Duke suffered a severe case of stomach ache, for which ailment he thought that he was grossly neglected by his host. He left town with no favorable impression.

The next year the Duke and his brothers landed in Havana, Cuba, broke and in financial distress. The sympathetic inhabitants raised a considerable sum of money for the relief of their visitors. They appointed the young priest Flaget, who had recently arrived in Havana from the Church in the United States for the purpose of helping establish a Catholic college, to present in their name the money collected for the illustrious exiles. The office was

most grateful to his feelings, and he discharged it with tact and grace. That act was remembered long afterwards when Louis Philippe was King of France and he the Bishop of Bardstown.

In 1832 a bill was introduced in the Congress and enacted into law, which authorized "the remission of duties on certain paintings and church furniture presented by the King of the French to the Bishop of Bardstown." Other acts of Congress to remit duties on paintings and church furniture from France to Bishop Flaget are on record: one in 1824 "from the Duke of Orleans in Lyons;" and another in 1827 from Marseilles by way of New Orleans. An inventory of this last shipment is preserved and includes "4 boxes of pictures."

Archbishop Spalding, when a young man, was pastor of St. Joseph Church at Bardstown. From there he went to Louisville to help Bishop Flaget whom he succeeded in 1848. In mentioning the Bardstown Cathedral in one of his books, he says that Father Nerinckx returned from Belgium in 1818, bringing many splendid gifts, among which was a church organ, the first one ever seen in Kentucky. He also brought back "two superb paintings...which were placed in the Cathedral" as soon as completed. To these paintings were subsequently added others which had been presented to the Bishop by the King of Naples and the Sovereign Pontiff, Leo XII. The Cathedral was also provided with rich vestments, golden candlesticks, a golden tabernacle, and other splendid ornaments, presented to the Bishop by the King and Queen of the French. In a word, the Cathedral is a beautiful and well decorated edifice...

Mr. Young E. Allison, in a paper on this subject, says that in his opinion "all of the paintings in the Old Cathedral are to be credited to the loving provision of Father Nerinckx." He and a few other critics have expressed doubt that these paintings were given to Bishop Flaget

by the Duke of Orleans, later Louis Philippe. The argument they present is that the Duke was tightfisted, and that he must have still remembered his unpleasant visit to Bardstown in 1797. The Duke's years of exile were undoubtedly unpleasant in many ways, and during that period he surely was parsimonious. But the kindness shown him by Father Flaget in Havana most likely left a bright spot in his memory. When he came into his inheritance it has been said that he was the wealthiest man in Europe. One instance of his liberality is shown when he and the Queen gave a splendid painting to the Chapel of St. Xavier College in Cincinnati.

The Story of St. Joseph's Proto-Cathedral and its Paintings, a nineteen-page pamphlet published at Bardstown, reproduces small prints of the nine paintings about which there has been so much controversy. All but one has the name of the supposed artist printed beneath it with the name of the painting. It is not claimed that all nine were given to the Bishop by the King of France; but there seems to be no proof to the contrary that some of them were given by him.

When the acts for the remission of duties on the shipments of church items from Europe to Bardstown were being debated in Congress, two representatives from Kentucky, Charles A. Wickliffe of Bardstown and Thomas P. Moore of Harrodsburg, in pleading for passage, each stated that the consignment was "presented" to Bishop Flaget by the Duke of Orleans. At that time all parties concerned were living, and if such statements were not correct, there was opportunity for correction. At any rate, it might be assumed that if the Duke of Orleans did not give some of these paintings to Bishop Flaget, he most likely had something important to do with sending them.

La Trappe

The first Trappists in this country came from France in 1804 and made a brief settlement at Pigeon Hills in Maryland. This party of Our Lady of La Trappe included eight priests, seventeen lay brothers, and several boys who were students. The next year, 1805, they set out for Kentucky, and after enduring many hardships on the journey arrived at Pottinger's Creek where they made a home near Holy Cross Church.

It has been said that Father Urban, the Superior, was not a very practical man, though consecrated to the Order. Living conditions on the Kentucky frontier presented many hardships to which these men were unaccustomed. At the end of three years, after several of their number had died, the group pulled up stakes and moved farther west where they made another settlement near Cahokia in Illinois. Their aim there was to convert the Indians. But failing in the attempt, most of those left decided to return to France in 1813.

A second colony of the Order of La Trappe came from France in 1848. These also made Kentucky their destination. They settled on a farm in southern Nelson that had at one time been given to the Sisters of Loretto by James Dant for a school. The log buildings on the site were known by the name of Gethsemane.

The Rev. Eutropius, Superior of the group, was a man of "prudence and courage." The brotherhood grew and their farmland increased. These were of the Cistercian Order with very strict rules. They passed their time "in solitary silence, labor, and prayer." In 1850 the priory was made an abbey. On Sunday religious services were held in the chapel for any who might attend. A school was established for boys, and a large library was soon collected. A year after the war closed, in 1866, new brick and stucco buildings were constructed to replace

the log structures. Women were not admitted to the halls. But it afforded a sanctuary for temporary retirement from the world where men might work, reflect, contemplate, and worship.

The Dominicans

The first of the Dominican Order in the United States came to Kentucky in 1806, where land was purchased a few miles west of Springfield and a priory was built. The Order took over from Father Baden the care of St. Ann, a little way west of Springfield and near St. Rose. Later the Dominicans established St. Catherine's Academy, the Order being known as the Sisterhood of St. Catherine of Sienna. It was located near St. Rose.

When the Dominicans first arrived in Kentucky they were under the direction of Rev. Edward Fenwick, a native of Maryland. But after the Order was firmly established in its new home, the leadership was turned over to Rev. Thomas Wilson. In 1822, the year that St. Catherine was founded, Father Fenwick was made the first Bishop of Cincinnati. He was consecrated at St. Rose by Bishop Flaget.

The school at St. Rose, like the one at St. Thomas, educated boys and also prepared novices for the priesthood. The first priest ordained there was Rev. Guy Ignatius Chabrat, who had come to Kentucky with Bishop Flaget, and who had been trained for the ministry by Father David of St. Thomas. In 1816 among the young priests ordained at St. Rose was Rev. Richard Pius Miles, who later became the first Bishop of Nashville, and was consecrated at St. Rose in 1836. The Rev. James Whelan, second Bishop of Nashville, was also consecrated at

St. Rose, as was the Rev. Thomas L. Grace, who became Bishop of St. Paul and who was consecrated in 1859.

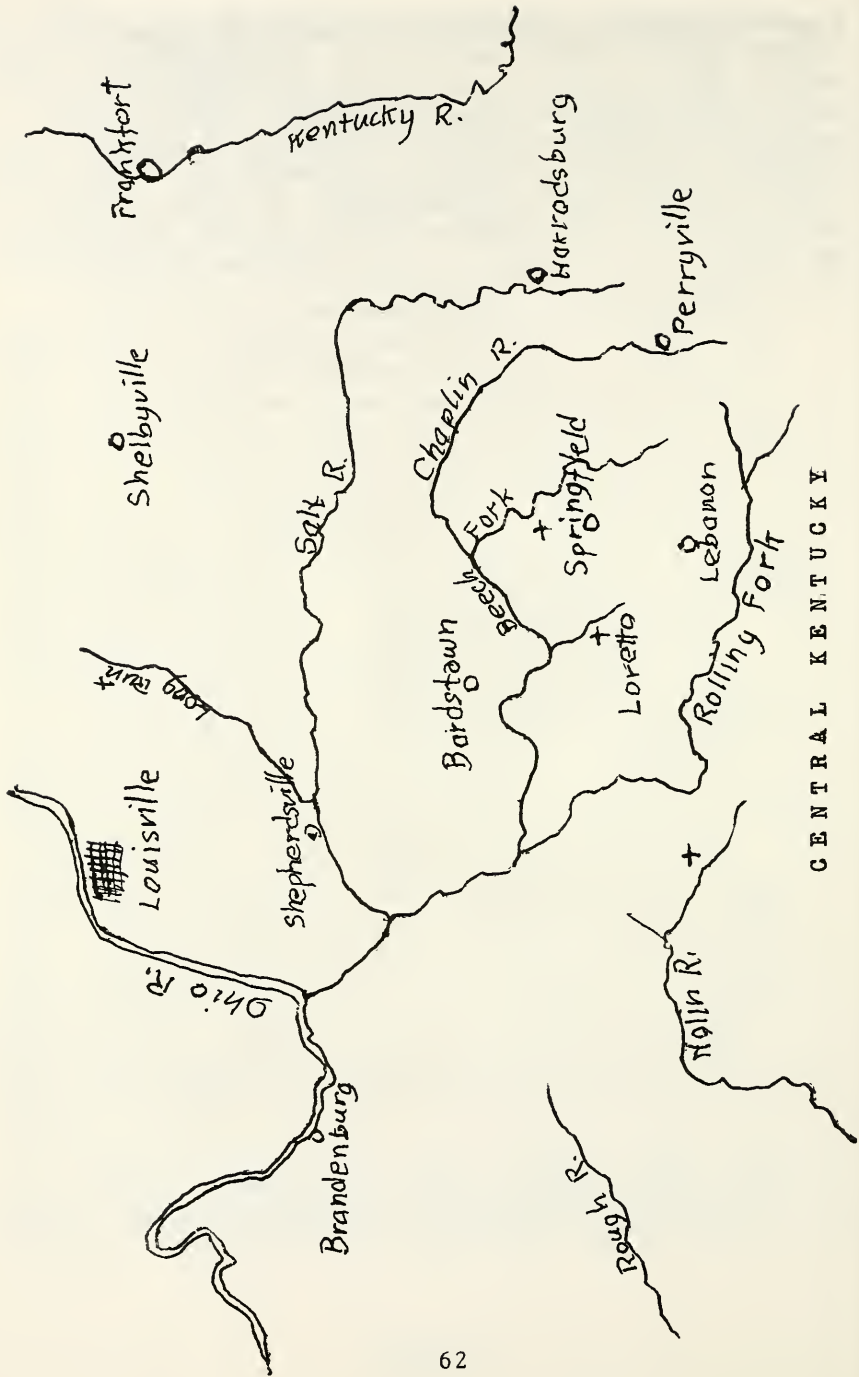
Pottinger's Creek with its neighbors became the seedbed from which spread the Catholic religion, with leadership in the church, throughout a vast area as the Westward Movement extended from sea to sea and populated the fertile land with millions.

Among the outstanding churchmen from this region should be mentioned some of the Spalding family. Benedict Spalding, Jr. owned land where the city of Lebanon was built. He had town lots surveyed, and then gave one lot on which to build a church. His mother was Alethia Abel, sister of pioneer Robert Abel. Benedict, Sr. and Alethia were parents of six sons and six daughters, all of whom made contributions to society and to the Church. Two of the grandsons, John L. and Benedict J. Spalding, became priests, the former becoming Bishop of Peoria, Illinois. Another, Martin John Spalding, became Archbishop of Baltimore.

Also should be mentioned here the name of Rev. Robert A. Abell, son of Robert and Margaret Abell who came from Maryland and settled on Rolling Fork south of Lebanon. Father Abell was noted for his oratory as well as for his good works. He organized a mission in Union County in 1823; and at the same time helped to establish, with Sisters of Nazareth, the Academy of St. Vincent, located about five miles east of Morganfield. After that date he was transferred to Louisville where he spent many years. He preached the dedicatory sermon for the new Cathedral at Bardstown in 1819, and fifty years later he was present at the semi-centennial and made some appropriate remarks.

Ninety years after the establishment of the Catholic Church in Union County, this writer was superintendent of Morganfield City Schools. At that time children from Catholic

homes attended a parochial school through the eighth grade, after which they entered the public high school. In our high school were pupils bearing the names of Abell, Berry, Cartwright, Cambron, Clements, Fenwick, Johnson, Manning, Spalding, Thomas, and Wathen. These boys and girls were descendants of the pioneer settlers who built their cabins on the waters of Rolling Fork when Kentucky was on the frontier of America.



COLUMBUS SHEPHERD OF TRIMBLE COUNTY
IN THE CIVIL WAR

1950

Revised 1969



The Cook Home in Trimble County
1822-1937

COLUMBUS SHEPHERD OF TRIMBLE COUNTY

IN THE CIVIL WAR

A State Divided

When the Civil War broke out in the spring of 1861, a majority of the members of the Kentucky General Assembly favored the Union, and the Governor was neutral. Southern sympathizers, having lost control of the State Government at Frankfort, called a convention to meet at Russellville November 8, 1861, for the purpose of organizing a rival government that might carry Kentucky, with favorable support of arms, into the Confederacy.

Collins History of Kentucky states that a "Sovereign Convention" was in session at Russellville for three days; and over 200 members, representing 65 counties, adopted a declaration of independence and an ordinance of secession, provided for a permanent government, and vested all executive powers in a governor and an executive council of ten.

But in a record of the convention presented in Edward Coffman's book, The story of Logan County, gives a list of 43 out of the 110 Kentucky counties with the names of delegates from each county, a total of 116 delegates. The difference between these two statements is nowhere explained; but it could have been that delegates from 22 counties expected did not arrive. Much of the state was at that time occupied by Union troops. It has been said that some of the delegates came from Confederate armed forces in the state. That may be partly true, because at that time Confederate forces occupied south-west Kentucky. But after the fall of Fort Donelson the following February, most of them were withdrawn.

Back in 1910-14, while residing in Trimble

County, some of the old people who had lived through the Civil War period related to this writer that Trimble County was one of 43 counties in Kentucky that seceded from the Union, or attempted to secede. The Confederate flag was unfurled at the courthouse in Bedford, and delegates were sent to the Russellville Convention. Coffman's list of counties represented at the convention includes Trimble, and the names of I. I. Newkirk and William D. Ray from Trimble are given as delegates to the convention.

It is said that Union troops entered Trimble County not long after this act of county sovereignty, and that U. S. mail service was suspended. The first troops to occupy the county were from Michigan. They respected life and property and stole nothing.

These troops entered the county from Carrollton, coming up Little Kentucky River, then up Griffin's Branch (Science Hollow) past the Cook farm. Homer Cook once showed me the spot where he, then a lad, stood with some Negro boys who were Cook slaves and watched the blue coats pass. One of the darkies dared him to yell Jeff Davis. Homer at once yelled, "Hurrah for Jeff Davis!" while all three of them concealed themselves behind trees. The officer in charge at once halted the company, scrutinized the hill-side wonderingly, but seeing nobody, resumed the march. Again Homer yelled for Jeff Davis, but this time the officer paid no attention to the boy, and the soldiers were soon on their way to Bedford.

Later the Michigan men were replaced by a company from Indiana. These were rascals, said Mr. Cook; they pillaged, robbed, and made themselves very disagreeable to the populace. One store in Bedford was ransacked. Barrels of vinegar, whiskey, and molasses were emptied into the cellar; rolls of ribbons were tied about the horses necks, and bolts of calico made streamers for wagons as they paraded

around the courthouse square. The merchant on whom this outrage was committed was Barger Wright. He had exchanged civilian clothes for uniforms of Union deserters.

But the meanest troop to occupy the county was Kilpatrick's company from the mountains of eastern Kentucky. They came through Carrollton, then up Little Kentucky River and the town Branch to Bedford. Homer Cook was out hunting on the farm and saw them passing up the road. He thought about shooting at them, but then he knew that would be "bushwhacking," and could result in terrible retribution for the whole neighborhood.

This company encamped at Bedford Springs south of town. They seized and corralled twenty or more boys and men from about Bedford, confiscated all fire-arms, forced housewives to cook and serve them food, stole horses, pilaged and misbehaved in general. The men and boys captured were taken out east of town to a beech grove, where the soldiers threatened to hang them; but after much abusing and blustering, finally parolled them. This company when retiring through Owen County, was attacked by Confederate troops and suffered some severe losses.

A detachment of this company, while in Trimble, went to the home of Mr. W. B. Gillis, later the father-in-law of Mr. Cook. They commanded Mrs. Gillis to cook and serve them food. After eating, they showed their thanks by going through the house and taking whatever suited their fancy. From a bureau drawer they took several pictures including family daguerreotypes. The next morning Mr. Gillis went to the not distant site of their night's camp where he found the pictures broken and stamped in the ground.

During the campaign of Gen. Kirby Smith and Gen. Bragg in Kentucky in 1862, Trimble County was occupied by a detachment of soldiers from Florida. They conducted themselves like

gentlemen. When these troops withdrew, Homer Cook, then barely fourteen years old, tried to enlist; but the captain, noting his youth, told him there was plenty of time for him to become a soldier and not to be in any haste.

As the Florida troops, retreating from Trimble, entered the town of New Castle, they were fired upon by Home Guards, sniping from buildings. Also a field piece was discharged into the Confederate column and some were killed and wounded. The Confederate officers were enraged by this reception and rushed the town. The Home Guards were scattered. The Confederate officers threatened to burn the buildings, and would have done so, had it not been for Judge Pryor and other influential citizens who persuaded the Confederates not to wreak vengeance upon a Southern town because of the Home Guards for whose conduct they were not responsible, being at their mercy.

The Fourth Kentucky Cavalry, C. S. A.

The Fourth Kentucky Cavalry, Confederate States of America, was organized in the fall of 1862 during Bragg's invasion of the Blue Grass country. Most of its members came from counties lying along the southern bank of the Ohio River; but some came from north of the river, and 18 of them from the vicinity of Franklin, Indiana.

The first commanding officer was Col. Henry L. Giltner of Carrollton. Major Nathan Parker of Bedford commanded a battalion. Near the end of the war he was killed in the Battle of Wythville, Virginia. Capt. W. D. Ray commanded Company A, which was composed mostly of young men from Trimble County, and Columbus Shepherd

was Second Corporal.

This regiment saw considerable active service in Tennessee and in western Virginia. In the spring of 1864 it was attached to the cavalry of Gen. John Hunt Morgan. This was about nine months after Morgan's disastrous raid north of the Ohio, and after the death of Columbus Shepherd.

Columbus Shepherd in War and Romance

In 1862 Columbus Shepherd was teacher of the Science Hollow school. Homer Cook was one of his favorite pupils. When Company A of the Fourth Cavalry was organized, Columbus gave up his teaching job and joined the army. He gave one of his history books, Grimshaw's history of the United States, 1839 edition, to young Homer. In those days books were rather scarce. This edition of Grimshaw is said to have been the book from which Abraham Lincoln learned his United States history.

The Science Hollow School was near the Cook home, and Columbus was a good friend of the family. His home was in the Hickory Grove neighborhood. About a year after enlisting in the army Columbus came home on furlough. When Union authorities in the county heard that he was in the community, they instituted a search for him. When Columbus discovered that Federal troops were looking for him, he decided that the best part of valor was to hide out until he could get away safely. Knowing the Science Hollow neighborhood, and that he would be among friends there, he concealed himself in a thicket on the Cook farm, while his former pupil, Homer Cook, carried food and acted as sentry.

One quiet summer night when the moon was

casting its glow over the fields and lanes, Columbus ventured to make a visit to see his lady-love whose home was near Sligo. He mounted his skinny old war horse and rode out through the quiet evening to his girl's home. When he arrived and hitched his horse to the front yard fence, he noticed a sleek sorrel horse hitched there on which there was a new saddle. It was a time for precaution, and so he decided to investigate before knocking at the door. On peering through the window he beheld his sweetheart entertaining a blue coated soldier. All was peaceful within. So he concluded at once that the best procedure was to swap his girl for a horse. The nice sorrel mount was a much better horse than his poor nag. Thereupon he left his animal for his rival and rode away into the night on a fast horse that might please any of Morgan's cavalry. This story, as related to me by Mr. Cook, was a little vague as to what happened to Columbus after he left his girl's home, except that he joined Morgan's cavalry, which at that time was beginning its famous raid north of the Ohio.

On July 8, 1863, Morgan's force of 2,000 cavalry crossed the Ohio River at Brandenburg. They moved north-east for more than 300 miles in enemy territory. But when they attempted to recross the river at Buffington Island on July 19, they were intercepted by gun-boats in the river and found themselves surrounded by Union forces. Only 330 made their escape across the swollen stream. Of the others, some were killed, but most were captured, and a number of the captured prisoners died in Federal prison camps.

But Columbus Shepherd most likely never reached Morgan's raiders north of the river. That very night when he rode away from his girl's home he met up with and joined a detachment of Morgan's cavalry moving past Sligo. From here on the story relies upon the account as related by Dee Alexander Brown in his book, Bold Cavaliers, page 201.

The Surprise, Capture, and Escape

When near Shepherdsville on his way to Brandenburg, Morgan separated two companies of about one hundred men from his cavalry and sent them on a raid to encircle Louisville. The object was to make an attempt to deceive the Union forces in Louisville and make them think the diversionary force was the whole of Morgan's cavalry. The two companies were under Capt. William J. Davis, Lieut. George Eastin, and Lieut. Josiah B. Gathright. They went slashing across the country burning railway bridges, tearing down telegraph lines, and making as much disturbance as they could. They passed by Shelbyville, Smithfield, and Sligo, on the way to Westport on the Ohio River, where they planned to cross and rejoin Morgan's command.

It was sometime in the early part of the night when they passed near Sligo and came in contact with Columbus Shepherd. He was perhaps glad to join them, and with a heavy heart and a good horse under him was ready for any adventure.

The party reached Westport before daybreak on July 11. Capt. Davis was invited to breakfast while his men were searching for boats in which to cross the river. The attractive daughter of his host at breakfast engaged the captain in conversation, but time was too urgent to be delayed. In the meantime Lieut. Eastin had found two flat boats in which men could be transported, but not horses. The plan was for one boat to carry men and arms to Island No. 12, a little way below Westport, while the other boat would carry them across to the Indiana shore. (I think there is an error here. Island No. 12 lies about ten miles below Westport, and it is Island No. 18 at Westport.) The horses were tethered to the boats and swam the river.

By eight o'clock all men were off the Ken-

tucky shore except Lieut. Gathright and eight men who acted as rear guard. Capt. Davis and Lieut. Eastin were across on the Indiana shore with fifty men and horses, while about forty men and horses were on the island waiting for transportation, when from around the curve in the river there appeared two armed steamboats that at once opened fire on the Confederates.

Lieut. Gathright at once began to return men from the island; two boatloads were rescued, with cannon balls splashing the water around the boat. All the horses and arms were left on the island, but 34 men were saved. By 9:30 Gathright found himself on the Kentucky shore with 42 men, only eight of them with horses and arms.

Capt. Davis on the Indiana shore with his men soon disappeared from sight of the steamboats. They struck out across the country in search of Gen. Morgan's command. It had been planned for the force under Capt. Davis to rejoin Morgan near Lexington, Indiana; but Morgan was camped near Lexington when Davis was approaching Westport. Morgan was moving faster than expected and was being pursued by a large number of Union troops hot on his trail. While crossing a creek near Pekin, Davis ran into the 73rd Indiana Volunteers and the 6th U. S. Regulars. Being severely outnumbered Davis ordered his men to retreat into a wooded section where they might make a better defense. In the conflict following, the horse of Davis stumbled and threw him violently to the ground, where he lay stunned and unconscious by a log. His men, thinking him killed, at once surrendered. When Davis recovered consciousness it was dark and he was alone. The next morning he set out across a field and found a farm house in which there was a wounded Confederate and two Union soldiers who placed him in captivity. He was put in a Federal prison, but later escaped and returned to Morgan's cavalry.

Lieut. Gathright, with his 42 men left on

the Kentucky shore, set out for the Confederate lines in East Tennessee. They traveled mostly by night, with four armed men on horses in front and the other four in the rear. Knowing that they were being sought by Union soldiers, they concealed themselves the best they could in daytime. By the time they reached Taylorsville, most of the men had horses, but arms were more difficult to come by, although most of the country through which they passed was friendly. When they crossed the Clinch River they were within Confederate lines, and when they arrived in the presence of Morgan's remnant of troops, they were greeted with loud cheers.

Col. Adam Johnson, who had escaped with the 330 men after the Ohio raid, soon had together 700 cavaliers with horses and arms, and 500 others without horses.

But where was Columbus Shepherd? It was reported that the sorrel horse was recovered, either on the island, or in Indiana. Was he killed in the fight near Pekin, or was he captured and died in a military prison? No one seemed to know where his bones lie, whether in an unmarked grave after a skirmish with the enemy, or in a prison burying ground. But his history book that he gave his pupil, Homer Cook, is still preserved and treasured for its memories.

THE FOUNDING AND BEGINNING
of
KENTUCKY HIGH SCHOOL ATHLETIC ASSOCIATION

1961



Trimble County High School Girls
Basketball Team, 1912
Miss Ester Vaughn, Coach

THE FOUNDING AND BEGINNING
OF KENTUCKY HIGH SCHOOL ATHLETIC ASSOCIATION

When High Schools Were Young

At the time when the Kentucky High School Athletic Association was formed, 1917, the secondary schools of the state were emerging from an era of laissez faire. For over a century private and church schools had provided educational opportunities to a select group of students. These schools were a heterogeneous group of institutions without any common standardization or yard stick to go by.

A few public high schools had their beginning in some of the larger cities about a half century or so before this date. But they, too, were irregular and without conformity. After 1888, when Independent Graded School Districts were authorized, a good many of these districts established high schools of from one to four years.

Private secondary schools, of whatever length of curriculum, usually bore such names as academy, institute, college, or seminary. For example, at Hartford in Ohio County, Hartford College was a private secondary school of long standing. When it was superceded after 1908 by a public high school, many interested citizens insisted that the new school should bear the name of its predecessor. The name, and some of the functions of a college, carried prestige and local pride.

It was not easy for the public mind to change from a policy of local independence to one of acquiescence to standards fixed by a State Department of Education, or by an athletic association. When people had been accustomed for so long a time to shape the local school to suit their wishes, and to play what-

ever athletes on their teams they might want to play, any form of outside control or standardization was looked upon as unnecessary interference.

In 1909-10, a year after the new county high school law went into effect, the state had 54 public high schools and 29 private that were then accredited by the State University. Seven years later, when the State High School Athletic Association was formed, there were 376 secondary schools of all types with 20,800 pupils enrolled; that was an average of 55 pupils for each school. Of these schools, 171 were four year public high schools, and 50 were accredited private schools.

At the beginning of this century a rising public opinion, promoted by the more enlightened educators and other citizens of the state, urged a number of changes in our school system. Before 1908 rural youth had no free educational opportunity beyond the common school. In that year a new law provided that free public high schools should be established in every county of the state, or contracts should be arranged with existing secondary schools to provide free tuition to county pupils. The county was made the unit for schools administration and taxation. At once nearly every new county school board member wanted a county high school erected at the crossroads in his district. And so, for several years the number of small high schools increased rapidly.

The desire for secondary education also increased when a high school was found near the door, and all high schools began to grow in popularity.

Before this time private schools had been held in popular esteem and were patronized principally by the well-to-do, while the public schools were considered more as benevolent institutions for the common people. I remember when I was a student in Lexington attending the A. & M. College, that the public high school

before 1909 was located in an old brick residence on South Broadway. At the same time Hamilton College, Campbell-Hangeman College, and Sayre College were select private secondary and junior colleges for girls, and boys of good families attended the Academy at the A. & M. College, or went to Eastern preparatory schools. In my home county-seat town of Mayfield there was no public high school until after 1908, and no city school superintendent until 1910; but West Kentucky College, a church school, was located there, and most of its students were of secondary rank.

The Southern Association of Colleges and Secondary Schools was organized in 1895; but it was not until about 1912 that its growth and influence became dominant in the administration of Southern schools. In the latter year the Commission on the Organization of Secondary Schools was formed.

About the time that county high schools were established, the Carnegie Foundation for the advancement of Teaching cooperated with the Southern Association in fixing college entrance requirements. The Carnegie "unit," a new measure in education, came into existence. Fifteen of these measures were required for college entrance for all colleges that wished to benefit from the Carnegie pension fund set up for super-annuated college teachers. High schools then found it necessary to conform to this standard if they wished their graduates to enter college without having to take written examinations.

Before the rise of public high schools early in this century, extra-curricular activities were limited and varied. Literary societies and debating clubs were common indoor activities.

Baseball, townball, and cat, or three-cornered cat, were popular outdoor games for boys when the weather was good. During winter

months, and when the weather was too bad for outdoor games, various forms of horse-play and mischievous pranks furnished an escape for surplus energy. Organized and supervised athletics was practically unknown. At one time calisthenics was a fashionable form of school exercise in city and village schools; but these exercises were practiced mostly in elementary school rooms.

Football

Mr. Philip Allen Bevarly, a graduate student in the University of Kentucky, wrote a thesis in 1936 on History of Football in Kentucky. He states that the first high school football games in Kentucky were played in 1893 between Male and Manual high schools in Louisville. A few other high schools soon took up the game; but it is said that very little supervision was given to these first teams. The boys arranged the games, local officials were chosen, some of whose decisions were very biased. When high school teams were coached this was often done by young men returning home from college where they had either played the game or had watched games enough to know something about the sport.

The first college football game in Kentucky was played between Centre College and Kentucky University (Transylvania College) in 1891. Centre next played Central University at Richmond and defeated them 22 to 6. Centre also defeated the A. & M. College that year 10 to 0.

For the next two years Central University was state champion in football. A few years ago a neighbor of mine an old gentleman who

had grown up on a farm in the country, when discussing old Central University, remarked that he never attended Central but he played on its football team.

Central University was a Southern Presbyterian school established in Richmond in 1874, but it was united with Centre College at Danville in 1901. The united schools for some time bore the name of Central University. I remember a college yell popular with C. U. Students at football games: "Chew tobacco, eat tobacco, drink lager beer. Central University! We're all here!"

From 1894 on for about ten years Centre College (C. U.) won most of the football championships in Kentucky.

Colleges set a bad example for high schools in the early days. Even after the Kentucky Intercollegiate Association was formed in 1892, eligibility, says Mr. Bevarly, was considered very lightly. A player to be eligible for athletic contests was supposed to be enrolled as a student in the school he represented, but in many cases the rule was disregarded altogether. The "tramp" athlete was quite common, and there was no "one-year rule" to prevent such practice. So naturally there was considerable shifting around of athletes, who, in most cases, went where they found the greatest pecuniary inducement. Practically all teams were guilty of playing ineligible men during the football season. "The ringer period in college football was at its zenith in 1903-04. when teams consisted mostly in professional rather than college men."

And this practice did not stop entirely with the rise of athletic associations and penalties for playing ineligible men. Mr. W. F. O'Donnell, who was President of the Kentucky High School Athletic Association from 1929 to 1941, relates an experience with an ineligible player who, when finally disqualified, was twenty-eight years old. This fellow was first

declared ineligible when playing on a basketball team in Eminence High School, to which he had transferred from New Castle High. He next turned up on a Clark County High School team. Still later his eligibility was challenged when he was playing on a Mason County high school team. From there his supporters brought him to Richmond in their argument to establish his eligibility. But that move turned out to be a mistake on their part, for Mr. O'Donnell recognized the boy at once as being the same who was declared ineligible in Henry County, so the fellow's high school athletic career ended there.

Mr. Bevari states that "By 1914 football had established itself in Kentucky high schools, and by 1920 some forty high schools had football teams."

My first experience in football came in 1901 when I entered Murray Institute at Murray, Kentucky. The principal there had played the game when he was a student at the University of Nashville. But most of our practice was without a coach, and we played in our ordinary school clothes, except on rare occasions. At recess and after school we played the game just for the fun as other unsupervised games were played by school boys. The only other football team at that time in the Purchase was at Paducah High School. In a matched game between these two teams we had home-made football pants made from red-checked cotton-flannel, and we wore sweaters purchased at a local store. Each player provided his own uniform. A toboggan was the best head-gear available, but generally no protection for the head was worn. One of the players on our team had a hard rubber nose-guard which was held in place by a band around his head and the bottom of the guard held in his teeth.

I have an interesting picture of the Murray Institute football team in its unique uniform; but we had no ringers on our team. All

players were school boys. One of the best players on the team was Carlisle Cutchin. After the Murray Normal School was founded in 1922, Carlisle was made coach for all athletics. The Cutchin Stadium at Murray State College was named for him.

Eligibility up to this time was dealt with rather lightly, and many teams used players who did not attend school. I recall that Pleasureville Academy, a private school in Henry County, before the High School Athletic Association was formed, played a hard game of football with Male High School of Louisville. Most of the players on the Academy team were experienced football men who had played on college teams, some of whom had come home at the week-end especially to play in that game.

Mr. George Colvin, after graduating from Centre College, was principal of Springfield High School where he coached football; and it is said that he sometimes played on his high school team. In 1919 he was elected Superintendent of Public Instruction, and later he was made President of the University of Louisville. He became a distinguished educator who was a strong supporter of athletics.

While some principals and coaches frowned upon the playing of ringers, others condoned and even encouraged the practice. In 1920 I had an experience with a coach playing on the Model High School team which was then under my supervision. The Model High School basketball team went to Winchester to play Clark County High. I did not go along with the boys but trusted them with the coach. During the game the principal of Clark County called me by telephone and asked if the gentleman coaching our team was also a student in Model High, and he said the fellow was playing in the game. At that time Eastern had one coach for all athletics on the campus. The next day when I mentioned the violation to the coach, he replied that a game is not worth winning if it can not be won by diplomacy.

Basketball

The game of basketball made its appearance into the world of sports more recently than either baseball or football.

The oldest of the three games, baseball, was developed from the English game of cricket. This game was played in some American schools early in 1800, but it soon became modified and it varied in different schools. Of the American forms into which it developed one was known as townball, and another was called cat, or three cornered cat, which was popular with smaller groups of players. All of these games were played in the 1890's when I was a school-boy. Sometimes we played townball with a rubber ball, but most often with a home-made yarn ball made from ravelings of old socks - and a store bat was a rare thing. We made our bats, and for the game of cat we used a narrow paddle.

The first baseball club was organized in New York City in 1845. After that the game increased in popularity.

Football made its first appearance in inter-school sports in 1873 when Princeton and Yale played a matched game. This game was developed from the English game of soccer. But soccer was played with a round ball. At Rugby the game became rougher and was played with an ellipsoid shaped ball. In American schools Rugby football was still further changed, and numerous modifications have been made in the game since its first introduction.

Prof. Arthur Miller of the Kentucky A. & M. College, who had played the game at Princeton, first introduced it at Kentucky in 1891.

Puritanism in early New England frowned upon all sports and amusements. But after the founding of the Republic, New England schools introduced games and played them with vigor.

The game of basketball was invented in a Springfield, Massachusetts, Y.M.C.A. gymnasium

in 1891. Bushel baskets were at first used for goals. In 1896 rules for the game were agreed upon by schools where it was played, and by 1905 a rules committee was formed. It was not until 1917, the year that the Kentucky High School Athletic Association was formed, that the Basketball Committee was admitted into the American Physical Education Association.

The first college basketball in Kentucky was played between Centre College and Kentucky University (Transylvania) in 1901. The next year the A. & M. College completed the construction of its first gymnasium. That year a basketball team was organized on the campus by a student, Mr. Conley Elliott. They played a few games in gym suits in place of uniforms. The next year the A. & M. College team lost to Kentucky University by 42 to 2, and to Georgetown College, 31 to 1. No admission was charged for these games.

High schools soon took up the game and played it on out-door courts. Lexington High School was the first, or one of the first high schools to play basketball. From the beginning, Lexington High had a good team.

When I left the State University in 1910 and went to Bedford, Kentucky, to organize the Trimble County High School, I introduced basketball, although I had never played the game. A rule book was secured and a court was laid off on a level place in the school yard. Two tall, sturdy posts, sunk in the ground with backboards at the top made of plank, and barrel hoops for goals, constituted the basketball court. A soccer football, found in a local store, sufficed for a basketball at first.

For some reason most boys did not take to the game very readily. They looked at the equipment with some curiosity, occasionally tried a few passes, but left the game to the girls. The game of croquet was about the only outdoor game that the girls had ever played before this time. They soon became eager

players on the basketball court. For uniforms they wore blue serge bloomers and white middle blouses, with black cotton stockings, tennis shoes, and red bandanna handkerchiefs around their heads. At that time no girl or lady wore short hair.

The girls' team, during the next three or four years, played basketball games with the neighboring high schools of LaGrange, Eminence, Pleasureville, New Castle, and Carrollton; when Mr. W.J. Caplinger was principal at LaGrange, Mr. Lee Kirkpatrick at Pleasureville, and Mr. W.F. O'Donnell at Carrollton.

Girls basketball was very popular in many high schools for a time, and the K.H.S.A.A. sponsored an annual State Basketball Tournament for girls from 1921 to 1932. But the girls game was killed, I think, because men coaches came in and insisted on girls playing a rough game like boys.

The game soon gained in popularity as a sport for boys. Small schools can have good teams, and they sometimes compete successfully with the largest schools.

Three years after the first State High School Tournament in 1918, so many highschools were playing basketball that ten district tournaments were held in the state. Now there is scarcely a high school in Kentucky without a gymnasium and a basketball team that aspires to win the State championship.

Two Local Athletic Associations

It was in the year of 1915 that the first formal action was taken toward the organization of high schools in an effort to promote cleaner sportsmanship in athletics. Two high school athletic associations were organized that year. Each had a printed handbook with constitution, by-laws, and rules of eligibility.

The Central Kentucky High School Athletic Association was formed at Lexington and included seven high schools. Its function was principally to control inter-high school football games. The seven schools were as follows:

- Frankfort, Supt. H.C. McKee
- Georgetown, Supt. J.C. Waller
- Lexington, Prin. M.E. Ligon
- Mt. Sterling, Supt. W.O. Hopper
- Paris, Supt. T.A. Hendricks
- Winchester, Supt. J.T. Hazelrigg
- Somerset, Supt. J.P.W. Brouse

The Central Inter-Scholastic Association was formed at Morganfield in the summer of 1915. The six schools forming this association were in central West Kentucky, and I suppose that is why the term "central" was used in its name. The function of the C.I.S.A. was to promote and control both athletic and scholastic contests. The six schools were as follows:

- Clay, Supt. A.L. Morgan
- Corydon, Prin. L.H. Gehman
- Marion, Supt. V.L. Christian
- Morganfield, Supt. R.A. Edwards
- Providence, Supt. C.C. Miller
- Sturgis, Supt. C.C. Justice

A copy of the handbook for his association is preserved in another copy of this manuscript which has been placed in the Townsend Collection of Eastern Kentucky Crabbe Library. Another copy has been given the Library for circulation;

and a third copy was placed with the Commissioner of the Kentucky High School Athletic Association in Lexington. I have been unable to locate a copy of the handbook for the Central Kentucky High School Athletic Association.

Mr. W.O. Hopper, then superintendent of Mt. Sterling City Schools, had a prominent part in the organization of the Central Kentucky High School Athletic Association. In a recent letter he gives his recollections of the organization as follows: "The high schools which formed the Central Kentucky High School Athletic Association were interested principally in football, so we could not consider including all of those. Consequently Mr. M.E. Ligon and one or two others were having a talk-fest in the Phoenix Hotel lobby, and each was telling his particular difficulties arising from attempts to play all sorts of ringers and the pressure brought to bear on the local authorities. Finally someone suggested an organization with rules of eligibility, etc. Others besides the original seven schools were invited to join, but for some reason or other declined.

"We operated, I think, for two years before the meeting in Louisville in 1917. We would have meetings at the call of the President, who was Mr. Ligon, and discuss everything and everybody; and once we fired one of the members for permitting dirty ball. I wish the minutes of those meetings were available. They would make interesting reading."

Mr. Bevarly in his thesis in 1936 quotes Mr. Ligon twenty years after the formation of the C.K.H.S.A.A. with a slightly different date from the one given by Mr. Hopper. Mr. Bevarly says, "In 1914 representatives of the following schools, Mt. Sterling, Winchester, Paris, Georgetown, Frankfort, Somerset, and Lexington met in the principal's office in the Lexington High School and organized the Cen-

tral Kentucky High School Athletic Association.

This association adopted rules regarding the eligibility of players, such as:

1. No high school student who is connected with any other institution of learning than the one he represents shall take part in any contest.
2. No high school student shall take part in inter-high school athletics for more than four years in any one sport.
3. All contestants shall become ineligible on their twenty-first birthday.
4. No person other than those regularly enrolled as bona fide students shall be eligible to take part in any contest.

This association stayed in existence for two years, and in April, 1916, the above named schools were the prime factors in the organization of the Kentucky High School Athletic Association, organized at the Seelbach Hotel in Louisville. The rules of the C.K.H.S.A.A. were adopted as the rules for the Kentucky High School Athletic Association for 1916-17.

Mr. Bevarly has his dates one year too early. The Kentucky High School Athletic Association was organized in April, 1917. and the rules adopted at that time went into effect for the school year of 1917-18.

When I became superintendent of Morganfield City Schools in 1914, I found that the sports of football, basketball, and track were practically unknown in that high school. Upon my recommendation the school board employed as high school principal, Mr. W.T. Woodson, a young man of splendid character, who had played on the varsity football team at the University of Kentucky.

We persuaded the school board to buy equipment and uniforms for football, and equipment for basketball. When these materials arrived, I believe there were students who did not know

which was the football and which was the basketball.

One of the boys on the first football team at Morganfield was Earle C. Clements who played center. After graduating from high school he entered the University of Kentucky where he made the varsity team. When the war came on he dropped out of college, as did many young men, and entered officers' training from which he was commissioned captain.

At the close of the war he returned and was soon thereafter elected County Court Clerk. But he never lost interest in football, and for six or seven years he coached the high school team, although he had no other official connection with the school. In 1926 his team claimed the championship of West Kentucky. Then on Dec. 13, the Morganfield and Ashland high school teams met at Ashland to decide the state championship. This, I believe, was the first contest of the kind in state football. Ashland was victorious with a single touchdown.

Following this, Earle was elected State Senator, Congressman, Governor, and U.S. Senator. But with all of these honors he made it a point to attend some games and football banquets back home in Morganfield.

In our Central Inter-Scholastic Association the girls took more interest in basketball than the boys did. The game was played entirely on out-door courts. I doubt, if at that time, any high school in the state had a gymnasium. But after the formation of the K.H.S. A.A. in 1917, the growing secondary schools of the state began to employ qualified coaches and to build gymnasiums, some of which were combination gyms and auditoriums.

Two schools in our association did not have football teams; so Morganfield played Henderson and Princeton high schools in that sport. The former school had clean athletics, but the latter had the reputation of slipping in a ring-er once and awhile.

The annual track-meet held each spring on the grounds of one of the association high schools became as popular as a Thanksgiving football game. Very often special trains were chartered for these events to carry teams and school supporters to the game or track-meet. Two railroads crossed in this area so that all schools in the association were connected by rail. That was before the advent of hard surfaced roads in that section, and when automobiles were few and could be used for out of town trips only in summer and early fall.

This association had a wholesome influence, and like the one in Central Kentucky, it provided a stimulus to the formation of the K.H.S. A.A.

The constitution of the Central Inter-Scholastic Association states, In order that the advantage derived from these contests may be of greatest value to the schools participating, it behooves each student to realize the importance of practicing hospitality and courtesy. Unless conducted with utmost fairness and good fellowship, interscholastic contests may be detrimental instead of advantageous. It is further recognized as a mark of good sportsmanship not to be arrogant in victory nor grouchy in defeat.

The faithful observance of this Constitution and by-laws will undoubtedly promote good scholarship, pure athletics, and a healthy school spirit.

Some of the rules of eligibility were as follows:

1. Contestants must have been under twenty-one years of age at the beginning of the half of the school year during which the contest occurs.
2. A student is ineligible for an athletic contest if at any time he has used his athletic skill or knowledge of athletics for gain.
3. A student must have entered as a regu-

larly enrolled member of the school he represents not later than twenty days after the beginning of the school year in which the contest occurs.

4. A student who took part in inter-scholastic contests during either semester of the year, to be eligible during the immediately following semester, must have passed during the preceding semester in studies requiring fifteen prepared recitations a week.

5. A contestant must have maintained, up to the end of the month preceding that in which the contest occurs, a passing grade in studies requiring at least fifteen prepared lessons a week.

Birth of the Kentucky High School Athletic Association

At the meeting of the High School Department of the Kentucky Education Association in 1915, I was chosen president of the ensuing year. In preparing the department's program for the 1916 meeting, I placed emphasis upon the subject of high school athletics. For a discussion of the subject I called upon Mr. J. W. Jones of Murray and Mr. W.C. Wilson of Stanford. Mr. Jones and I had been schoolmates at Murray Institute back in 1901-02 and 03. He was a graduate of Georgetown College, and at the time of this meeting, he was superintendent of Murray City Schools.

Mr. Wilson and I had been friends since we were both students at the University of Kentucky. At this time he was superintendent of Stanford City Schools, and later on he became mayor of Lexington. Both of these gentlemen had clear cut ideas on the needs for improve-

ment in inter-high school athletics in Kentucky.

A record of the 1916 program for the High School Department meeting may be found in the SOUTHERN SCHOOL JOURNAL for February, 1916.

(The SOUTHERN SCHOOL JOURNAL was the official publication for the K.E.A. from 1901 to 1924.)

Department of High Schools, K.E.A. Place
of meeting: Leather Room, Seelbach Hotel.

Time: 2:00 p.m., April 20, 1916.

President: Supt. R.A. Edwards, Morganfield.

Secretary: Prin. R.T. Whittinghill, Ashland.

Program: Organized and Supervised Athletics
in Secondary Schools. Supt. J.W. Jones,

Murray; Supt. W.C. Wilson, Stanford.....

Standardization of the Smaller High Schools
of Kentucky. Round-table discussion led by
Prof. McHenry Rhoads, State High School Sup-
ervisor, Lexington.

High School Records: Prin. M.E. Ligon,
Lexington.

Business session and election of officers.

At the close of this program a brief and informal discussion followed. President M.B. Adams of Georgetown College, who sat on the front row during the program, was the first to rise and express himself. He added his opinion on the need for improvement in high school as well as in college athletics, and he warmly in-
dorsed the speeches of Mr. Jones and Mr. Wilson. A few others present arose and added their opinions on the subject. Then someone, I don't remember who, made a motion that a committee be appointed to formulate a plan for a state athletic association to supervise and control inter-high school athletics, and for this committee to make its report to the High School Department at its next year's meeting. It is unfortunate that the identity of this gentleman is now unknown, because he, then and there, planted an acorn that sprouted and grew into a mighty oak.

His motion was seconded, put to a vote,

and passed without a dissenting voice.

In the election of officers for the ensuing year, Mr. M.E. Ligon, Principal of Lexington High School, was made President of the High School Department. I deferred the appointment of the committee on athletics to my immediate successor. Mr. Ligon then appointed the following to the committee:

Supt. W.O. Hopper, Mt. Sterling, Chairman
Supt. J.W. Jones, Murray
Supt. W.C. Wilson, Stanford
Prin. P.L. Hamlet, Erlanger
Supt. R.A. Edwards, Morganfield

Mr. Hopper, chairman of the committee was a friend of Mr. Ligon, and had taken a leading part in organizing the Central Kentucky High School Athletic Association. He was a graduate of Centre College. Later he dropped out of public school work and for many years represented Ginn & Co., textbook publishers in Ohio.

Mr. Hamlet, one of the committee, was then principal of Erlanger High School. He was a friend of Mr. Ligon and brother of State Superintendent of Public Instruction, Barksdale Hamlet, 1911-15.

Mr. Hopper, in his recent letter to me, says that, "Mr. Ligon had a man already set to immediately offer a motion that a committee be appointed to suggest a constitution for a state association, and he felt sure that the maker of the motion would suggest that he, Ligon, would be on the committee."

Not much preparatory work was required for this committee. The ground work had already been laid. Leading school men were for it, and two athletic associations then in operation furnished a pattern. Both associations had printed handbooks containing constitutions and by-laws.

When our committee met in Louisville shortly before the High School Department meeting in 1917, it was agreed to present to the Department a plan for a state association to be called

the Kentucky High School Athletic Association. The constitution and by-laws were tentatively formulated from the two associations already mentioned.

Quoting Mr. Hopper again, he states that when he made his report to the committee, "Mr. Ligon had previously ordered me to have a copy of the Central Kentucky High School Athletic Association in my pocket." I recall that I had a copy of the Handbook of the Central Inter-Scholastic Association with me.

At our committee meeting Mr. Jones and Mr. Hamlet were absent, so Hopper, Wilson, and myself made the decisions that started the Association on its career. But writing a new constitution would have required some work that we did not then perform completely. Mr. Hopper writes, and as I remember it his statement is correct, that "Our report suggested the principal items of the proposed constitution and by-laws and this was adopted, as I recall the incident, with the suggestion that members write in additional matter which should be covered, and the Board of Control was authorized to include it by a majority vote in the regulations."

Our report as adopted made a Board of Control composed of the president, vice-president, and the secretary-treasurer.

A record of the program for the Department meeting at which the report of the Athletic Committee was formerly approved may be found in the SOUTHERN SCHOOL JOURNAL for March, 1917.

Department of High Schools, K.E.A.

Place of meeting: Leather Room, Seelbach Hotel.

Time: 2:00 p.m., April 27, 1917.

President: M.E. Ligon, Lexington.

Secretary: James D. Threlkeld, Carlisle.

Program: Report of the Committee of Uniform High School Records, by President M.E. Ligon.

Report of the Committee on High School Athletics, Supt. W.O. Hopper, Mt. Sterling.

.....
Testing High School Work. Dr. Charles H. Judd, University of Chicago. Round-table discussion led by Dr. Judd.
Business meeting and election of officers.

The report of the Committee on Athletics was approved, and so the birth of the Kentucky High School Athletic Association dates from April 27, 1917, although it was conceived one year before then. Officers for the new association were nominated from the floor and elected at this meeting as follows:

President: M.E. Ligon, Principal of Lexington High School.

Vice-President: W.O. Hopper, Supt. of Mt. Sterling City Schools.

Secretary-treasurer: John H. Way, Principal of Carrollton High School.

These three officers composed the Board of Control.

Mr. Ligon served as president of the association for nine years. It was his leadership, more than that of any other, that guided the association in its infancy and set a policy of reasonable, courteous, and firm administration, which in a few years brought all accredited high schools of the state into membership.

Mose Ligon was a graduate of Georgetown College. In 1919 he became a member of the faculty in the College of Education, University of Kentucky. The teachers of the state elected him president of the Kentucky Education Association in 1926. He wrote a History of Public Education in Kentucky, which was published in 1942 by the University Press. He will long be remembered for his sound leadership in secondary education when the high schools of Kentucky were developing from the toddling stage into sturdy youth.

Mr. John Way, at the time of his election

to the office of Secretary-treasurer, was principal of Carrollton High School. He was a graduate of the University of Kentucky where he and I became well acquainted.

The United States had entered World War I, April 6, 1917. About a year later Mr. Way was preparing to enter military service as soon as the school term ended. At a meeting of the K.E.A. in April, 1918, he submitted his resignation to the High School Department. The Department elected Supt. J.L. Foust of Owensboro to fill Mr. Way's place as Secretary-Treasurer. Mr. Foust served four years in the office, after which he was elected Vice-president. He was a graduate of the Southern Normal School at Bowling Green and of the University of Chicago. In 1928 he was honored by being elected President of the Kentucky Education Association.

At this meeting of the High School Department, April 25, 1918, some revisions were made in the Constitution and by-laws of the Association. A copy of these changes was in the possession of Mr. Way when he left Carrollton for the army. The new Secretary-treasurer, Mr. Foust, was unable to get possession of these records before October 9, a month after schools had opened. Some of the first correspondence found in the Association archives is given here in which this delay and difficulty is discussed, as well as other problems arising at the very beginning.

Mr. Way never returned to the teaching profession; but after the war he came back to Carrollton, married, and went into business.

Launching the Ship

The first letter found in the archives of the Association is given here:

Carrollton, Kentucky
September 29, 1917

To the High Schools of Kentucky:

As you no doubt remember, there was organized at the last session of the Kentucky Education Association a State Athletic Association. The adoption of the Constitution and by-laws was left to the Board of Control. At a meeting of this Board on the 22 of September, this adoption was effected and the Association became automatically operating.

The purposes of the organization are already set forth in the Constitution, and you are without doubt in entire sympathy with them. The high schools of the state have long felt the need of an influence such as this, and the Kentucky High School Athletic Association will go a long way toward filling this need.

For complete success of this movement it is necessary that all the high schools in the state ally themselves with the Association, to the end that we may bring about the purification of athletics and the maintenance of a standard second to none.

Enclosed you will find a copy of the Constitution and by-laws, and also a copy of the Association contract form.

Kindly give this matter your immediate attention.

Very truly yours,
J.H. Way, Sec. & Treas

By "adoption" of the Constitution and by-laws, Mr. Way evidently meant compiling and editing before printing the booklet containing them. This booklet was ready for distribution, September 29, 1917.

Some other correspondence of interest follows.

Carrollton, Kentucky
Dec. 10, 1917

Mr. M.E. Ligon
Lexington, Kentucky

Dear Mr. Ligon:

I have your letter of recent date requesting the names of schools which have joined the Association.

I note with gratitude that you offer your assistance in our efforts to enlist the high schools of the state. We have gone to considerable expense and trouble thus far in our attempts, but our success so far has been mediocre. I am glad to report, however, that among our charter members are to be found the representative schools of the state. They include Frankfort, Lexington, Louisville, Owensboro, Carrollton, Cynthiana, Paris, Lawrenceburg, Stanford, Ashland, and LaGrange. These are paid-up members.

You will find enclosed a communication from Danville, which is self explanatory. Kindly let me have your opinion on the matter immediately.

Yours in interest of the Asso.
J.H. Way

(It seems that all of the correspondence, especially that of Mr. Way, has not been preserved.)

Danville, Kentucky
Dec. 7, 1917

Mr. J.H. Way
Carrollton, Kentucky

My dear Mr. Way:

I want to lay our status in the Association before you for your decision. We do not have enough boys to draw from in our high school to form a good basketball team. The Centre College Prep School is located here, and our boys want to include two of their boys on our team. These Prep boys are both doing regular high school

work preparatory to entering college next year. If the Association is willing for our two schools thus to unite we can arrange our games strictly in accordance with all other conditions.

If we can not include these two boys we shall have to withdraw from the High School Association, because we do not intend to play under false pretenses.

There are some schools who play men who are not bona fide students, but I am a stickler for regularity, and I will not certify men who are not eligible. With us it is not simply a question of not playing at all or getting together a team.

Kindly give me a decision at once so we may know our standing. We shall abide by your opinion. These two Prep boys are about 17 years of age - about the same as our boys.

Very Truly,
J.H. Carnagey, Supt.

The decision of matters of eligibility was properly a function of the President rather than of the Secretary-treasurer. This was the case until 1947 when a Commissioner was chosen to take over executive duties of this kind.

Although Mr. Carnagey asked for "a decision at once," it was not until January 23 that a reply was sent him. There is no record of prerogative being ironed out between Mr. Way and Mr. Ligon during these six weeks, but evidently such was the case. It appears to have been the first question of eligibility coming before the Association.

Finally, Mr. Ligon wrote to Supt. Carnagey in a very diplomatic letter. He first discussed some unrelated subjects, and finally added, "I hope that you will be able to get together enough boys from your own school for a good team next year. We are sorry to lose your school from the Association this year."

But Mr. Carnagey did not withdraw the Dan-

ville High School from the Association. Six weeks after Mr. Ligon wrote him the Danville High School basketball team was participating in the first K.H.S.A.A. tournament held at Centre College gymnasium.

At the time Supt. Carnagey wrote this interesting letter he was President of the Kentucky Education Association. A year or two later he left Danville to become superintendent of Paducah City Schools. I knew Mr. Carnagey and considered him a fine old gentleman. He was probably acting under pressure when he wrote to Mr. Way. And his letter evidently permitted the new Association to straighten out some distinct responsibilities of the officials of the Association.

The 1924 state tournament was the first held in Alumni Gym, which was 'a spacious playing hall' back in 1924, but now is referred to as 'the cracker box in which the Fabulous Five played' before Memorial Coliseum was built.

Alumni Gym was not fully completed when time for the 1924 state tourney rolled around, but the games were played there, just the same. The heating unit was not yet in operation, so many of the fans watched the contests in their topcoats. Crowds ranged from 1,000 to 2,500.

The First K.H.S.A.A. Basketball Tournament

(Mr. Ligon sends out a circular letter)

Subject: Basketball Tournament

Last April in Louisville there was organized the Kentucky High School Athletic Association which included all leading high schools of the state. At that organization Principal M.E. Ligon of the Lexington High School was chosen President, Superintendent W.O. Hopper of Mount Sterling, Vice-President, and Principal John H. Way of Carrollton, Secretary-treasurer. These three officers compose the Executive Board of Control of the Association, to whom is committed the administration of the Association business. The football season was the best the high schools of the state have ever had, and interest in basketball has been good.

Centre College, Danville, Kentucky, is the pioneer in Kentucky in conducting the Basketball Tournament. Centre conducted successful tournaments in March, 1916 and 1917. Centre College has planned a tournament for this season, and the officers of the Athletic Association have arranged to cooperate with the College in conducting this tournament. The College will entertain one team of seven players and one coach from each school participating; and will furnish the gymnasium, will provide the trophy for the winning team, and will assume the financial end of the tournament.

The Kentucky High School Athletic Association will fix the rules of eligibility and furnish officials: Dr. T.G. Gronert of Centre College, Mr. Bruce Montgomery of Danville, Prof. Robert Hinton of Georgetown College, and Dr. J.J. Tigert of the University of Kentucky, having been secured as officials for the tournament.

The representative teams of the state are

urged to come.

(M.E. Ligon)

Among the officials for this tournament were some distinguished names. Mr. Montgomery was unable to attend the tournament, so a Mr. Dedmon took his place. Dr. Gronert was Athletic Director at Centre College; he remained in the state only a few years.

Professor Hinton was Director of Athletics at Georgetown College for many years. He was a graduate of Yale University, and he became a widely known and an outstanding member of the college faculty.

Dr. Tigert was a Rhodes Scholar graduate of Oxford University. He had been President of Kentucky Wesleyan College, and his last years were spent as President of the University of Florida. At the time of this tournament he was on the faculty of the University of Kentucky where he was Professor of Philosophy and for a time had been head football coach.

On March 6, 1918, Mr. Way wrote to Mr. Ligon, "I am in receipt of your letter of the 4th. You are to be congratulated on your success in having the tournament under the auspices of the K.H.S.A.A. It has my fullest endorsement." Then he sends a list of the paid up members of the Association, twelve in all.

Seven teams took part in the tournament, three of which were not on Mr. Way's list made two days before the tournament began.

But a later list dated April 25, 1918, states, The following schools were paid up members at the last session of the Association, April 25, 1918 : The 19 members listed by Mr. Way made up the charter members for the first year; they were Frankfort, Louisville (Male High), Owensboro, Carrollton, Lexington, Carlisle, Anderson High (Kavanaugh), Monticello, Somerset, Ashland, Stanford, LaGrange, Morganfield, Danville, Clark County High, Cynthiana, Covington, Mt. Sterling,

and Paris.

The Association rules of eligibility under which the tournament was held were as follows:

1. No high school student shall take part in inter-high school athletics for more than four years.
2. Contestants must have been under 20 years of age at the beginning of the school year during which the contest is held.
3. A student is ineligible for an athletic contest if he has in any way used his athletic skill or knowledge for gain.
4. No high school student must have enrolled as a regular member of the school he represents not later than twenty days after the beginning of the half of the school year in which the contest occurs.
6. A contestant must have maintained up to the end of the month preceding that in which the contest occurs, a passing grade in studies requiring at least 15 prepared recitations.

The tournament was held March 8 and 9, 1918. Mr. W.O. Hopper writes this line about it: "The first state contest was a basketball tournament which was held at Danville; and since I was an alumnus of Centre College (and was Vice-President of the Association), it developed upon me to manage the thing. We had some near fights before it finally terminated." I suspect another reason for Mr. Hopper managing the tournament was that Mr. Ligon, President of the Association, had his high school team in the tournament.

An account of this first K.H.S.A.A. Basketball tournament was published in the KENTUCKY ADVOCATE, a Danville newspaper. In issue of March 7, 1918, the day before the tournament began, the ADVOCATE announced "The third annual basketball tournament among high school basketball teams of the state will commence tomorrow at 2 o'clock at the college gymnasium."

It seems the ADVOCATE had a pretty good line on the teams participating. It continues,

"Among the teams represented are Lexington, Paris, Lawrenceburg, Monticello, Covington, and Somerset."

The name of the Danville team is omitted. "These six teams each consisting of seven players and a coach will arrive in Danville tomorrow morning, and for two days will be the guests of Centre College. These teams have all shown experience in the basketball association of the state and each is confident of winning tomorrow."

Lexington has a great bunch of goal tossers. They have defeated Louisville High twice. Louisville in turn having defeated the best teams in the western part of the state. Somerset is another good team, and has shown some class against some of the best teams. Paris High has also greatly improved and promises to send over a winning team. This team recently defeated the strong Somerset quintet. Covington is champion of the high school basketball teams of the northern part of the state. Lawrenceburg and Monticello are going to send over good teams.

Admission is 50 cents for the whole tournament. Fellows who have taken visitors into their homes will receive complimentary tickets.

The DANVILLE MESSENGER for the morning of March 8 states, "The admission to a single session is 50 cents, and for the whole tournament the admission is \$1.00. It is hoped that a large crowd will be out to witness the games."

Three games were played Friday afternoon and two that evening. From the schedule it is not clear just how the matches were determined, and the two Danville papers of the time give no plan for arranging the games. Paris played Somerset twice, and on Saturday morning Paris played three games in four hours. Two games that this team played terminated with identical scores for both teams.

Friday afternoon games:

1st. Lawrenceburg 47
Monticello 26

2nd. Danville 14
Lexington 23

3rd. Somerset 29
Paris 12

Friday evening:
1st. Danville 26
Lawrenceburg 30

2nd. Somerset 63
Covington 14

Saturday morning:

8:00 Paris 44
Covington 18

9:30 Paris 44
Lawrenceburg 18

10:30 Lexington 35
Monticello 17

11:30 Paris 14 (winner at 9:30)
Somerset 26

Saturday afternoon at 2:00:

Lexington 16 (winner at 10:30)
Somerset 15 (winner at 11:30)

The ADVOCATE reported, "The Paris and Somerset game proved to be a thriller. Paris, although the team is composed of 'midgets' played the husky Somerset team completely off their feet the first half, 8 to 6. In the second half, however, the weight of the Somerset team proved too much for the Bourbonites. The game ended 29 to 12 for Somerset."

But the Lexington-Somerset game at 2:00 Saturday afternoon was "the fastest game of the tournament," as reported by the ADVOCATE.

In this, the championship game, Roberts was the star tosser for the losers, while Billy King was Lexington's hero. This was one of the roughest games ever seen on the local floor. Coach Hallas' men were deter-

mined and their team work was almost perfect; but Lexington would not be downed, and the score in the first half ended in Lexington's favor. Somerset came back with blood in their eyes, and during the first five minutes of play in this half was one point ahead of Lexington. At this point the Somerset crowd went wild. Their wildness was tamed, however, when Lexington's speed began to tell upon them, and great was their sorrow, when along with other disasters for them, Billy King, the star for the Lexington bunch, shot a beautiful goal from the middle of the floor just before the whistle sounded. The final score for the championship cup, Lexington 16, Somerset 15.

The line-up of players in this final game of the first Association tournament was as follows:

The Lexington team:

William King (10), forward

Stanley King (4), forward

J.W. Smith, center

Bruce Fuller (2), guard

Gilbert Smith, guard

For Somerset:

Max McEwen (2), forward

Viola Lewis, forward

James (Red) Roberts (4), center

John Sherman Cooper, guard

Herbert Clark (9), guard

Some distinguished names are found among the boys who played in this first K.H.S.A.A., tournament. "Red" Roberts, the star tosser for Somerset, entered Centre College where he starred in football. He will long be remembered there for his athletic prowess on the famous football team that defeated Harvard University in 1921 when Harvard was considered the leading football school in the nation.

John Sherman Cooper, the tall lad who

played guard on the Somerset team, also entered Centre College. He is now U.S. Senator from Kentucky and was formerly U.S. Ambassador to India. Max McEwen, forward of the Somerset team, still resides in that city where he has been very successful in the professional field.

The boys who played on the first Lexington championship team also have had interesting careers. "Billy" King, who won the championship game for Lexington with his spectacular shot from mid-floor, repeated that performance three years later. He entered the University of Kentucky where he played on the basketball team in the first S.E.C. tournament held in Atlanta in 1921. In the final game of the series Kentucky and the University of Georgia were tied as the end of the game approached. King was fouled just before the final whistle sounded. He pitched the free throw after the whistle and Kentucky won the championship 20 to 19. William King still resides in Lexington. He lost both legs as result of circulatory ailment. He is now a cripple and lives with a sister. For many years he was connected with the Southern Railway.

Stanley King, brother of William, also attended the University of Kentucky. He now resides in Lexington where he is connected with the Union Transfer & Storage Co.

J.W. Smith who played center on the Lexington team now lives in University City, Missouri.

Gilbert Smith attended the University and played basketball on the same team with William King when Kentucky won its first championship.

Bruce Fuller also attended the University and played football. He graduated from the College of Law, and is now practicing his profession in Washington, D.C., but his home is in Arlington.

In 1922 Lexington High School won the state championship, then went on to the national basketball tournament at Chicago and won the na-

tional championship.

A New Secretary and More Problems

Mr. J.L. Foust of Owensboro became Secretary-treasurer of the Association in 1918. Following is presented some correspondence between him and Mr. Ligon, President of the Association.

Owensboro, Kentucky
September 8, 1918

Dear Prof. Ligon:

I have not heard from Mr. Way in regard to the papers pertaining to the Kentucky High School Athletic Association. I wrote him a letter asking him to send them by return mail, but have had no reply to that letter. Will you please call him by phone or write him a letter, or do something to hurry him up.

How are things starting off with you? We have enrolled 392 students in High School, which is larger than any previous year at this time.

With best wishes, I am
Yours truly,
J.L. Foust

Two weeks later Mr. Ligon replied to the above letter,

Lexington, Kentucky
September 27, 1918

Prof. J.L. Foust
Owensboro, Ky.

My dear Foust:

So far I have failed to get hold of Mr. Way. I suppose he must be in the army. The only thing I see to do is to print the contracts as they were last year with such changes as you

and I remember. I am enclosing a contract with two outstanding changes that you may remember. We will let the Constitution go until we hear from Way, or until the next annual meeting.

In mailing contracts, thirty to each member will be sufficient. No school will have more than 15 games.

I believe it will be wise to mail these to members of last year. I am enclosing a list of them.

Then make a list of the best schools and send these a special letter urging them to become members. In these letters you can enclose one copy of the contract.

You might enclose a letter to these stating the facts in the case of the Constitution and the by-laws, and urging all to give their best support this year.

School has opened; we have 278 in Senior High School; sophomore, junior, and senior grades.

Very truly,
M.E. Ligon

On September 27, 1918, the same day that Mr. Ligon wrote to Mr. Foust, he addressed a letter to the former secretary, Mr. Way, in which he stated that the records of Mr. Way's office had not been turned over to Mr. Foust, the present Secretary-treasurer.

He stated that the Constitution and by-laws were revised at the annual meeting in April, and Mr. Way was the only party that had a copy of the revision. If the papers were left in the Principal's office in Carrollton, would he please forward them to Mr. Ligon.

At that time the superintendent of Carrollton schools was Mr. W.F. O'Donnell.

A letter from Mr. Ligon to Mr. Fred Koster of Louisville Male High School states that "The rules of eligibility and the Constitution of the Association were changed some at the annual meeting in Louisville during the K.E.A. But

all of these changes will not appear in the contracts this year."

At the April meeting referred to, Mr. Ligon was re-elected President, Mr. A.C. Pelton of Louisville, Vice-President, and Mr. J.L. Foust of Owensboro, Secretary-treasurer.

Then Mr. Ligon adds in his letter to Mr. Koster, "Mr. Way was the out-going Secretary-treasurer and made the records at the meeting. Mr. Foust and I have been unable to hear from Mr. Way since about the 20th of August."

Owensboro, Kentucky
October 15, 1918

Prof. M.E. Ligon
Lexington, Ky.

Dear Sir:

At a meeting of the K.E.A. in Louisville, April 25, 1918, I was elected Secretary-treasurer to succeed John H. Way who had resigned. Owing to present duties Mr. Way did not get the papers of the Association to me before October 9. As the Constitution, by-laws, and contract had been revised it was necessary to have new ones printed. This explains why I have been delayed almost thirty days past the proper time in taking this matter up with you and other members of the Association.

Under separate cover I am sending you copies of the by-laws and contract forms, eligibility blanks, and Constitution....

Will you please note the enclosed list of schools that were paid members the last meeting of the Association. It is assumed that as soon as the printed material for this year reaches them that each will continue its membership in the Association for the year 1918-19 by paying the annual dues of \$1.50.

Sincerely,
J.L. Foust

The next day, October 16, Mr. Foust wrote

another letter to Mr. Ligon in which he stated that 18 schools were then paid members. And he also said that the contracts had been printed and, "The printing bill is something fierce, about \$30.00, but have enough now for two years, I think."

On October 25, 1918, Mr. Ligon wrote to Mr. Foust congratulating him on getting the Constitution booklet and contracts printed and distributed. He enclosed \$1.50 membership fee for Lexington High School.

Then in a postscript he asked about the "flu situation in Owensboro," and stated that it was having a bad effect on the Lexington schools. He adds with pride that his salary has been increased from \$1,800 to \$2,000.

In the fall and winter of 1918-19 an epidemic of virus influenza swept the nation and struck western Europe where our armies were engaged in World War I. Many men in the military service were stricken down by the malady and the mortality rate was high everywhere. The State Board of Health prohibited public gatherings of every sort including church services. Schools were closed for a time, and many athletic contests were cancelled.

World War I ended November 11, 1918, and except for the influenza epidemic, the nation attempted to return to a period of "normalcy."

On November 21, 1918, Mr. Frank L. Rainey of Centre College wrote to Mr. Ligon inviting the K.H.S.A.A. to hold its annual basketball tournament again at Centre College.

Mr. Ligon thanked him and replied that he would take the matter up with the Board of Control; and he added that the Association had received invitations from several other colleges in the state. In conclusion he mentioned that the Lexington schools had been closed since October 8, because of the flu epidemic.

Mr. J.O. Lewis, a staff member of the Owensboro High School and "manager" of the 1918 football team, wrote Mr. Ligon saying that he had

been expecting some official notification to the effect that Owensboro High School had won the State football championship for that year.

In a letter dated a few days later, Mr. Ligon replied that "Nothing in the Constitution of the Association made reference to awarding championships by the Board of Control; but, he added, "as soon as the matter is worked out the championship for football will be awarded."

Evidently it was not worked out until very recently. The handbook for the Association mentions no football championships.

Owensboro, Kentucky
January 27, 1919

Mr. M.E. Ligon
Lexington, Ky.

Dear Mr. Ligon:

I am pleased to note that you have consummated arrangements with State University to entertain the Kentucky Basketball Tournament this year. Congratulations on the good work. It is my opinion that March 14 and 15 would be a good time to hold the tournament.

Mr. R.A. Jones of Bethel College, Russellville, Kentucky, wrote to Mr. Foust, Secretary-treasurer of the K.H.S.A.A., February 17, 1919, suggesting a basketball tournament for high schools of West Kentucky at Bethel College. The invitation was not acted upon favorably by the Board of Control, which doubted if enough schools would send teams to Bethel to justify a tournament.

Bethel College at Russellville was a boys school supported generally by the Baptist Church. It was founded in 1856, and it ceased to function a few years after this invitation was sent to the Association.

A list of high schools that were paid members in the Association, February 12, 1919, was

given in the records and included only ten. These were Louisville, Owensboro, Lexington, Carlisle, Ashland, Somerset, Morganfield, Cynthiana, Georgetown, and Mt. Sterling.

But new life was soon infused into the Association. A year later, March 4, 1920, the records show 38 paid members. That year the K.H.S.A.A. took part in the annual high school track meet held at the University of Kentucky under the direction of Mr. Stanley A. Boles, who had conducted high school track meets at the University for several years before the K.H.S.A.A. accepted some of the responsibility.

Beginning in 1919, the Association Basketball Tournament was held at the University of Kentucky until very recently. For 18 years it was conducted under the management of Mr. Stanley A. (Daddy) Boles, Director of Athletics at the University. In a letter from him, written one week before his death, he states, "It was quite a long and hard struggle; small crowds, little interest, and small gym."

The gymnasium could accommodate about 300 spectators. The basketball court occupied most all of the floor space, so spectators watched the game from a narrow balcony built for a running track.

Mr. Boles continues, "Those who manage the tournament now have no idea of the difficult years of long ago."

Some coaches, and others too eager for winning teams at any cost, have pressured the administration of the Association for lenient rules and lenient interpretations of rules. In 1923 the four year rule was changed to permit an athlete to remain eligible through ten semesters.

On May 7, 1923, Mr. John Young Brown, then a young man somewhat unsettled in his career to become a distinguished lawyer, wrote to Mr. Ligon asking for an explanation of "The ten semester ruling," adopted that year; and he

stated that he planned to coach football at Marion High School that fall.

In reply Mr. Ligon explained that the ruling permitted ten semester registrations for a student in high school, who might otherwise be eligible for any one of the ten semesters. This rule was voided in 1934.

John Young Brown had attended Morganfield High School until his senior year when his family moved near Sturgis. I coached him to run the mile in track athletics. He was a poor boy but was ambitious and worked hard at anything he undertook.

The alumni Gymnasium was completed at the University in 1924 after which the tournament games were moved from the small gym in Alumni Hall. The new place seated about 2,500 and was then considered the largest in the South. Twenty-six years later, in 1950, the Memorial Coliseum was dedicated. It seats about 12,500. But the tournament outgrew it and was moved to the Fairgrounds in Louisville about ten years later.

MISS MAUDE GIBSON AND THE NORMAL SCHOOL

1965



One of the Four Cottages in
Faculty Row, 1875-1964

INTRODUCTION

This introduction to Miss Gibson's collection of stories concerning life at Eastern in the early years of the school presents three bits of information as background. The first gives some history of the Normal School in Miss Gibson's time with additional information about her.

The second is an explanation of social changes that have taken place within the past half century. Miss Gibson has touched very interestingly upon this subject.

And third, some hitherto unpublished information about old buildings that once adorned the campus and that no longer stand, and about which today there appears to be some confusion in the records, is given.

If the reader is not interested in local history, or in social changes as they concern Eastern, he might skip the remainder of this introduction and turn to the more enjoyable narrative by Miss Gibson.

Miss Gibson and the Normal

The Normal School was four years old when Miss Gibson arrived on the campus, - or nearly that old. The Normal proper opened its doors to students on January 15, 1907; while the Model School had started September 11, 1906.

A need for professional training of elementary teachers for the public schools had motivated the establishment of normal schools. The first one was said to have had its beginning in Concord, Vermont, about 1823. They spread through New England and New York, and

"by 1875 the normal school idea was firmly rooted in the American school system." Many of the early normals were private schools, usually with short terms in which it was claimed that students learned as much as did those studying for a semester in the traditional colleges.

The two state supported normals established in Kentucky were about the equal of secondary schools plus junior college, but it did not require six years to complete the curriculum.

Free county high schools for Kentucky were provided by law two years after the creation of the normals. Judge J.A. Sullivan, a regent of Eastern, was author of the act. So, during the early years at Eastern and Western very few high school graduates entered.

Teacher training began with the completion of the common school branches, and the curriculum was specialized in a professional direction. At Eastern the normal school curriculum, with some changes, continued to be offered until 1923 when a senior college course of study was added, after which the Normal was continued for seven years as a separate teacher training and secondary preparatory program housed in the University Building. In that year, 1930, the Model High School was reestablished on the campus and took over all secondary school work from then on. Teacher training from thence forth was included in the college program.

The teaching of art, for which Miss Gibson was responsible, had up to this time been confined to the needs of classroom teachers in the elementary grades. The school at the time she arrived was a toddling youngster, but full of zest, with a dedicated faculty and a clear vision of its duty to the teachers and children of Kentucky. The Normal faculty numbered 19 including President Crabbe; six others made up the Model School staff. A state appropriation for the support of the school that year was \$40,000. Two years later this was raised to \$75,000. During the first two years of the

Normal the annual appropriation for the school had been \$20,000. So the salary of the art teacher, as well as that for other members of the faculty, was rather meager, and sometimes salary payments were delayed.

Eastern had a modest beginning. The Model School started off in September with two teachers for the first six grades. The six upper grades, which had been designated as "forms" by its predecessor, Walters Collegiate Institute, were at first taught by instructors who were employed to become regular staff members of the Normal when it opened in January. The Normal opened with a full time teacher of "Drawing and Art," Miss Henrietta Ralston. A copy of the EASTERN REVIEW for that period gives the following information about her: "Miss Henrietta Ralston taught drawing with marked success in Indiana Graded Schools, and holds the fine arts diploma from Teachers College of Columbia University." She left at the end of the school year. The music teacher also left then.

For the school year of 1907-08, the Normal School faculty was increased to ten teachers, and Miss Lora B. Mims taught "Art and Music," but she also left at the end of the school year.

The new art teacher for the third year of the Normal was Mrs. Jean Farland Bilton. She outlined and taught a course of study for art and drawing in all grades of the Model School in addition to her work in the Normal. But like her predecessor she remained only one year.

For the school year of 1909-10, Miss Flora Carpenter was teacher of art and drawing in both the Normal and Model School. For a number of years after the beginning of Eastern it was customary for the art and music teachers to give one or two periods a day to teaching and supervising in the Model School, later called the Training School.

Miss Carpenter was author of a series of

attractive art books for the elementary grades. They were bound in hard backs and contained copies of masterpieces in sepia with a story about each picture given in suitable language for children in that particular grade.

In 1910 the school had a new President, Dr. J.G. Crabbe. Miss Maude Gibson succeeded Miss Carpenter. The total number of the faculty had increased to twenty-five.

As the school grew and changed, the first assistant was employed in the art department in 1925. Miss Cara Bolderick remained in the department for two years, or about that long. Then in 1931 Miss Eleanor Mebane was employed as an assistant to Miss Gibson; and a year later Miss Allie Fowler was added to the staff. Miss Mebane left in 1939, and at that time a new head of the department, Dr. Fred P. Giles, came to Eastern. Two years later Miss Gibson retired.

The subject of this brochure was descended from a Scotch-Irish family, staunch Presbyterians who settled in the colony of Pennsylvania. Her great-great grandfather Gibson was a member of the Second Continental Congress; and a several-times great uncle, John Gibson, was sufficiently distinguished that his daring experiences in the French and Indian War, and in the opening of the North-West Territory, have given him a place in the history books of the North-West: On the 13th of May, 1800,

William Henry Harrison of Virginia was appointed Governor of Indiana Territory, and the next day, John Gibson, a native of Pennsylvania, and a distinguished pioneer (to whom in 1774, the Indian Chief, Logan, delivered his celebrated speech) was appointed Secretary of the Territory.

At the outbreak of the War of 1812 Governor Harrison was made commander of the Army of the North-West. Upon his vacating the governor's chair, Secretary John Gibson was made acting governor for 1812-13.

On July 4, 1870, Miss Gibson was born on a farm near Carlisle, Pennsylvania. After attending the public school near her home she entered Lebanon Normal University at Lebanon, Ohio. Further training for her profession, and her teaching experience before coming to Eastern have been recorded in Three Decades of Progress as follows: Gibson, Maude. Graduate, Lebanon Normal; two years course in public school art at Teachers College, Miami University; One summer at school of Applied Art, New York; one and a half semesters in art classes at Teachers College, Columbia University; three years, decorator, Weller Art Pottery, Zanesville, Ohio; One year, teacher, Birmingham, Alabama, High School; summer, 1926, studied great works of art in galleries of Europe; present position since 1910. At present Miss Gibson is Professor of Art, member of the K.E.A., the N.E.A., and of the Western Arts Association.

While at Eastern Miss Gibson made her home for the most part on the campus. At first she roomed in a private home on High Street. At the time of her retirement she was established in Burnam Hall where her presence provided a cheerful influence to all who came in contact with her. After suffering a broken hip in 1960 she never returned to Burnam Hall but spent the remaining four years partly in a hospital, but mostly in an old folks home in Richmond. It was during these last years that she wrote these stories of early experiences and descriptions of life at Eastern, and which are recorded in this manuscript, and which contribute some interesting color to the history of the school.

Two other articles from her pen are also included: *Some Faculty Character Sketches* has been copied from Three Decades of Progress, published in 1936; and *Town and Gown* was written in 1956 for the publication, Five Decades of Progress. These complete her writings that have been available up to this time. There may

be others.

When ground was broken for the construction of the Gibson Addition to the Fitzpatrick Arts Building in 1960, she was unable to be present. But she was represented by her friend, Miss Ellen Pugh, who gave the address, "Ground Breaking for the Gibson Building." The last two years of Miss Gibson's teaching had been in the Fitzpatrick Arts Building.

On the occasion of the groundbreaking for the new building named for her she was still in the hospital where she was visited by President Martin, Ex-President O'Donnell, Miss Pugh, and Mrs. W.A. Ault. A picture was made of this group which may be found in a manuscript placed in the Townsend Library at Eastern. At the same time Miss Gibson was presented with a handsome placque bearing a miniature spade and the following inscription:

Presented to Maude Gibson on the Occasion
of Groundbreaking for
Gibson Addition to Fitzpatrick Building
December 2, 1960
Eastern Kentucky State College

When the Gibson Building was completed and dedicated on March 21, 1962, the honored teacher was able to be present. Dr. Thomas C. Herndon made the dedicatory address in her honor, and his remarks are recorded in this manuscript. A bronze marker on the wall near the entrance of this building contains the following information:

GIBSON BUILDING
Erected 1961
Board of Regents
Earle B. Combs Robert B. Hensley
F.L. Dupree Thomas B. McGregor
H.D. Fitzpatrick, Jr. Russel I. Todd
 Robert R. Martin, President

On a rare day in June, the ninth, 1964, Miss Gibson quietly departed this life. Within a few more days she would have celebrated her ninety-fourth birthday. The last 54 years of her long and useful life had been spent in Richmond and on the Eastern Campus. In the Richmond Cemetery, overlooking the campus she loved, her mortal remains were embedded for the night beside her one-time friend and colleague, Miss Lelia Patridge, who had preceded her in death by forty-three years.

The Changing Mores

These narratives on school history divulge a philosophy of ethics and morals believed in with conviction by the founders of the school, but which have changed considerably during the past half century.

President Crabbe was a strict disciplinarian. He believed that students should not only have approved morals, good manners, and proper dress, but religion was considered an essential qualification for all teachers. During his administration (1910-16), revival meetings were held on the campus for the purpose of saving souls of sinners among the student body, and to redeem backsliders who may have wandered from the fold. I suppose that was the forerunner of "Religious Emphasis Week."

An example of advice on the subject of conduct is copied here from The Student, a publication of 1913:

To us it is disgusting, to say the least, to see a young lady, seemingly well bred, and in our eyes 'a thing of beauty and a joy forever', spoil the illusion by filling her mouth with gum. This she chews industriously

in very much the same manner as the gentle bovine chews its cud, or the billy-goat devours his prescribed tin can and bill posters.

Young ladies, if you hear the opinion voiced by the opposite sex, whose approval you doubtless desire, you would chew your gum in the remote recess of your private room, and leave the public chewing to small urchins, or to the creatures known as 'mere man'.

Gradually through the years changes have taken place in social concepts and in moral behavior. At the time that Eastern was founded one aim in the social process, found in practically all schools, was development of youth into ladies and gentlemen, if they had not already acquired such traits in their home bringing-up. Virtue, honesty, and civility were objectives complementing sound scholarship. Teachers especially were expected to walk the narrow path without losing the human touch. A "nice girl" was respected and admired, and if she had good manners, she was a lady. A gentleman was kind and courteous, and his supreme worth was in his "honor."

Many secondary schools and colleges were not co-educational. Girls' schools were often called finishing schools, because they were expected to imbue their students with culture and refinement. Male schools frequently required a disciplined military training. If pranks and horse-play were sometimes resorted to, they were harmless vents of pent-up energy, devoid of vandalism and never resulting in riots. Such a thing as a "panty-raid" would have been disgracefully shocking, - it could not have happened.

During President Coates' administration (1916-1928), Victorian customs softened somewhat, but standards of good conduct remained. Rhythmic games changed gradually into social dancing. But these affairs were closely supervised and no bad conduct was ever associated

with them.

If any drinking ever occurred on the campus it was in deep secret and was very unusual, for any drunk was sure to be expelled.

Some smoking began after a regent member appeared at a meeting with a cigar in his mouth; but smoking was prohibited in all buildings.

Girls could go to town without chaperones; but I recall that a girl was suspended from school because she was seen permitting a boy to kiss her when they were behind the old wooden grandstand on the athletic field. The girl commented that she didn't mind, - it was worth it.

Some excerpts are copied here from a small handbook of Official Rules and Regulations for Students, published about twenty years after the beginning of Eastern, and during the administration of President Coates while Miss Marie Roberts was Dean of Women. These rules are rather mild compared with earlier one:

Recreation: Evening 'Prom' on Main Circle Cement Walk on Campus. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, 5:30 p.m. to 6:20 p.m. No 'Prom' on Sunday evening.

Escorts: All women students have equal privileges to go to functions and activities on the campus, and to church or to entertainments in town with men. But they must return to the Hall or their rooming home immediately after the close of the activity. Students must not linger outside their rooming place with escorts on returning from evening engagements.

During the day within the city limits men and women students may walk together until 5 p.m. on week days.

Students may entertain guests at halls of residence or at rooms in town only on week ends.

No guests may be entertained except by permission of the dean of women.

All guests must abide by the rules of the house.

Automobiling: Automobiling with approved men in groups of three or more, the majority of whom are women, is permitted on week days within the city limits until 5:30 p.m.

Hiking and Picnicking: All arrangements for excursions, hikes, and picnics of men and women must be submitted to and approved by the dean of women.

The students may not lunch or dine with a man at any hotel or restaurant after 6 p.m. without permission of the dean of women.

No student may appear in the dining room or cafeteria in knickers or bloomers unless leaving on an excursion or hike immediately after meal.

Girls must pull down window shades at night.

Girls may not talk out of the window to men at any time.

All forms of gambling, the use of whiskey and tobacco in any form on or about the campus is strictly forbidden. The penalty for gambling, having or using whiskey on the campus shall be suspension or expulsion. The continual use of tobacco shall forfeit dormitory privileges.

President Donovan, during his administration, (1928-41), stood for high moral character in the student body. He personally took a hand in supervising the behavior of students, but he was no Puritan. Soon after he became President, on a warm Columbus day in October, he escorted the student body to Boonesboro for a picnic and swim in the river.

Smoking was strictly prohibited in all buildings but was permitted on the campus. Those faculty members and students whose grandfathers chewed tobacco and spit on the floor did not smoke in the buildings and throw cigarette butts on the floor until later. And there was no public necking and passionate demonstrations on the campus to amuse or disgust those who passed through or by until sometime later.

Now, half a century after Miss Gibson arrived at Eastern a new philosophy and a new kind of freedom prevail. It is a product of the times. Progress and prosperity have displaced conventionalism and indigency. The student body has increased in numbers many times what it was in 1910. The physical plant of the school has exceeded all dreams in extent and state-lines. Conveniences and comforts have increased immeasurably. Such growth and change is characteristic almost everywhere in institutions of higher learning. Society in general, and the functions and forms of government, also have undergone considerable modification.

But I think that for every gain there is generally a corresponding loss. The rise of juvenile delinquency, the increase in sexual promiscuity, the crumbling of standards of behavior in general, and the tendency to diminish punishment are new problems in a progressive, or digressive, society. The words moral and immoral no longer have much meaning. They are applied to any act of behavior concerning which there may be a prejudice. And the term freedom is being used to mean license to do what you want.

World War II seems to have broken down the barriers. And the influence of Freudian psychology has loosened the bonds of home life and influenced the college campus. Realism in modern literature and the movie theater, in many instances, demonstrate vulgarity and obscenity that demoralize the youth. And the Supreme Court has recently endorsed such filth. Vice is a monster of such frightful mein,
As to be hated needs but to be seen;
But seen too oft', familiar with her face,
We first endure, then pity, then embrace.

With the overwhelming good that colleges and universities are doing, today many of them, scattered about over the earth, are becoming seedbeds for liberalism, socialism, and subversion. And some of the most widely read maga-

zines and newspapers encourage this trend. "Creeping socialism" is weaving its webb into our civic life. But as Col. Lindbergh said of Naziism, "it is the wave of the future."

The intelligentsia apparently do not think soberly about the future, or perhaps some of them realize the end and desire it. They deprecate the past. Modern textbooks for school children omit much of our treasured past. But at the rate we are moving in America, three goals stand in front of us:

First, we are to become a classless society.

Second, we shall gradually move into a socialistic or communistic form of government, and with that traditional standards of behavior will disappear.

And third, by a law of sociology and a fact of history, we are going to become a mongrel race, and with that a decadent nation.

Old Buildings that are Gone

This introduction would not be complete without some additional information added here concerning a few buildings once on the campus, buildings that no longer stand, and about which all memory will have faded as time passes. They were at one time important edifices in which and about which many students and faculty lived, worked, and expressed their joys and sorrows.

When Central University was founded in 1874, the first buildings erected, besides University Building, were four two-story brick cottages intended for faculty homes. These four cottages stood in a straight row about sixty yards apart, except for the last two that were nearer together, along the east side of University Drive, running from near the entrance

of Second Street southward. They faced the drive, and were located about a dozen yards from it.

The first one stood directly in front of where the Power and Heating Plant was built. It was the last to go, and it was torn down in 1964.

The second stood directly in front of the south wing of Fitzpatrick Arts Building. It stood until 1963.

The third was near the south-west corner of Sullivan Hall. I believe the cistern for this cottage is still there. It was razed in 1927.

The fourth cottage stood where the drive turned squarely in front of Burnam Hall. It, too, was torn down in 1927.

For most of the 27 years that Central University made its home on the campus these four cottages, known as "Faculty Row," according to Mrs. Kate (Blanton) Head, daughter of the Chancellor Lindsay H. Blanton, were occupied as follows:

Cottage No. 1 was the home of W.M. Willson, M.A., professor of Greek Language and Literature. A son of Prof. Willson returned to the campus to attend Founders Day, March 24, 1964. He visited the site of Cottage No. 1, then being dismantled, and carried home with him a brick from the building as a memento of his childhood days on the campus.

Cottage No. 2 was the home of J.V. Logan D.D., LL.D., professor of Ethics and Psychology, and President of the Faculty.

Cottage No. 3 was the residence of L.G. Barbour, M.A., D.D., professor of Physics and Astronomy, and part time librarian.

Cottage No. 4 was where J.T. Akers lived, a Ph.D. who was professor of English and Modern Languages.

During the five year period after Central University left the campus, and before the Normal arrived, the four cottages were rented to

various persons who lived in them.

The State Normal was not given this part of the campus in 1906, but leased the buildings and ground. In 1909 the land on which stood the first three cottages was purchased, and that same year two buildings, Sullivan Hall and the Power and Heating Plant were erected on land back of "Faculty Row." Not until 1922 was the land acquired from Walters Collegiate Institute on which stood Cottage No. 4 and the Preparatory School Building.

A Normal School catalog for 1910 states, "Four brick, two-story cottages are used for dormitory purposes for women students. 85 girls can be comfortably housed in these cottages."

Cottage No. 1, near the Turley House, became the home of President and Mrs. Roark from 1906 to 1910. President Roark died in 1909 and Mrs. Roark was acting president for a year until State Superintendent J.G. Crabbe resigned his position in Frankfort to accept the presidency. But President Crabbe lived on the Summit for two years before the Chancellor's house was purchased for him in 1912.

After Mrs. Roark moved out of Cottage No. 1 it was used, as previously explained, for dormitory purposes for girl students until 1918, when it was made the home for the Superintendent of Buildings and Grounds. Mr. Robert Ramsey was the first to occupy it as such. He was followed by Mr. W.A. Ault from 1922 to 1957. During this period the superintendent occupied the first floor, and for several years single men of the faculty made their home on the second floor. Later on a few young lady members of the faculty lived in these quarters. Two other superintendents lived in this cottage during the short time they were here. It was razed in 1964.

Cottage No. 2 became the home of a group of lady faculty members and two secretaries from 1921 to 1927. These were Miss Maude Gibson, who called herself "mother of the girls," and Miss

Cora Lee, Miss Ruth Dix, Miss Margaret Lingenfelter, Miss May Powell, Miss Hattie Leathers, Miss May Waltz, and Miss Katherine Morgan.

After the completion of Burnam Hall in 1926, Miss Gibson moved into that building where she spent the next 34 years of her interesting life.

After the ladies moved out of Cottage No. 2, it became the home of the first college physician, Dr. J.W. Scudder, 1926-28, a graduate of Central University. Then from 1929 to 1934 Dr. J.D. Farris lived in this cottage. Dean W.C. Jones occupied the cottage for one and a half years after Dr. Farris left. It next became the Practice House for the Home Economic major for 17 years. But at the beginning of Dr. Martin's administration in 1960 the Practice House was moved to the Lynn House on South Second Street where it remained for two years after which it was changed to Turley House that had been recently purchased and remodeled especially for it.

Cottage No. 3 remained a dormitory for girls until it was dismantled in 1927.

In 1913 Cottage No. 4 was taken over for the Home Economics Department, and it continued to be used for that purpose until 1927 when it was torn down.

These cottages, when used for dormitories, were each placed in charge of a matron who was usually some mature and reliable student. Before the construction of the Power and Heating Plant in 1909, they were heated by coal grates and lighted by coaloil lamps.

The school catalog for 1915 states that "three brick cottages are used for dormitory purposes for women students; 66 girls can be comfortably accommodated."

When Central University opened its doors in 1874, a preparatory school was organized with more students in attendance than the college had. The Preparatory Department was at first housed in the University Building, and classes were taught by members of the college

faculty. An early catalog of Central University states that Professor Willson, the professor of Greek, was acting director of the Preparatory Department, and Prof. Gordon, teacher of mathematics, was assistant. But in 1890 the Preparatory Department began a separate existence. The C.U. catalog for 1889-90 contains this statement: During this year a handsome new building for the use of the Preparatory Department has been erected. It contains a large study hall seated with single desks, convenient recitation rooms, and all the necessary equipment for a first class training school. Prof. R.E.L. Pulliam, M.A., principal, and two experienced assistants, give their undivided attention to the thorough discipline and instruction of all pupils entering the department.

The large room upstairs over the study hall was used for the college Y.M.C.A. The new "Prep" Building, as it was called, was a two story brick structure in the central part, and a story and a half at the west and east ends. It stood near the University Drive directly in front of the present Buchanan Little Theater of Johnson Student Union Building, and not far from the north-east corner of Crabbe Library. It was razed in 1939 while the Student Union Building was being erected. This new Preparatory School Building for the education of young gentlemen faced across the valley toward the hill on which stood the imposing Madison Female Institute (1856-1919), a private school for the education of young ladies.

After Central University moved to Danville in 1901, the "Prep" Building was rented to Mr. George White, a farmer, who made his home there. Mr. White soon died and his widow moved out of the building but stored her furniture there. Vandals broke window lights, got into the building, and damaged some of her furniture. Baled hay from the Gibson farm was stored in part of the building. When the Normal School came in

1906, the old "Prep" Building was leased, together with Cottage No. 4, and the 7.5 acres of land on which they stood. The remnants of hay were swept out of the Prep, cobwebs were brushed down, windows repaired and washed, and in 1907 Eastern's first library was started in this building.

a 1910 REVIEW number describes the library as "an old building, but very well adapted and arranged for the purpose."

After the library was moved out of the Prep Building, a model rural school was placed in it. In a bulletin published in 1920 the quarters of the rural school were described as follows: It has five rooms with some other space. The main room down stairs is used for teaching and observation. In one end of the building is the kitchen and dining room, where lunch is prepared and served, and on the other end is the little library with choice books for children and with a child librarian in charge. The teacher's office where she meets her cadet teachers is in the library. Upstairs is a music room, a manual training room, and a store room. The teacher was Miss Mariam Noland.

In 1929 President Donovan had a Model Rural Demonstration School erected on the college farm on a site now occupied by the laboratory school named for him. It was discontinued in 1957 and was razed in 1960.

From 1922 to 1928 different college classes used the old Prep Building; but from 1928 until the building was razed in 1939 it was the home of the Industrial Arts Department.

Another old building which should not be forgotten was Miller Gymnasium, It was a frame building, first painted red, but the Normal painted it green. It stood where the southwest part of the Crabbe Library now stands. It was destroyed by fire in 1920. The building had lockers and showers on the ground floor.

The main floor was 70 by 40 feet, and had a balcony used for a running track or for spectators to occupy at a basketball game.

The athletic field at that time covered the ground now occupied by Keith Hall, Bert Combs Hall, and McGregor Hall. A wood grandstand with an ornamental roof stood on the south side of the field. This athletic field and grandstand were used during the life of Central University, Walters Collegiate Institute, and by Eastern.

After the Miller Gymnasium burned a new barnlike structure was built on ground about where the eastern corner of Weaver Health Building now stands. It was said to have had the largest basketball court in the state at that time. The building was also used for college assembly, because by then the student body had outgrown the assembly hall on the second floor of University Building. This building never had a formal name. It was demolished when Weaver Health Building began construction in 1931.

And finally we must not forget Memorial Hall, the dormitory for men. The date of its erection was in 1883. The name was given to it because it commemorated the hundredth anniversary of the founding of the Presbyterian Church in Kentucky. The cost of the building, about \$25,000, was raised by the ladies of the Presbyterian Church. During the short life of Walters Collegiate Institute on the campus, this building was used for a few boarding pupils and as the home of the principal. When the Normal came it became a dormitory for girls for two years until Sullivan Hall was completed after which it again became the boys dormitory. President Roark had his office in the building for two years before Roark Hall was built. An annex to the building was added in 1921, but torn down in 1960 to make way for Earle Combs Hall. The main building of Memorial stood until 1937 when it was razed to make space for

Beckham Hall.

While the foregoing explanations may appear rather long for an introduction, they contain some information which, I think, will be helpful in appreciating Miss Gibson's stories about the campus, and which, I think, should be preserved. I hope that reading them will not have been too tedious.

Groundbreaking for the Gibson Building

by

Miss Ellen Pugh

Fifth Grade Supervising Teacher, 1930-57,
and Assistant Professor of Elementary Education

This occasion is really a celebration of a golden anniversary, for it was fifty years ago that Miss Gibson came to this campus as the real founder of the art department. For 31 years she was the dominant figure in the department, and for more than half that time she was the department itself without assistance.

She was born near Carlisle, Pennsylvania, a descendant of a family that contributed much to the growth of the colony and later to the state of Pennsylvania. Her ancestors were distinguished in the fields of art, music, and government. Her great-great grandfather Gibson served in the Second Continental Congress. When the country began to move west, a several-times great uncle, John Gibson, was a distinguished pioneer and once governor of Indiana Territory. She can truly be termed a daughter of the founders and patriots of this nation, a heritage in which she gloried. Miss Gibson followed the family pattern by becoming likewise a pioneer and founder in teaching and appreciation of art in this school of her adopted state.

Miss Gibson has traveled widely, visiting the leading art galleries of Europe and America. She has shared her talent as a gifted artist with her students and friends. Her paintings adorn the walls of many homes.

It has been her privilege to know intimately every president of Eastern from Mrs. Roark, acting president in 1909-10, to our present administrator, Dr. Robert R. Martin.

She has always been interested in government, in history, in the activities of the Pres-

byterian Church, the D.A.R., and the local Women's Club. Her keen mind and unfailing memory have through the years provided a wealth of factual and interesting information concerning the growth and development of Eastern Kentucky State College. Perhaps no one now living knows Eastern's history as well as she.

Miss Gibson has always loved people and counts many as intimate friends in the faculty. She is always sought after and inquired about wherever Eastern alumni meet. This wide range of friendship has continued since her retirement because she still lives in her special corner room in Burnam Hall.

We count it a privilege to salute Dr. Martin and the Board of Regents for this appropriate choice of name for the new building for which we break ground today. It is the highest accolade that a grateful college can bestow upon a beloved faculty member.

And finally, a salute to a gallant lady whose spontaneous, scintillating Scotch-Irish wit has gladdened the hearts of so many. A lady young in spirit, strong in moral fiber and character, the cultivation of the best through appreciation of the beautiful.

A fitting summary of her life-long creed may be found in the closing line of "Ode to a Grecian Urn" by John Keats: "Beauty is truth, truth is beauty. That is all ye know on earth, and all ye need to know."

Dedication of the Gibson Building

March 21, 1962

by

Dr. Thomas C. Herndon, Professor of Chemistry

Two score and twelve years ago a vivacious young woman bounced up the walks of Eastern's campus and asked the first person she met, "Will you show me President Crabbe's office?"

But knowing that lady as I have for more than thirty years, her question must have sounded something like, "Take me to your leader." I wish I could have been present to hear the conversation that this witty young woman and the dignified Dr. Crabbe must have had on this occasion. I am sure it was worth recording. Who was the lady? Her name was Maude Gibson, and she was destined to see and to participate in more of the growth and development of Eastern than any other person. Her arrival was the beginning of a professional career here that lasted more than thirty years, and an additional career as the Grand Dame of Eastern which has lasted for nearly another thirty years. And may the good God grant that it may last for a long time yet.

I said her name was Maude Gibson. That is true, but very shortly she was given the nickname - and a loving name it was - of simply, "Gibby". Gibby she was and Gibby she is to literally thousands of young people, many of whom have grown old and passed to their rewards. Yet Gibby seems to be eternal and eternally young, in spirit if not in years.

When Gibby arrived on the campus she found a faculty of but few choice souls, a few buildings, and a student body of a hundred or so young people eager for the offerings which she as eagerly gave them. She taught art to youngsters and to some not so young, who had never seen a painting. She taught an appreciation of things beautiful and gave inspiration which

undoubtedly affected many for the rest of their lives. She taught the art of creativeness to those whose lives had known little save drabness before.

Teaching was not the only duty of a teacher in those distant days. The girls would line up on the walk, two by two, with no males in the immediate vicinity, and like the "King's horses and the King's men," they would "march up the hill and then march down again," all under the eagle eyes of Gibby and others. And then they marched into their rooms for an evening of study and sleep so as to be ready for the rigors of the morrow.

She also chaperoned the campus social activities which often consisted of such hilarious events as candy-pulls or cornhuskings on the college farm. I believe she was such a cornhusking chaperone when Madame Piotrowska, head of the modern language department, wandered off in the cornfield and had to be rescued by no less a person than President Crabbe himself. But with all this, she still found time to paint many pictures, some for herself, but many for her friends.

Perhaps the best and most universally known characteristic trait of Gibby is her spontaneous wit. If Gibby's sayings had only been collected and preserved, they would make the biggest output of Bob Hope, George Goebel, and others of their kind fade into forms paler than the most delicate of her own pastel colors. How many times have we heard someone say anent some bright remark, "That sounds just like Gibby." Some three or four years ago, having learned that the doctor had told Gibby that a sip of Sherry before bedtime would be good for her, my friend J. Dorland Coates and I procured a container of such medicine and presented it to her in her Burnam Hall residence as a birthday present. The next day Gibby remarked to a friend, "Do you know what those two young scal-awags did? They came to my room last night,

plied me with liquor and tried to corrupt my morals."

A devout Presbyterian, Maude Gibson was and is a true Christian with faith and ideals and principles far beyond mere denominationalism. No picture of her would be complete without mention of her cheerfulness in time of sorrow and tribulation: cheerful when others would have been bowed down. And her unending helpfulness to others was unbounded, though she successfully concealed much of her good works. No request was ever too unusual, no task too great, no hour ever too late for Gibby to respond, to work, to counsel: to help those in sorrow or in academic trouble or in social difficulties. How many girls, and, I suspect some young men, too, have wept on her shoulder until a sense of comfort and proper perspective has returned - and departed with a renewed strength and confidence gained from her seemingly inexhaustible resources to carry on once more. And with it all she had an unruffled cheerfulness which generates a like cheerfulness in those around her.

Joyce Kilmer wrote, "I think I shall never see a poem lovely as a tree." Gibby went beyond that and with her paints and brushes and canvas captured the golden glories of her beloved trees here on Eastern's campus. Many of her lovely landscapes are the prized possessions of her friends now scattered far and near. To illustrate, we did her a small favor a few years ago and a month or so later a messenger came to our door with a fair-sized, flat parcel. What was it? A beautiful still life in a gorgeous gold-leaf frame. That was Gibby for you; unselfish, giving more than getting.

No one has ever been at Eastern who has been more loyal or more highly respected or more greatly loved. And it is eminently fitting that this handsome building be dedicated to the service and education of youth of the Commonwealth, so it seems equally fitting that

it be named the "GIBSON BUILDING." It will be for Miss Maude Gibson for all time a richly deserved and perpetual memorial.

I know that it is the wish of everyone that her remaining years on earth be filled with that same cheerful philosophy which she has manifested for so long; and that when she does cross the bar whence there is no returning and reaches the pearly gates, Saint Peter will hand her a large white cloud for a canvas, the tip of an angel's wing for a brush, and an assortment of heavenly lights for pigments that she may once more paint such pictures as to cause the angels to pause, breathless with admiration. God bless you, Maude Gibson.

Shortly before her death Miss Gibson gave the ten stories in manuscript to her friend, Miss Ellen Pugh, and Miss Pugh turned them over to this editor. (Miss Pugh died December 13, 1965, exactly eight years to the day from the death of Miss May Hansen, Miss Gibson's colleague and close friend for forty-five years at Eastern, and for whom the Hansen Library of the Model School is named.)

The Normal Arrives

It is difficult to understand, in this time of industrial progress, how an institution the size of Eastern Kentucky State Normal School ever got started when one considers the limited funds and meager equipment provided by the state a half century ago.

It took men and women of courage, of dedication to a great cause, people who knew how to work together, and how to carry on in the face of obstacles on all sides.

Richmond was a conservative town. Were the newcomers who were establishing the school going to be a social, religious, or political addition to the community? Would a group of teachers from other states fit into local society? Then there was the question of disease which might be brought into this part of the state, diseases which might interfere with the placid life of the town.

Of course, as in all other communities in all other states, there were differences in opinion. Far-sighted and progressive men and women of the town of Richmond were in sympathy with the movement. Education for all was the idea being uppermost in the minds of people everywhere. North and South, normal schools were being established for the training of public school teachers. It had to come, and why not now. Here in Richmond a fine old school had flourished and the buildings were yet standing. The campus was a playground for the youth of the town, and such places were not kept up in a neat condition by the town at that time. There was no money for the parks that we now enjoy. A normal school might help to change some of this.

Turn Back to 1910

All the charm and romance of old Central University were gone and the campus had a neglected appearance. The University Building, the chancellor's residence, the boys' dormitory, and four brick cottages were left to remind Richmond of those days when all social life centered around the campus. Also the old "Prep" school building and the frame gymnasium added their presence to past history. But now a new

life was starting - a state normal school for the education and training of teachers throughout Eastern Kentucky.

At a fearful expense to the state (\$45,000), Roark Hall was almost completed. This building would accommodate offices for the President and his staff and add a dozen more classrooms. The University Building would house the rest. But now Sullivan Hall was almost finished at a cost that would set the state back for the next fifty years (cost about the same as Roark.) And such extravagance was uncalled for, as the "Old Timers" sitting on the sidelines did declare.

Elderly ladies discussed the affairs of the campus as they sipped their second cup of tea at church functions. "And have you seen the wonderful, big white bathtubs in Sullivan Hall? Four of them, one for each of the three stories, and a very fine one for the guest suite?"

These girls from the country and small towns, even from the mountains, should not have the state's money wasted on them. And when will it ever be paid back? Many men in Madison County worth ninety-thousand dollars have washed in tin wash basins all of their lives. Well, time will tell.

But the young people who came to find rooms were delighted. A girl from up Big Sandy, who had arrived a few days earlier, was heard explaining the wonders of the Hall to a maiden from up Harlan way, who had also come to get an education.

"What is this?", the newcomer asked when she first saw the large, white bathtub on the second floor.

"Why," said her companion, "that is a bathtub, and you know we turn this spigot and out comes cold water, and turn the other spigot and out comes hot water."

Away up on the second floor the seeker for knowledge was amazed as she stood in silence for a few moments. Then she said, "Well, it won't hurt to try the darned thing once. I

shall do so this very night." And she did, and so started her education.

Nature Before Progress

When Eastern State Normal first came to Richmond, South Second Street was more or less a "dead end" to North Second Street. There were no houses on either side of South Second between Water Street and the campus. On either side grew tall weeds and grass, with here and there polkberry or mullen plants to break the monotony of nature's own handiwork. No hard-surfaced sidewalk had then been built along this street. The fact was that up to that time hard-surface for roads and such thoroughfares were not much in favor because good, thoughtful people said they were too hard on the horses' feet. But "Old Dobin" had no cause for alarm. There were only four automobiles in Richmond and two others in the county outside the town. No real question had arisen about hard-surfaced roads. Five macadamized turnpikes entered the town, and that was sufficient.

The same pattern of street as that of South Second continued across the campus to Lancaster Avenue. However, it is not to be understood that weeds lined the road across the campus. The faculty leaders on Central University, some of whom lived on this drive, desired a beautiful campus. The many fine trees to be seen when the Normal School came are a testimony to that. More than fifty maples, locust trees, tulip poplars, pine trees, and three Lombardy poplars which stood tall and slender on the lower end of the campus were among them. There was a law that all wild life should be protected. As a result of this law birds of all sorts came

and fluttered and nested everywhere. The Kentucky cardinal, the red-headed woodpecker, the oriole, blue jays, robins, and many other varieties, now gone from this part of the campus, were studied and sketched by art students and those interested in bird life in Kentucky.

Tall grass, polkberry, and mullen flourished in wild abandon back of where Sullivan and Burnam halls now stand. Veterans' Village and Brockton were never heard of in those days. There were such undesirable neighbors as house snakes, field mice, toads, and other annoying forms of life which altogether caused the students to refer to this open space as the "bad lands" of Eastern. Farther down the valley among the willow trees the screech owls kept up their mournful melody until far past midnight. All summer long, out on Barnes Mill Pike, the blackbirds sang their evening songs on every available tree as the sun went down. Verily the old order changeth and the birds of yesterday which the students enjoyed studying and sketching are warbling in other fields.

Birds of a Feather

It was the desire of President Crabbe to employ teachers from different parts of the United States as well as from Kentucky. This would give a cosmopolitan atmosphere to the campus, and would be of value to many students who were not too well acquainted with their own state, let alone people from the world at large.

A large history professor, who represented the University of Arkansas, a Rhodes Scholar, and a much traveled gentleman, sat at the head of the table in the Memorial Hall dining room.

Next to the big man sat a highly trained lady, Supervisor of grade work from Wisconsin. Next a lady from Boston, Massachusetts, a specialist in modern methods of teaching and author of books on Parker's Methods. Across the way was a highly educated Polish lady, working for a degree in Cornell University. Thus they went down the line as we sat at dinner in the boys' dormitory. (The dining room soon after this was moved to the basement of Sullivan Hall Annex.)

A young woman waitress placed a strange looking bit of food which looked like a dried prune with wooden toothpicks standing up from the center beside the plate of the big man from Arkansas. The lady from up in Wisconsin looked over and said, "I beg your pardon, Mr. Keith, but what is that strange morsel they have brought you?"

"Oh," replied Mr. Keith indifferently, "I went gunning yesterday and bagged a bluebird."

Oh, gasped the educator from the North.

He eats bluebirds, and she swooned over toward Miss Patridge from up Boston way.

Now, up in Wisconsin the bluebird flies wing to wing with the canary and is often seen swinging in the same cage. It is admired, not eaten.

The Boston lady said, "I nevah saw a live bluebird, but I have read pretty stories about them which are excellent for first grade children."

A good moral tone was always expressed. Then the Polish lady of wide experience and much travel said, "I saw Professor Johnson chasing a geese this morning. Perhaps we shall have geese for supper."

Of course the foreign-born member meant "goose," but she had not learned it that way.

Then the humorist from Indiana, Mr. Stott of the English Department, spoke up. He told an interesting story of a town which he had visited in his state. There all wild birds were protected by a city ordinance and hundreds

of pigeons were fed daily by elderly people and children at a large fountain in a park. These birds were so tame they would light upon the shoulders of watchers. They were beautiful, too, ranging from snow-white to dark gray, spotted and striped, with little heads bobbing as they picked up the peanuts and popcorn children offered them. Of course there were people who would declare them to be a public nuisance, but in this case they were a pleasure and entertainment to a lot of people.

Then someone spoke up saying, "We don't seem to be birds of a feather, but we shall try together to build a good school."

I am sure that all agreed, and the meal proceeded. However, the foolish conversation did prove that educated men and women may differ in point of view, all depending on early experiences. For that very reason political and religious beliefs were not to be discussed in any class by any teacher. We all agreed it is very difficult for a teacher to present either of these subjects in unbiased language. All Biblical instruction should be acquired at church and Sunday School.

The Ten Commandments

In this present automobile age it is hard to turn back the clock and understand the social and religious life of more than fifty years ago. In the early days when it was a sin to go to a circus, no form of picnicking or pleasure parties were considered moral on the Sabbath day. Now, recently, my pastor took the teen-agers down to the Kentucky River on a Sunday pleasure trip in perfect confidence that he was doing the Lord's will.

Our big baseball Sunday games seem to me to be a direct repudiation of the Ten Commandments, yet thousands of church members enjoy themselves by attending, and have no thought of disobeying God's will.

Our beliefs change, and our evaluation of property is not the same now that it once was. At my home in Pennsylvania, then on a small farm, we had wonderful grapes called Fox grapes. If a neighbor should go by and stop to gather a basket of the beautiful clusters, we were pleased to see that he appreciated them. Or if a friend should help himself to a basket of corn-on-the-cob, it showed a friendly attitude. But how long would a farmer wait now in such cases before making a complaint or resorting to the law.

It is true that the rules and laws of conduct, which were binding to our teen-agers, were in a lot of ways more closely obeyed in past times. Then the Ten Commandments were supposed to be observed - no gambling or betting - no going to horse races.

After a pattern set by Berea College and some other schools, card playing, dancing, smoking, and betting were absolutely forbidden on the campus.

Also young women were always chaperoned when going to town, even if they were escorted by a young man friend. Moving pictures were carefully watched so that nothing improper was flashed upon the screen which might injure the morals of our students.

Upon one occasion, two women teachers were entrusted with thirty young ladies and young men on a theater party trip; and the order given by the Dean of Women was, "If any vulgarity is shown on the screen, sound this whistle, arise in a group, and leave the theater." All went well until a man in the play tried to change his trousers before jumping into the river to rescue a drowning friend. Then one chaperone said to the other, "Heavens! where is the whis-

tle?" But alas, the whistle was lost. It had fallen to the floor and rolled down under the front row of seats where it could not be rescued. The entire group of thirty students had to "sit there in sin," so to speak, until the show was over. "It was a grave situation," the Dean said when it was reported, "and great care must be taken in the future lest it be repeated."

The story is true, and it shows how the moral tone of the movie, as well as that of the college, has changed. One wonders where next. Also one wonders what is sin, regardless of the laws of Moses, which came down from Mount Sinai in the early history of our faith - laws spoken by the Almighty himself.

Reminiscences

One lovely morning I sat on the porch of the Home Economics cottage on the campus and painted maple trees down by the sidewalk. Suddenly I was aware of two little heads peeping around my study. A dear little girl of four years and her brother a little older were up to something. Back and forth they walked; the little watchers seemed to be waiting for a victim. Finally I put down my work and went across the walk to learn what was going on.

The curly headed boy frankly spoke up as he showed me a toy knife about two and a half inches long. "We are going to kill Missur Hembree." "Yes," piped his baby sister, "We have to." "Oh, don't," I begged; "Everybody loves Mr. Hembree." Then the boy spoke again, "We must cut his throat and make him die."

Since my pleading for the life of a very popular faculty member was of no avail, I decided to stay and watch the tragedy to the end.

Very soon down the walk came Mr. Hembree, smiling at all of his friends, and utterly unconscious that death was imminent. Then with a yell the little pair jumped forth, knife ready for the foul deed. But the killers each took a hand of the victim, and he held them tight while he got possession of the knife, and he asked for an explanation of the attack.

"Why, you held our cat up by the tail, and you gotta die for it," chirped the two murderers. But Mr. Hembree held tightly to the two tiny hands, and promised never to do it again. He was sorry for his conduct, and, incidently, there was a bag of candy down in his room, which they might like; and the three went gaily down the path.

That happened years ago. The last I heard of the little boy he was on a government expedition of some sort in Egypt. And the dear little girl was an honor student in Duke University. And Mr. Hembree was a war casualty in World War II.

The First Float

I wonder if any person still alive remembers the first float ever sent out by Eastern. It was sent to Louisville in 1911 on the occasion of the annual meeting of the Kentucky Education Association when that organization began holding its annual meetings in the Kentucky metropolis.

The school had no money with which to finance such a means of advertising. The entire project depended upon a committee of teachers appointed by the President. Originality and ability to construct were the forces upon which we depended.

Mrs. S.B. Hume, the home economics teacher, was an expert in all kinds of attractive handiwork. In preparation for the float she taught her girls to make great wreathes of paper flowers. A truck, or wagon, with a team of gray horses could be secured by a friend in Louisville. The wagon was covered with white paper contributed by the local printing office; and discarded pieces of white muslin were acquired somewhere.

A dozen of the fairest maidens in school were selected to ride seated on the float. Clad in their Sunday-best white dresses, they rode gaily behind the gray horses decorated with paper flowers. Each young lady, with her hair afloat in the air, carried in one arm a large bouquet of roses. As they rode down the principal street of Louisville they were smiling and waving at the interested spectators along the way. It was a gala day.

This may sound ridiculous, but I am an honest Presbyterian and can not tell a lie. The whole effect of our enterprise was very pretty. And hold your breath - we won the prize. It was a second-hand grand piano; and that is how Eastern acquired its first grand piano. A few years later it was traded in for a new one, and so it was lost in the build-up of the music department.

Memories of that event still linger in the dim shadows of University Building and down among the maple trees.

A Lake Reba Idyll

Soon after I came to Richmond President and Mrs. Crabbe invited me to go for a ride one afternoon. They were always very friendly and gracious. They came by for me with a horse and buggy, and told me they were going to show me some of the beauty spots in the environs of Richmond.

We proceeded at a slow pace so we were able to absorb all the lovely scenery of the countryside. As we drove along Dr. Crabbe spoke about some problems as president of a new institution. Since we both were natives of the region north of the Mason and Dixon line, we retained some of the mutual point of view instilled in our early years. But now we had found opportunity and the good life in Old Kentucky; and in this excursion of comradeship we were out to explore a neighboring beauty spot, the origin of the city water supply.

Along the banks of Lake Reba we found many wild flowers, tall rushes, and coarse grasses growing in great profusion. The upper part of the lake terminated in a small creek about a quarter of a mile above the dam. There were a few large locust trees above the water's edge, and maple trees in autumn colors abounded everywhere. In walking along the bank of the lake we came across a small fishing boat, of which we took temporary possession. With Dr. Crabbe rowing we traveled along the smooth surface of the water, pushing aside the wide leaves of water-lillies, which made a covering and a protection for the frogs that scurried about hunting another place to hide.

When the creek became too narrow, and the rushes became too thick, we had to stop and turn back. The picture looking toward Richmond and Eastern was very wonderful in the late afternoon sun.

Returning with the boat to its original

mooring place, the very rotund family horse slowly brought us back to the Eastern campus. This may sound like a juvenile story, but it makes one of the most beautiful pictures of memory in my mind. Go back fifty years and recall the simple life of the folks who came here, many of them strangers in a strange land. They came to improve their opportunities in life, and to contribute their efforts in promoting a school for the training of teachers in Eastern Kentucky.

How Kissing Came to the Campus

Eastern was organized on a high plane, as I have stated elsewhere. There was no love making, no holding of hands, no soft words spoken in the moonlight, - at least not on the campus grounds. These young men and women were here for an education, and their aims were not to be interrupted by any sentimental behavior whatever. Careful chaperoning and the earnest, watchful eyes of the faculty, kept the students in the paths of rectitude, aided and abetted by the pastors of the town churches. These students were not expected to bring any common, trashy, social customs to the town of Richmond - and they did not.

The years passed and the first World War came on. By that time we had many fine looking boys and beautiful girls, who took sly glances at each other as they pondered over their studies.

Many of our boys were drafted into the military services and had to go to battle for their country.

A very pretty girl from up Big Sandy went down to the railway station with a special friend

to see the soldiers off. And at the final leave taking she was apparently overcome with emotion, and the twain kissed each other a fervent farewell.

This incident was of course reported by the faithful chaperone to the Dean of Women, and she took the matter to the President. It was a terrible offense - but the situation was also to be taken into consideration. The young lady was called to the President's office for questioning. The penalty would surely be expulsion from school. The Dean of Women was present. Naturally, the President, upon seeing the young lady, was inclined to be merciful. She was very pretty. She was permitted to tell her story. Admitting her engagement to her young soldier lover, she declared that they intended to marry as soon as he returned from war - if he did. This fact softened the verdict. She was allowed to continue in school, but she must not leave the campus for church service or for any other interest in town unless carefully chaperoned by a teacher selected by the Dean of Women.

The young lady was a good student, and when the war was over the story ended happily. But the social life of Eastern's campus was carried on with high standards of conduct prevailing.

Years passed by and the second World War came on. A larger number of soldiers were drafted from among the Eastern boys, the school having grown much larger.

On the morning of the departure of a large contingent, a breakfast was given in honor of the boys. The girls of the campus were invited to attend the breakfast, and to go in a body to the railway station to see them depart. They walked all the way to the L. & N. depot to show their patriotism. As the whistle sounded for the departure of the train and the conductor shouted "All aboard!", they fell to arms. Every girl got kissed. There was no discrimina-

tion. Some boys who were not drafted, but who were in the group, were reported to have returned to the campus, kissed, but still respectable. Verily, a mighty tree may grow from a small acorn.

Then came the day when we no longer tried to make ladies and gentlemen of our students when a dominant foreign influence prevailed on the campus. We had been following the social influence of our English forebears, with a difference between aristocracy and the common rabble. But now we were told that Americans must be strong and democratic, with no suggestion of upper class or lower class. Such prevailed almost everywhere - democracy on the march, even in the classrooms, at public gatherings, or in church work. A prominent speaker for an occasion on the campus arose and addressed his audience as "men and women," instead of "ladies and gentlemen."

But sad to relate, great physical strength does not always imply good social training, courteous treatment of others, or high moral standards. Thus gradually, as the school grew larger, young men and women from other states, who were imbued with a different interpretation of "freedom" came to Eastern, and the ambition to become ladies and gentlemen became more or less a joke.

Another great social change was the modifications in social dancing, with all of its ramifications, fancy and otherwise. Also the changes in dress with increased exposure of the human body - sometimes in order to get sunlight and proper amount of tan, - influences manners and morals. And lastly, can be mentioned the influence of the automobile on youth, the school, and the home; under conditions where men and women students can entertain without annoying interference of a dean of women. The chaperone has long since been a dead institution in modern schools of higher learning.

Another Amusing Incident

Another amusing incident occurred when a number of faculty members were invited by the Dean of Women to a tea given in honor of the newly arrived minister, the Rev. Mr. Barnes of the Christian Church.

The affair was held in Memorial Hall, the boys' dormitory. At that time the Hall had few conveniences now deemed so necessary. In this case the problem was the removal of trash from the second floor, all of which had to be brought down the front stairs which passed by and near the dining room door.

When all were seated in the dining room, the Dean of Women arose, and with a gracious smile, as well as a desire to impress upon our minds that many of us came from different parts of the country - and this included the guest who came from Canada - she began her introductory remarks with the lines of verse, "We know not where his islands lift."

Then we heard a strange noise overhead. The lady stopped, somewhat annoyed; but the Rev. Mr. Barnes took it up in a deep baritone voice, "Their tossing palms in air."

The Dean caught her breath and began again, "We only know we can not drift." And here a barrel of trash came thumpty-thump down the stairs and by the dining room door, on down the hallway to the back entrance.

Mr Barnes again came to her aid and repeated in the same loud voice, "Beyond his love and care."

The incident broke the formality of the occasion and the gracious way in which the guest helped the Dean introduce him caused us to admire him more than any formal speech could have done.

As for the student boys, they had no thought of disturbing the tea. They were only cleaning up and were unconscious of the social affair below.

Some Faculty Character Sketches
By Miss Gibson, 1936

The writer of the following notes has known, personally and pleasantly, the following members of the old regime. All of them were men and women of noble aspirations, who worked zealously for the betterment of all classes of people through popular education. Well did they lay the foundations for the great educational program of today. As the present faculty build for tomorrow, so they, with meager support, blazed the trail for this great center of learning, the Eastern Kentucky State College.

Dr. Virginia Spencer

Eastern's first dean of women was Dr. Virginia Spencer. Before coming to Richmond she had graduated from Kansas State University at Lawrence, and later had traveled and studied abroad. Her doctor's degree was received from Zurich University, Switzerland. While doing work at Clark University, she met Dr. Roark, and later became a member of his faculty.

Dr. Spencer was a fine German scholar, and the students of the Normal School had the benefit of her instruction in word method German classes. She also organized the ladies of the town into a German Club, which is yet pleasantly remembered. Every summer she conducted a camp for young ladies on Lake Stinson in New Hampshire, and many Richmond mothers soon appreciated the great opportunity for cultural growth for their daughters under the guidance of this very charming woman.

Miss Margaret T. Lynch

Among prominent women in the Catholic world of today, is Miss Margaret T. Lynch, who is executive secretary of the National Council of Catholic Women of America. Besides this she is a lawyer of ability, a member of the New York bar and admitted to practice before the Supreme Court.

In 1907 Miss Lynch assumed the position of critic teacher in the Model Training School, where she taught grades seven and eight for two years. She and the late Miss Mary Sullivan became warm friends during her stay in Richmond. This friendship continued throughout the years until the recent death of the latter.

(Miss Lynch died in New York in 1961. In 1944 she was honored with the Papal Award Pro Ecclesia et Pontifice in recognition of her work as a leader of Catholic women in the United States.)

Dean Mary Roark

Once having known her one can never forget the queenly dignity of the wife of Eastern's first president, who filled the office of dean of women for seven years after the death of Dr. Roark.

The swirling mass of gray-white puffs and ringlets, piled a-top her shapely head after the style of a quarter century ago, the silver and purple of her gowns, her smiles, her clever manipulation of Sullivan Hall folk, and her Browning Club, all stand out in retrospect. Mrs. Roark has a kind mind, and her diplomacy has never been surpassed in campus circles.

She was a Presbyterian of the old school and a devotee of ethical culture. In her zeal for the good, the pure, and the true, she did

not hesitate in her beautiful prayers in chapel to invoke divine aid in getting her fellow faculty member to recognize the higher planes of human conduct and to walk therein. Frequently in summer evenings one would see Dean Roark starting forth in her low-swung buggy, behind her pet horse, which was of feather-bed proportions, for an airing among the byways around Richmond. She was always accompanied by some member of her Browning Club, that they might "enjoy the Fruits of Solitude" together.

Miss Lelia Patridge

"Good morning, Miss Patridge!" and the class bowed solemnly. "Good morning, young ladies and gentlemen," and Miss Patridge's recitation was ready to begin. After the salutation all backs were straightened, all feet uncrossed and placed firmly on the floor. And woe unto the forgetful and negligent in this matter.

Miss Lelia Patridge was author of Quincy Methods, and also of Talks on Teaching by Colonel Parker, lecturer and dramatic interpreter of wide reputation in the eastern states.

She was a member of the first class to graduate from the first school opened for the training of teachers in Massachusetts, which was first located at Lexington, but moved to Framingham in 1853 where she attended. Following graduation she took post graduate courses in the University of Chicago, Clark University of Wooster, Massachusetts, and Philadelphia Kindergarten school. She specialized in psychology and was a follower of William James, with whom she studied for a time.

Miss Patridge believed in the occult; she dreamed her dreams and saw her visions. Her psychic power to put facts actually into a student's head, as if the tumbled top were opened up and the truths laid gently on the throbbing

brain, was a bit hard to grasp. But thirty years ago psychology was different. Behind a large, spasmodically fluttering fan, which was ostensibly for the protection of her eyes from the glare of Sullivan Hall lights, this very cultered, elderly lady softly slumbered while the Browning Club labored under the guidance of Dean Roark, with the subtle meaning of Browningsque sentence structure.

"Into the eve and the blue far above us, - so blue and so far."

(Miss Patridge met her death accidentally from an automobile while crossing the street in Richmond on a dark, rainy night.)

Madame Helena Piotrowska

Banished from her native Poland because of her political activities, Madame Piotrowska sought refuge in America. In 1910 she came to Eastern where she was given the position of head of the Modern Language Department.

Intelligent, witty, of wide and varied experiences, she was a lady of most colorful personality. It was a great pleasure to know her as long as she was not striving with national and international perplexities. Plots and counterplots; journeys to Buffalo, New York, and other centers where Polish patriots might be found, and letters in code to be deciphered, made those who were closely associated with her feel as if a revolution were just around the corner.

Like most foreign agitators, Madame Piotrowska spoke many languages fluently, but her attempt at English idioms kept the student-body amused. For example, when she said to her class, "I have worked so hard, I am as tired as kinbee," or "Oh, I see Mistair Johnson chasing a geese out on the campus," her hearers were certain to smile.

Her greatest pleasure, by way of exercise and change, was to take long trips over mountain trails on her bay horse. When she was mounted, the rather small animal was covered from ears to tail with her voluminous upper and nether Polish garments. This patriotic lady was intensely interested in moonlight schools, and Mrs. Cora Wilson Stewart came frequently to confer with her because of her energy and convincing eloquence in speech making. A whirlwind campaign was waged in Madison County, and night schools were opened even in Richmond, under her leadership.

When Poland became involved in the World War, Madame Piotrowska immediately left America, in company with Ignace Paderewski, the great pianist, and his wife, to fight for the liberty of her homeland. Her death was caused by privation and over-work.

She was a Polish patriot and a scholar.

Dr. E.C. McDougale

Dr. E.C. McDougale, the first dean of Eastern Kentucky State Normal School, was a powerful force as an organizer and a classroom instructor. Specialization was unknown in those days; therefore, a good teacher could take the leadership in any department from the presidency to the janitor's place.

Mathematics, psychology, history, and even English were taught with equal energy and enthusiasm by this man who was proclaimed to be the ablest of his peers. One outstanding characteristic of Dr. McDougale was that he never forgot the names of persons he had taught. This fact endeared him to all students of yesteryear.

"O! come, come, come to the church in the wildwood," boomed down over the maple trees, across the campus and out into endless space, when his big bass voice sang it in chapel. A

voice which always seemed to be calling to the unheeding who might be going to school instead of going astray, the voice of a man who used concise English and who in a few sentences could say many, many interesting things - that was Dr. E.C. McDougle.

(Dr. McDougle was at Eastern from 1906 to 1921. After serving one term as County Judge he entered the practice of law. His home was on the Summit where he died in 1959.)

President John Grant Crabbe

"Now, young ladies and gentlemen, this sort of conduct is not pretty, it is not becoming, and if you persist in so doing, you can't play in my back yard anymore."

The meticulously groomed Dr. Crabbe has taken the stage; and who can describe his flashing personality, his vitality which never seemed to lag for a moment? His enthusiasm was infectious. There was always a play being staged. The work in both Normal and Model training school during his regime was characterized by pageants.

May Day, with all of its attendant processions, flower girls, May-pole dances, was the *bete noire* of the faculty, and the delight of all Richmond and Madison County at the same time. Another magnificent pageant commemorating the signing of the Declaration of Independence was staged upon the campus. The costumes for the actors were brought from Philadelphia. The splendor of the black velvet coats, red, satin breeches, gold knee-buckles and lace ruffles was most dazzling. The fluttering pre-Revolutionary ladies and gentlemen were photographed for a moving picture which was shown at the Richmond opera house to the great happiness of the school.

Dr. Crabbe was an organizer. Nothing pleased

him more than a vacation jaunt of his own planning, on which he would be accompanied by twenty or twenty-five ladies of the faculty. One to San Francisco, Los Angeles and San Diego, Claifornia, was exceptionally delightful and worth while, but there were endless shorter excursions which were a great pleasure to the travelers.

He helped the farmers organize, and they held institutes in tents at Newby, White Hall, Kingston, and other neighboring villages. Members of the faculty stayed at night in the tents and discussed farm problems with the country folk.

His faculty meetings prostrated his fellow workers, because he insisted upon the thorough study of Thorndike's Methods of teaching and Monroe's History of education. Papers had to be written and read; there were discussions, a and even grades for the best efforts were handed out, all of which caused anything but angelic feelings and comments becoming pedagogues.

"Now ladies and gentlemen you are dismissed; always turn to the right, keep off the grass, and goodbye."

Professor G.D. Smith

Twenty-five years ago Professor Smith's classroom was the Mecca for all worn-out teachers who came to school for physical as well as intellectual repairs. His numerous social events furnished much extra-curricular activity for the entire school. He was for many years sponsor of the Y.M.C.A. He conducted a literary society, he took sight-seeing parties to all historic spots in this section of the state, and he gave two or three social affairs each term in his own home for his students. His field trips were interesting to see, as Professor Smith, with fifty or more people of all

sizes and shapes, headed for East Pinnacle, Boonesboro, or Berea, the fat, elderly ladies and gentlemen barely keeping within hailing distance of their tall, more-or-less angular, energetic leader.

For those who were the victims of nostalgia, there was always a candy-pulling in the offing down in Professor Smith's department. As one bright youth remarked, "I have pulled enough taffy to encircle the globe since I have been in Bug Smith's department."

The friendliness of Eastern is not a myth. It started in those days when Richmond was a very small town. There were no movies, but few entertainments at the old opera house, few automobiles, and no way to jaunt about the country except on horseback. All student entertainments had to be furnished on the campus under the direction of faculty members.

Professor Smith worked day and night in his efforts to build up a large student body, and hosts of former Easternites will hold him in happy remembrance as the years go by.

(For 32 years he was a member of this faculty, and for most of that time he was the Science Department itself. He came to Eastern in 1908. About seven years before he died in 1940 at his home on High Street he was severely injured by an automobile that struck him.)

Professor and Mrs. J.G. Koch

There was a charming romance in the faculty circles in those early days when the foundations of Eastern were being laid.

Miss Mariana Deverel, of Irish birth, who had received her training at Oshkosh State Normal School in Wisconsin, was then the critic teacher for first and second grades in the Model School. She married Prof. John G. Koch, the music teacher, who was a graduate of the College

of Music in Cincinnati. The wedding was beautiful and everybody approved heartily because both contracting parties were popular and much loved. The students, however, staged a charivari which was something of a sensation. No dishpan, cooking pot, wash boiler, or old tin can was too lowly to be used in the melee. The noise and din of rejoicing was carried far across the country to Clay's Ferry, Newby, and Kingston.

At a given signal, the entire student body filed down Second Street and up Summit Avenue to the hill top. Every man was in his place, and with the combined serenaders and onlookers there were about five hundred present. The frightened bride and groom took refuge in the tallest house on the Summit, on the topmost floor, in the farthest corner, while youthful enthusiasm surged and swirled in great glee below.

The noise finally broke upon the ears of Dr. Crabbe, who came like a whirlwind in his wrath, and put the army to flight, after declaring that "Never in the history of the school should such a disgraceful thing happen again." But later in the evening the boys and girls got cake and cider.

(Prof. Koch was the Music Department, 1913-1917; and Miss Deverel came to Eastern in 1910.)

Professor J.R. Johnson

The Department of Mathematics was headed by Professor J.R. Johnson, a graduate of Kentucky State University, when the personnel of Eastern's faculty was completed. Besides his teaching, he was the school surveyor of roads, lands, etc. Also he managed Memorial Hall affairs, where, as Dean of Men, he looked after the temporal affairs of the youth.

The hospitality of Professor and Mrs. John-

son was so bountiful and so gracious that no truthful chronicler can fail to make note of their contribution to the welfare and happiness of their associates.

Mrs. Johnson, who was also a teacher in the department of music and a leader in musical affairs in Richmond as well, did much by way of bringing town and gown together through various concerts and social functions.

Feminine pulchritude and masculine strength in those vague regions up the Big Sandy River, which were the stamping ground of his youth, were subjects upon which Professor Johnson liked to converse in his reminiscent moods. In other words, he was ever the loyal friend of the mountain people and they knew it. What he said was law and gospel to the boys and girls who hailed from the Kentucky highlands.

(Prof. Johnson was at Eastern from 1906 to 1916, after which he joined the staff at U. of K.)

Professor I.H. Booth

"Let me live in a house by the side of the road and be a friend of man."

The man who wanted, above all else, to be a friend to his fellow man, was Professor I.H. Booth, who was one of the first graduates to go forth from the halls of Eastern Normal School. Later he returned as teacher of arithmetic and penmanship. In his life Mr. Booth had the fulfillment of his wish. Because of his innate friendliness, he was a valuable field agent among the mountain people. He visited the sick among the students and rounded up the well ones and sent them off to Sunday School - preferably the Methodist, but any denomination was encouraged. He wrote letters home to the fathers and mothers for worried, homesick students, and, on the other hand, saw that the timid mountain-

eer parents were properly cared for when they came to visit their children.

In these days of consolidated schools, good high schools, good roads and autobomiles, young people think and act more maturely. The need for so much personal attention has passed forever, for which there is reason to be thankful. In the early times, however, there was a real need for just the work Professor Booth did so quietly that few people knew about it, and he never asked for any remuneration whatsoever for his extra activities.

Mrs. Pattie Miller Hume

The first Domestic Science teacher (it is now Home Economics) was not very tall, though she stood up straight on her high-heeled shoes, before a class of both men and women and gave her instructions.

Away back there strong men and mighty ones, went through the drill of washing dishes, hanging out tea towels, and other chores which a good house wife is supposed to turn off with dexterity.

Right here let it be affirmed, the teacher of whom this was written was, and is yet, a delicatessen artist. In plain English she could cook food which was fit to serve any king - even Edward VIII.

This lady, Mrs. Hume, was the official decorator as well as domestic science teacher. She, with her committee, made literally miles of festoons of roses, wisteria, vines, leaves, and other decorative pieces to be used in the lovely pageants which were staged in Dr. Crabbe's administration. Her canopies, booths, chariots, banqueting tables, all put out under the trees on the campus, were the town talk from one June until the following month of roses.

Mrs. Hume yet resides in Richmond where

she has distinction of being the only lady faculty member *emeritus*. She is frequently seen at chapel, and she also attends all formal social functions. Though she has stopped teaching, Mrs. Hume is very busy with her work in the society of Colonial Dames and many other social and patriotic activities. (She died in 1941.)

President T.J. Coates

Thomas Jackson Coates was president of Eastern from 1916 to the time of his death on March 17, 1928. On July 29, 1928, a memorial program was held in his honor. On that occasion Professor R.A. Edwards of the Training School paid a beautiful tribute to Eastern's deceased president. With Mr. Edward's permission a part of his paper is given here:

Twelve years ago he came to the presidency of this institution. At that time the school was small, but his vision was large. Apparently in the prime of life, he was optimistic and alert, cheerful and full of courage, far-sighted and tactful. His hand was steady, his step was quick, his eye was clear, his cheek was ruddy, and his hair was black as a raven's wing. A little time, much toil, and what a change!

That which was his has been reincarnated in the institution he loved, and more - whatever one's theory may be concerning life hereafter, or the transmigration of the soul, this much we know to be true: That every life in proportion to its influence makes some contribution to the lives about him. Pupils who sit before a teacher in school become a part of that individual, assimilating and modifying mental factors that play a part in building more complex attitudes and ideals, those intangible concomitants which are passed on from generation to generation, and which, with man's

accumulation of learning, form our social heritage.

When a life such as this one we eulogize today has been filled with good works for his fellow men, then the extent of its contribution to the social heritage is immeasurable, and the limit of time it will carry on in the future is endless. Truly a great life is immortal in more ways than one.

Always he put the school before self. A compliment to the school thrilled him with joy; a criticism cut him to the quick. Nor did he consider himself the school. His heart was bound up in the student body, the faculty, those for whom he worked, and with whom he worked. Their achievements were his glory, but their failures he excused without censure, and he strengthened them with the hand of a father.

That teacher who showed signs of weakness and who needed support was the one he complimented most graciously. When he discovered that an instructor was in any degree unpopular with the student body, he made it a point to praise that instructor to the students in highest terms. Many burdens, not rightfully his, did he bear upon his own shoulders. No teaching staff ever received more sympathetic support. No school executive was ever more loyal to his faculty.

It may be said that one mark of an educated man is that he reserves final decision on a proposition until all available information concerning the subject has been reviewed. This was characteristic of President Coates. He could make a decision quickly but he always had an open mind, and his opinions were subject to change when sufficient evidence warranted it. Using a quaint aphorism he would often say, "Let all the evidence be fatched in." It may be seen how this characteristic in an executive who was called upon every day for many decisions and opinions might inspire confidence in his colleagues. Always there was assurance that right would prevail. When all facts were mar-

shalled before the President, his action was based upon the wieght of evidence, and was not determined by any preconceived notion or mental set.

He has been known to say that when his feeling dictated one course, and reason pointed out another, he always tried to submerge his feelings and follow reason.

Another quality worthy of mention at this time is tolerance, which is not a characteristic of the average person. That individual who does not steel himself against new ideas and new truths, who recognizes in the researches of higher education a contribution to civilization, and who at the same time is tolerant and patient with the weaknesses of man and the prejudices of the indoctrinated masses, is either a much enlightened man or a very good Christian, or both.

It may be said to the credit of this school as a real college, that considerable academic freedom has been enjoyed by the teaching staff. No member has been cast out or burned at the stake for exercising freedom of thought or freedom of speech; and no instructor, to my knowledge, has infringed upon this liberty beyond the bounds of prudence and good authority.

Only one precaution was emphasized by the President: that nothing should be said or done that might stir up criticism and injure the institution. He had a liberal mind, but was always tactful and careful. One guiding principal of his conduct was that no one should ever argue with a friend. Always he strove to protect the name of the school, and to keep it respected by the people it served and whose instrument it is.

Another trait which was outstanding in his make-up, and which inspired many of his faculty to supreme effort, was that of incessant work, consecration to the task before him, and the constant application to the many and varied problems of administration. In this respect he

set the example for everybody on the campus. He was an indefatigable worker. Each day of his life was the same, and there was no end to the day. Often he continued his labors far into the night, and while his disciples slept, he toiled on. He did not know how to play. Such intense application to labor was no doubt responsible for much of his success in life. It is reflected in the thoroughness of the tasks he performed. But it may also be said that his own life was shortened thereby. He burned the candle at both ends - rapidly and suddenly it burned out. During the last year or two of his life it was evident that the flame was flickering. He was not entirely the same that he had been. His wonderful store of native vitality, strong as the rock-ribbed hills that gave him birth, supported his master intellect for three score years and more, but finally it was exhausted. He had given his life to the school and for the school.

Shortly after President Coates' death Professor W.L. Keene of the English Department composed a beautiful poem, "White Silence," in honor of Eastern's beloved President. With Mr. Keene's permission this poem is included in this chapter:

The night he died white silence shrouded
Deep the little world he loved. The campus
Ground lay dim with brooding trees, close
Guarded round with somber shadowed buildings
Still as sleep. Snowflakes falling soft as
Whispered breath enfolded all the earth.
No other sound disturbed the quietness. In
Grief profound his little world its vigil
Kept in death. Alone with death-and memories
Of how he walked these silent ways late
Hours of night, one arm behind his back, the
Restless care of endless toil a fever on
His brow; the pale moonlight on his silver
Hair.

Prof. Roscoe Gilmore Stott

Just another humorist, writer, and songster from Indiana is what he might be called. Indiana is noted for producing interesting people who do many interesting things, and Mr. Stott was not the least of these. During his stay on the campus he kept the place in a gale of laughter. His fund of humor never seemed to be exhausted. Like the widow's meal barrel, it was ever replenished by unseen hands. He is yet on the lecture platform, and upon his rare visits to Richmond, the school takes a holiday, while old timers shake hands and swap yarns with a valued friend.

(Prof. Stott was head of the English Department from 1910 to 1917. He was author of several books and contributed poems to a number of prominent magazines.)

Dr. Richard A. Foster

Dr. Foster belongs to the land of make-believe, the land of poetry, art, music and beautiful dreams. He is now teaching at Ohio University, Athens, Ohio, but everybody knows there is a lovely poem in the offing while he labors in the interest of education. While at Eastern his classroom was the charmed spot for all young people who had ambitions in a literary way. Here, surrounded by his students, the children of his brain were presented in a manner which impressed themselves as some great sermon affects the mind. He had a way of appealing to all sorts of types of people, no matter what their interest might be. Athletes, pre-medical students, all of them came away from his classes feeling, somehow, as if they had heard something of real value while there. It was a real loss to Eastern and the state as

well, when Dr. Foster decided to cast his lot with the buckeyes.

(Dr. Foster was at Eastern from 1921 to 1927.)

Dr. Wren Jones Grinstead

During the early days of Eastern, Dr. Wren Jones Grinstead was an outstanding personage on the campus. Both Dr. and Mrs. Grinstead were people of charming manners and much physical charm, and naturally they were social leaders among the faculty folk. Perhaps a few years in Australia, immediately following graduation from Transylvania University, added to the cosmopolitan air which seemed to surround these young people. Be that as it may, when they left Richmond to take up their residence in Philadelphia where Dr. Grinstead became a member of the education staff in the University of Pennsylvania, Eastern suffered a great loss. There was a sense of lonesomeness among his friends. Eastern does not forget the interesting events which the students in the Latin classes staged in the chapel under the direction of Dr. Grinstead, nor shall his kindly, genial attitude toward his fellow workers ever be forgotten. In retrospect, one might say that Dr. Grinstead was in his happiest moments when engaged in a friendly battle of words over some weighty matter like class absences or methods of grading while in faculty meetings. Elegant diction and delicate shades of meaning in English sentences abounded, even floated in the air when these verbal contests waged about the ears of the less eloquent ladies who were trying to sleep off their worries.

(Dr. Grinstead was brother of Mr. Phil Grinstead, one of the first members of the Board of Regents. He left Eastern in 1927, and died about 1960 in Chamberburg, Penn.)

Mrs. Mary B. Deane

In all parts of the United States, wherever her former students abide, Mrs. Mary B. Deane is fondly remembered. For many years she was a member of the science faculty at Eastern, where physical geography was her special department. She had traveled widely throughout North America in the interest of her work, and her collection of unusual and valuable material was a delight to her students as well as a great asset to the institution.

Aside from her teaching, Mrs. Deane was interested in forensics and stage craft. Many a student of yesterday was proud to march under the banner of the Carpediem Literary Society, which produced speakers and actors of profound ability.

This lady had lived through the War Between the States, which she did not forget. She ever held aloft her banner in memory of her suffering people. She was a fine, proud, Southern lady, who was always ready to stage a good fight in defense of her religious or political convictions.

As she grew in years, Mrs. Deane's greatest desire was to die while at her work on the campus which had been her home so long. This wish was granted her one morning when, with a smile and a wave of the hand, she left her classroom for a breath of air. In a few moments some one told her students that their good friend had passed out into that boundless eternity from which no one ever returns.

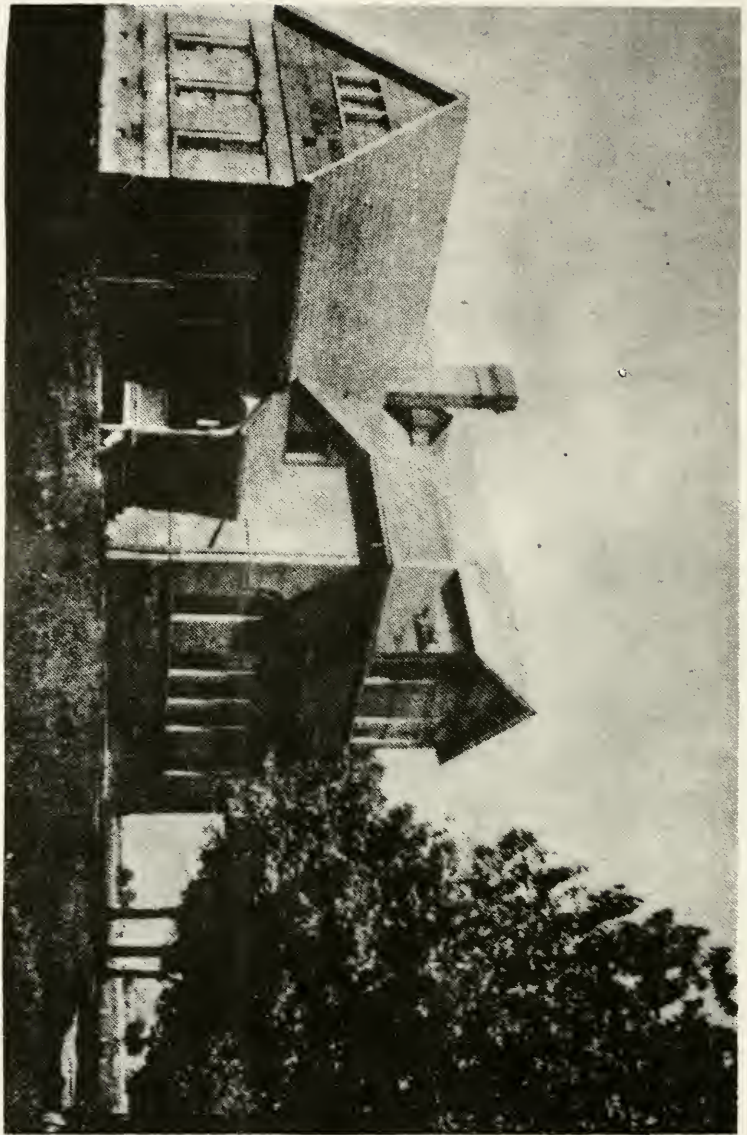
At the eventide of a glorious spring day, when the air was redolent with the breath of flowers and shrubs, Mrs. Deane crossed the threshold of Burnam Hall. Overhead a tiny thread of silver moon and the evening star trembled in the purple afterglow of the setting sun. A soft wind whispering among the maple trees, and far down on the campus could be heard the last call of the robins and blue birds as they set-

tled down to rest. Altogether it was a fitting farewell to this wonderful lady, whose devotion to the Old South, the beautiful, tragic Old South of those other days, never faltered or failed.

(Mrs. Deane was a member of Eastern's faculty from 1911 to 1928.)

EASTERN'S LIBRARY
THE FIRST QUARTER CENTURY

1962



Central University Preparatory School Building
Eastern's Library, 1907-18

A Renaissance in Kentucky

The very first years of this century were marked by a rising tide of learning and letters in Kentucky, and by a renaissance in public education.

The last century was one of national infancy, of the Westward Movement and pioneer life, of struggles for existence and a bitter civil war, of the birth of public schools and the inception of many private institutions, of private enterprise and rugged individualism.

In the nation Washington Irving and a notable group of literati arose and created a classical American literature. Inventors, scientists, statesmen and warriors of the nineteenth century contributed to the solid cultural foundation of the Republic. All these have given the nation a history and a philosophy based on sound principles, which are inculcated in the minds of the people around the firesides of the log cabins as well as in the manor house. The present generation, and the ones to come, may well read to understand this part of our social heritage, - our libraries have preserved this lore.

The twentieth century came in like the dawn of a spring day. Men recognized it was time for improvement. They did not want to overturn or destroy customs of the past; but it was time to enlarge our institutions, and to provide better opportunities for the youth of the Commonwealth. In Kentucky the sun shone brighter, and it was needed.

In the year of 1904 the common school term was extended from five months to six for all children. Two years later the two State Normal Schools were founded for the purpose of improving the qualifications of teachers.

Then in 1908 provision was made for the establishment of free public county high schools, and the county was made the unit for school ad-

ministration and taxation. That same year the Governor appointed an Educational Commission to study the state's educational needs and report to the next General Assembly. Dr. Virginia Spencer of Eastern was one of this Commission.

An example of the rising fervor for better schools is illustrated in the two "Whirlwind Campaigns" initiated, one in the fall of 1908, and the other in the summer of 1909, to carry the message of progressive moves in education to the people, - that was before radio. And another purpose was to justify new taxes for the support of the improved school system.

Some of the leaders of especial interest to us in these campaigns included President Ruric Nevel Roark in the first one; State Superintendent J.G. Crabbe and his successor, Ellsworth Regenstein; Mr. R.S. Eubank, editor of the SOUTHERN SCHOOL JOURNAL, Lexington; Supt. T.J. Coates, Princeton; Dr. E.C. McDougale and Miss Lelia Patridge of Eastern Kentucky Normal School; former State Superintendents H.V. McChesney and Barksdale Hamlet of Frankfort; Prof. J.T.C. Noe of the University of Kentucky; Supt. McHenry Rhoads of Owensboro; Supt. J.P.W. Brouse of Somerset; Supt. M.A. Cassady of Lexington; Pres. H.H. Cherry and Supt. T.C. Cherry of Bowling Green; Dr. W.H. Bartholomew and Supt. E.H. Marks of Louisville; Supt. J.W. Bradner, Ashland; and Supt. George Colvin, Springfield.

During this period in our history Mr. J. C.W. Beckham was governor, 1898-1906, while the state was recovering from the Goebel affair. A hall on the campus is name for Governor Beckham. He had attended school on this campus when it was Central University. Beckham was succeeded by Governor A.E. Willson, the second Republican ever elected to that office.

In the nation Theodore Roosevelt, hero of the Spanish-American war, was president, 1901-09. He was the first president since the War Between the States to initiate important pro-

gressive measures. The last territories in the United States were admitted into the Union in 1909 and 1912. The nation had reached maturity.

Kentucky Authors of the Period

While Kentucky, like its sister Southern states, honored its distinguished statesmen, planters, and warriors, in the field of letters and education not so many were exalted; and most of these were historians, poets, and ministers of the gospel working in private schools.

By the time 1907 rolled around and Eastern's Library had opened its doors, a coterie of Kentucky writers were producing books to fill its shelves.

James Lane Allen, a native of Fayette County, whose writings about Kentucky began back in the eighties, now produced The Reign of Law in 1900, King Solomon in 1908, and The Bride of the Mistletoe in 1909.

Annie Fellows Johnston of Pee Wee Valley created the Little Colonel series about this time. Between 1897 and 1912 some two dozen books came from her pen. Her The Knight Comes Riding was published the year that Eastern's library opened.

Lucy Furman was born in Henderson, but in 1907 she went to Hindman in Knott County to make her home in the Settlement School. There she wrote Hard Hearted Barbara Ann, and other books and short stories.

Hallie Ermine Rives was a native of Christian County, who went to Virginia in 1898. Before she left Kentucky she had written four books; and in 1904 she produced The Castaways. Her Satan Sanderson came out in 1907, and The Kingdom of Slender Swords in 1910.

Irvin S. Cobb of Paducah was beginning his humorous stories in 1904. His Judge Priest stories began coming from the press in 1911, and in 1912 he wrote Back Home and Within the Law.

We should also mention James Tandy Ellis of Ghent on the Ohio River. His books, short stories, and poems were very refreshing; and for a time he wrote a newspaper column, "The Tang of the South." In 1906 he had published Sprigs o' Mint. Two years later Peebles came out, and the next year he produced Awhile in the Mountains and Kentucky Stories.

Daniel Henry Holmes lived in Covington. His family moved there when he was one year old. The biographer, John Wilson Townsend, says of him, "With the exception of Theodore O'Hara and Madison Cawein, Holmes was the foremost lyric poet Kentucky can rightfully claim." He began writing in the eighties. His Pedler's Pack and Hempen Homespun Songs were published in 1906. But an earlier book, Under a Fool's Cap, is rated his best. An extremely rare copy of the first edition of this book was added to the Townsend collection purchased by Eastern State College in 1931 for the Kentucky Room. At that time Mr. Townsend valued the book at \$1,200.

Perhaps the most popular novelist of this period was John Fox, Jr., a native of Bourbon County. Encouraged in his writing by James Lane Allen, he produced several widely read stories of the Kentucky hill country. The Little Shepherd of Kingdom Come was published in 1903. The next year he produced Christmas on Lonesome. A Knight of the Cumberland came out in 1906, and The Trail of the Lonesome Pine two years later. The Heart of the Hills was published in 1912.

The nature poet Madison Cawein, has already been mentioned. In 1907 a collection of his poems was published in seven volumes. He died in 1914.

Mrs. George Madden Martin of Louisville

wrote Emmy Lou - Her Book and Heart in 1902, which made her famous. The House of Fulfillment appeared in 1904; Letitia and Abbie Ann came out in 1907.

Another noted Louisville author was Mrs. Alice Hegan Rice. She was born in Shelby County, but went to Louisville after she married the poet and dramatist, Cale Young Rice from Dixon, Kentucky. Mrs. Rice is best known for her book, Mrs. Wiggs and the Cabbage Patch, published in 1901. This was followed by Lovey Mary in 1903, Captain June in 1907, and The Romance of Billy Goat Hill.

The works of some Kentucky educators, especially those at Eastern, should be mentioned here; And I trust that these books will forever be preserved and respected in Eastern's library.

At the time that the library at Eastern was getting started, Kentucky had a nationally known educator and author, Mr. Reuben Post Halleck, teacher and principal of Louisville Male High School for almost fifty years. He was born on Staten Island, but most of his life was spent in Kentucky and he was recognized as a Kentuckian. His books were widely used throughout the nation. They included Psychology and Psychic Culture, 1895; History of English Literature, 1900, a high school textbook; History of American Literature, 1911; and Readings from Literature, 1915. He died in 1936.

Dr. Ruric Nevel Roark, the first president of Eastern, 1906-09, was an author of distinction in the field of professional education, a field in his day and time that was scantily supplied with books. His Psychology in Education was published in 1895, the same year that Halleck's first book came out. This followed in 1899 by Methods in Education, and General Outlines in Pedagogy came out the same year. Economy in Education was published in 1905, the year that he left the A. & M. College where he had been dean of the Normal Department for sixteen years.

Dr. Roark's successor, President J.G. Crabbe,

1910-16, for whom the new library was named, has left nothing from his pen cataloged in that library.

But his successor, President T.J. Coates, 1916-28, wrote the first State Course of Study, while he was State Supervisor of Rural Schools between 1911 and 1916. In 1914 he compiled and wrote a History of Education in Kentucky, although the State Superintendent at that time assumed authorship.

The fourth president, Dr. H.L. Donovan, wrote several books in his lifetime. In 1925 he wrote A State Elementary Teacher Training Problem, and in 1927 he was co-author of Supervision and Teaching of Reading.

Miss Lelia Patridge of Eastern's faculty, 1908-1921, was author of two books on methods before she came to Eastern. These were Quincy Methods, 1886, and Talks on Teaching - Parker, 1893.

Roscoe Gilmore Stott, English professor at Eastern, 1910-17, wrote a volume of poems published in 1914, The Man Sings. After leaving Eastern he was author of other books, and his short stories and poems appeared in various national magazines.

Dr. James D. Bruner succeeded Prof. Stott as head of the English department, 1917-21. He was author of several works in the field of romance languages - among them, Le Romain d'un jeune Homme Pauvre, per Octave Feullit, 1904; and Hugo, Victor Marie, Comte, 1906; also Studies in Victor Hugo's Dramatic Characters, 1908.

Beginning of the Library

Eastern's Library had its beginning with the arrival of Miss Ada Barter, the first librarian, June 4, 1907. The Normal School proper was then not quite five months old. While the Model School had its first session beginning September 7, 1906, the Normal School opened its doors to students January 15, 1907. By that time rural school terms were out and teachers were free to attend school if they so desired or if they were able.

Scarcely any high school graduates were found among the students entering the Normal during its first years. They were either experienced teachers striving to improve their qualifications, or they were young people who wanted to prepare themselves for the examinations for teachers certificates.

Three years after the Normal School opened, Kentucky had only 54 accredited public high schools and 29 private. But the number increased rapidly after the establishment of public county high schools, and by 1918 the record shows 201 public and 52 private accredited secondary schools. Up to this time few of the graduates of these schools were interested in becoming teachers.

President Roark had a thorough understanding of the educational needs of Kentucky. He was a native of Muhlenburg County. In 1881 he had graduated from the National Normal University at Lebanon, Ohio. He came back to Kentucky and founded the Glasgow Normal School in Barren County. From there he went to the A. & M. College in 1888 as dean of the Normal Department.

The term, "normal," was applied to a new type of school arising around 1870 or later, but disappearing within forty or fifty years. These schools, most of which were privately owned, were intended primarily to train teach-

ers. No other profession, in my mind, has gone off on so many tangents with fads and fashions as that of teaching. The curricula in these normals were based upon the theory that traditional colleges and academies wasted much time in athletics and social activities; and that the normals could cover as much educational ground in a short term of eight or ten weeks as traditional schools covered in a semester, or even in a year.

Dr. Roark left Kentucky in 1905 on a fellowship in Clark University, Worcester, Massachusetts. His years at the A. & M. College had imbued him with concepts of thorough scholarship. When he became president of Eastern Kentucky State Normal School, which he was to organize from the beginning, he had no library, no equipment, and no faculty, only a small campus with three brick buildings.

By his foresight he started a library at Eastern before the State University had one. The library he had in mind for the new school was compelled to begin with a librarian, 300 books, and the empty old Academy building. But even this was two years ahead of the University.

At the A. & M. College, before it was made the State University in 1908, President Patterson had well filled bookcases in his office, as did Dean Paul Anderson of the Engineering College, and Dean Arthur Miller of the College of Arts and Science. A number of classrooms had bookcases containing an assortment of literary works; but from my recollection as a student there at that time, these books were seldom used by students. Besides the deans, other professors did not have offices, but each had a classroom.

With Carnegie funds the University erected, in 1909, a small brick and tile library building which still stands in the rear of the administration building, and is used today for an anthropological museum.

The first library at Eastern was located

in the old Central University Academy building. This structure stood a few feet east of the present Crabbe Library, and where the drive cuts through the north-west corner of the lawn in front of the Student Union building. It has sometimes been called the Walters Collegiate Institute building; but from what information I can gather on the subject, Walters Collegiate Institute was organized after the Academy and Central University were consolidated with Centre College at Danville in 1901; and the Institute occupied the University building until that property was acquired by the Normal School in 1906, when Walters Collegiate Institute changed into the Model School that then occupied the same rooms on the first and second floors.

Normal School classes were then held in the basement rooms, the auditorium, and on the third floor. President Roark had his office and business quarters in Memorial Hall, the dormitory, which stood where Beckham Hall is now located. The Model School principal, or director, had his office in the small room on the second floor opposite the auditorium. When the Model School moved out of the building in 1961, the auditorium with its balcony was converted into several classrooms on the second and third floors.

A 1910 REVIEW publication describes the library as an old building, but very well arranged and adapted for the purpose, and it is being well patronized. The management has entered into an arrangement with the city of Richmond in an effort to induce Mr. Carnegie of Pittsburg to erect a modern library building on the campus, the city people to share in its use if it can be obtained.

This building had one large room used as the library. Two small rooms at one end were used, one for a cloak room, and the other for the school bookstore after 1909. At the other end of the building was a small entrance hall and stairway leading to the upstairs room over the library.

Miss Barter, the First Librarian

President Roark selected Miss Ada J. Barter as first librarian of the new school. In 1907 Miss Barter had graduated from the University of Illinois where she majored in library science and had received the A.B. degree. She was born in Indiana, and attended Chicago High School and Columbus, Nebraska, High School. Her coming to Richmond was really a daring adventure for a young lady just out of college. She came into a strange community where she knew no one, and she accepted a position which she had to create from the beginning. On arriving in the city she was helped in finding living quarters in Madison Female Institute, located on the hill where Madison High School now stands. It was summer time, and a chatauqua was being held on the Normal School campus.

The first salary paid the new librarian was forty dollars a month. That was soon raised to fifty dollars in recognition of her efficiency. At the end of her four and a half years at Eastern she was receiving sixty-five dollars a month. Money was scarce in the early years of the school, but a dollar then was worth seven or eight of today's inflated dollars. The annual appropriation for maintenance during the first year of the school was \$20,000, with \$5,000 for capital outlay. After the first year the amount for support of the school was increased to \$40,000 for each of the next four years.

In Miss Floyd's chapter on the Library in Five Decades of Progress, she reveals the following information about the library, found in the minutes of the Board of Regents: "On March 15, 1907, the Board of Regents authorized their Executive Committee to buy such library and laboratory supplies as they deem necessary. In September of that year the Board directed that a sum of \$500 be expended on the purchase of

books. Again in March, 1909, there is mention of instruction being given to the librarian to submit a list of books to the business director, their cost not to exceed \$200."

"A fund of \$60 for the purchase of the Library of Southern Literature is mentioned in the June, 1909, minutes of the Board of Regents; and in a similar manner all purchases of the library were taken care of until 1918. At that time a regular annual budget appropriation was begun."

Miss Reid states in her bulletin on the library, published in 1928, that there were at the time Miss Barter arrived only 300 books with which to start a library. "These were all on pedagogy. The very first books recorded in the accession records were the McMurry books on special methods."

"The library was classified, cataloged, and organized from the very beginning," said Miss Reid, "to conform to the most approved methods. The Dewey Decimal system of classification is used in the classification of all book material with a catalog to index the books."

"There were 1,050 books accessioned dating from June 15, 1907, to January 1, 1908; 449 in 1908; 520 in 1909; 450 in 1910; 559 in 1911; 840 in 1912; 125 in 1913; 359 in 1914; 292 in 1915; 125 in 1916; and 295 in 1917."

In the first half year of the library Miss Barter cataloged 1,050 books, and wrote out the catalog cards for all of them. The librarian had no assistant until 1920. Added to Miss Barter's duties as librarian, she managed the school bookstore in an adjoining room, and she taught a class in library science. When engaged in these duties she closed the library.

A copy of the EASTERN REVIEW for 1910 gives this statement concerning the course in library science which she taught: "The importance and the need for teachers to have some knowledge of library matters has become well recognized. To meet this growing demand, a course in library

administration is given. The course consists of one lesson a week for a term of ten weeks. Lectures are given on the classification, use of the card indexes of the library, and upon the management, care and selection of books for school libraries; practical problems, based upon the lectures, are given to students to be worked out in the library."

The 1910 yearbook, THE BLUEMONT, speaks of Miss Barter as "a walking encyclopedia of Eastern Kentucky State Normal's Library," and adds, "She has an unlimited stock of patience."

Miss Barter resigned her position January 1, 1912, that she might marry Dr. Murison Dunn. Mrs. Dunn still resides in Richmond; her home is at 104 Sunset Avenue. Through these years she has retained a loyal interest in the growth of the library to which she gave birth, and whose struggling infancy was nurtured into healthy childhood under her care.

She describes the beginning of Eastern's library with much detail. It occupied the one large room in the old brick Academy building. A pot-bellied stove in the center of the room afforded heat in winter; although in very cold weather the temperature of the room would vary from very hot near the stove to chilly atmosphere around the walls and near the windows. A wooden box near the stove was filled with coal each morning by a janitor who started the fire; but the librarian kept up the fire during the day by shoveling coal into the cast iron heater.

Window space was sufficient for day-time lighting. The library was not open at night because the only artificial light came from half a dozen small light bulbs hanging at the end of drop cords from the ceiling. The library hours were from 8:30 to 5:00, except on Saturday when the building was closed at noon.

There was no water or other conveniences in the building. Four tables and some wood-bottom chairs in one end of the room invited students to be seated with their books. This

furniture was part of a freight car load brought to Eastern by Dr. E.C. McDougle. Before coming to Eastern in 1907 he had been president and owner of Georgie Robertson Christian College at Henderson, Tennessee. When he came to Richmond he brought along a car load of his furniture which he sold to the school at a fair price.

One piece of furniture in this first library is still preserved in the Kentucky room. It is an ornate, solid oak table, about eight by three feet in dimension. This table was originally the property of Col. Edgar H. Crawford, first principal of the Model School. When he left Eastern in 1908 he sold the table, which he had used in his office, to the library. Colonel Crawford was a native of Bardstown, a friend of Governor Beckham, and was said to have been a very cultured gentleman who loved his toddy but never in excess.

A few bookcases stood in the west end of the library room. These were open on both sides and were made of pine lumber. They are now part of a larger number of the same kind used for the storage of magazines.

Also the library had two very fine bookcases against the wall. These were probably inherited from Central University. One was about seven by twelve feet, and the other about seven by six. When the library was moved from Cammack in 1924, these fine old bookcases were left in the Training School. Then when Cammack was remodeled in 1961 these bookcases, with so much tradition, were dismantled and the fine quality white-oak wood in them was used in making speaker stands and other furniture.

The first two librarians had a good flat-top desk that occupied a space in the room between the tables and the bookcases. Two drawers in this desk were used to hold the catalog cards; and a small box on top of the desk held the book cards. When the library was moved to Cammack in 1918, a proper card catalog case was purchased. This first catalog, to the best of

my recollection, is the twelve drawer case now stored in the mending room of the library.

While Miss Barter was librarian all catalog cards were hand written. In her library training at the University of Illinois she had been taught a very legible "library hand." These cards can be found, all neatly written, in the present catalog. About the time that Miss Reid became librarian, 1912, the catalog cards began to be printed and were distributed from the Library of Congress.

When Central University moved to Danville in 1901, the school left a pile of old books in the upstairs room of the Academy building. At the time when the Normal School assumed ownership, these books were covered with dust and grime. A very few were picked out and placed in the library where they may be found today. But most of them were not considered of any value. They were old law books, Latin books, and others of that kind, many bound in leather, but dirty and unattractive. Nearly all of them were thrown out in a heap on the campus and burned. Dr. McDougale is said to have retrieved from the pile a valuable map showing the original plot for the village of Boonesboro. That map is now preserved in the Dorris Museum.

The number of faculty during the first year of the Normal was eleven. The second year the number increased to fourteen. When I joined the faculty in 1918 there were thirty-one on the staff; that included seven of the Model Staff. Gradually the size of the faculty has increased as the school has grown. But I think that from the very first the school has had many able and consecrated teachers. The library staff has increased from one in 1907 to five in 1932.

One year after the death of President Roark, Mr. J.G. Crabbe was made president of Eastern. He resigned the office of State Superintendent of Public Instruction to accept the position.

President Crabbe was a native of Ohio, who

had been superintendent of Ashland City Schools before coming to Frankfort in the Willson administration. As a school administrator he looked after the most minute details. He was ambitious and far-sighted, and was a Puritan in his philosophy. Sometimes he sponsored revival meetings on the campus to save the souls of the sinful students. I knew President Crabbe before he came to Richmond. After six years at Eastern he left to accept the presidency of Colorado State College at Greeley.

Miss Reid, the Second Librarian

Upon the resignation of Miss Barter, January 1, 1912, Miss Mary Estelle Reid was made librarian. A native of Metcalf County, she graduated from Edmonton High School and from Liberty College in Glasgow, where she had courses in library administration. She attended the University of Nashville in 1907-08 and specialized in German, French, and library science. For a year she held a position in the Nashville Carnegie Library before coming to Richmond.

I remember Miss Reid at her desk in the library room of the old Academy building. A few bookcases in one end of the room and a few tables and chairs in the other. The book cards on her desk were in a box about the size of a shoe-box. She was a very pleasant lady, devoted to her work, and very business-like.

During the period when Eastern was a growing young school, limited in its resources, and poor, when its library was slowly building a foundation upon which a more pretentious institution was to develop, books were scarce, but cheap compared with prices today.

Only a few schools at that time had librar-

ies. In 1905 while I was teaching in the Harding Rural School in Calloway County, we placed in that small educational center the first school library in the county. The ninety well selected books cost about \$30, and I made a bookcase with glass doors to hold them. A few well-to-do families had books in their homes, and most professional men had libraries of technical books in their offices. But many homes had only a Bible and a Sears & Roebuck catalog, with, perhaps, some children's textbooks; and some did not have any of these. Many people did not read anything. The weekly county newspaper was subscribed for by some, and a few took the TWICE-A-WEEK COURIER JOURNAL.

About this time Mr. Andrew Carnegie, with his millions made in the steel industry, announced his intention of giving libraries to needy communities in the English speaking world. In answer to the question, "What is the best gift that can be made to a community?" Mr. Carnegie wrote 'A free library occupies the first place, provided the community will accept and maintain it as a public institution, as much a part of the city property as its public schools, and indeed an adjunct to them.'

The American Library Association had been formed in 1876; but its work was concerned mostly with furnishing information and encouragement to libraries already in existence. Mr. Carnegie was interested in creating libraries. The Carnegie Corporation was formed in 1911. By 1919 it had built 2,811 libraries. Twenty-three of these were in Kentucky, and Mr. Carnegie contributed to them the sum of \$795,300. Besides aiding in the building of libraries, the Corporation has made large appropriations in the interest of library training and service.

Eastern's effort to secure aid from the Carnegie Foundation failed, but the school went ahead on its own. Miss Floyd says in her chapter in Three Decades of Progress, "The year of 1918 was a turning point in the history of the

library at Eastern, for it is in the yearbook of 1918 that a library committee is first mentioned." Mrs. Dunn says there was no committee before then.

The first library committee was appointed by President Coates in 1918, and included the following members:

Miss Mary Estell Reid, Librarian and Chairman.

Dr. E.C. McDougale, Dean, Education

Dr. James D. Bruner, English

Dr. Wren J. Grinstead, Latin

Mr. R.A. Edwards, Training School

Mr. Charles A. Keith, History

President T.J. Coates, ex-officio member

The minutes of the first Library Committee meeting are of sufficient historic interest as to be given here:

November 9, 1918. The Library Committee met in the President's office (in Roark Hall.) The meeting was called to order by the Chairman. Those present were Pres. Coates, Chairman Miss Reid, Dean McDougale, Messrs Keith, Bruner, Edwards, and Grinstead.

President Coates stated that the purpose of the meeting was to begin working out a definite policy in regard to the growth of the library, and to formulate a temporary budget to lay before the meeting of the Executive Committee of the Regents pending the meeting of the full Board of Regents in Jan.

Mr. Grinstead was elected Secretary of the Committee.

Dean McDougale moved: That the method of procedure in the enlargement of the library be as follows: The Secretary of the Committee should receive from the teachers lists of such books as they wish added to the library, and that such lists shall be passed upon by the Committee, which shall have the power to recommend their purchase.

The motion was seconded, put, and carried.

Following a suggestion from the Chair that a budget system be adopted, Mr. Bruner moved

that the sum of \$2,500 be asked from the Regents as the first appropriation for the year of 1919.

After a second was obtained, the President suggested that it might be more feasible to obtain an emergency appropriation of \$1,000, with the expectation of securing a larger sum to complete the year's expansion, after the assembling of the Regents in January. Mr. Keith then moved as a substitute to Mr. Bruner's motion: That the Regents be asked to appropriate \$1,000 for immediate use as an emergency fund for library expansion.

As there was no objection, this motion, after being seconded, was accepted as a substitute for the previous motion by unanimous consent.

A resolution directing the Secretary to prepare an address to the Regents, setting forth the needs of the library, and petitioning for the emergency appropriation of \$1,000 was adopted.

Mr. Keith asked leave to present to the Committee a list of books immediately needed in the library for the Department of History and Social Science. He stated that the approximate cost would be about \$200. After some forty names had been read to the Committee, a motion was made, put, and carried: That the Committee approve for purchase such of the entire written list submitted by Mr. Keith as are immediately available.

The Committee adjourned.

Mary Estell Reid, Chairman
Wren J. Grinstead, Secretary

From Other Committee Meetings

I recall that it was a rule imposed on the Library Committee by the Board of Regents to the effect that before any book could be purchased for the library, the title with name of author and list price must be read to the Committee and approved by it.

At the second committee meeting, December 6, 1918, "The Chair raised the question of apportioning the appropriation of \$1,000 provided by the Board of Regents in answer to the request made in pursuance of a resolution of the Committee at the meeting Nov. 9, 1918. After some informal comparison and estimate of the cost of the lists of books submitted by the various teachers, the following was moved by Dean McDougale: That the special appropriation of \$1,000 requested in the resolution of Nov. 9, 1918, be apportioned as follows:

Department of Education	\$180
Department of English	180
Department of History and Civics	200
Department of Foreign Languages	90
Department of Natural Science	150
Training School	100
Department of Fine Arts	25
Library and miscellaneous	75

Mr. Grinstead moved to amend by adding: That requisition of books and their selection for purchase out of the appropriation be subject to the approval of the following persons: (names of the committee members for each department.)

Mr. Keith moved: That the Board of Regents be requested to make liberal annual appropriations for the library. After some criticism of the indeterminate nature of the motion, it was withdrawn, and Mr. Keith moved: That the Board of Regents be requested to

make an appropriation of \$2,500 for the library. The motion was seconded, put, and carried.

Committee adjourned -

At the committee meeting on January 19, 1919, Dr. Grinstead moved: That we regularly keep in reserve as an emergency fund 10 percent of each appropriation made by the Board of Regents. The motion carried.

At the October meeting, 1919, it was moved and carried: That nothing but material available for cataloging in the library shall be purchased out of the library funds by vote of the Committee.

The \$2,500 appropriation was apportioned as follows for the school year of 1919-20:

Dept. of English	\$500
Dept. of General Reference	500
Dept. of History and Civics	400
Dept. of Education	300
Dept. of Foreign Languages	200
Dept. of Science	200
Training School	150

In the fall of 1918, sometime before Thanksgiving, the library was moved from the Academy building, where it had been for eleven years, into the new Cammack building. It occupied the two large front rooms, with small rooms at each end, on the second floor. The old furniture from the Academy building was brought into the new building, with some new tables and chairs, and several new bookcases that were built just like the old ones. A card catalog was purchased, so the catalog cards were no longer kept in the librarian's desk drawer.

At the March 4, meeting, 1920, Dr. Bruner moved: That the President and Board of Regents be requested to purchase a complete set of steel stacks for the stack room. His motion carried, but the Regents evidently ignored it. The wooden bookcases remained until after the library

moved into Crabbe Library in 1924.

Mr. Keith made a motion at this same meeting in March, 1920, asking for twelve reading room tables, size 3 by 5, with chairs to correspond, all harmonizing with the furniture already installed. These tables must have been purchased, because they were in the reading room, and some of them are still in use in the library.

Another motion, made and passed, asked for \$500 for library reading room decorations. That much was not spent, but copies of murials from the Library of Congress, "The Evolution of Literature," were purchased, framed and hung on the walls of the reading room. They remained in that room until it was remodeled in 1961.

At the May 4, 1920, meeting of the Committee, Dr. McDougle presented the following resolution: Whereas: The greatly increased attendance upon the Normal School has made necessary a greater number and variety of classes with consequently greater demand upon the library; and Whereas: The growing proportion of college work in the course of study requires a much greater percentage of pupils' work to be done in the library: and Whereas: The pupils are actually using the library much more extensively than in previous years, as the Librarian's report shows; and Whereas: For some years prior to 1917-18 there had been little provision made for the systematic growth of the library; and Whereas: The cost of books has materially increased; and Whereas: The appropriation for the purchase of new books must be apportioned amongst eight departments.

Now therefore be it resolved: That we consider \$3,000 for the biennium to be a very modest sum for the purchase of new books for the library, and that we accordingly request the Board of Regents to appropriate the said sum for that purpose.

The motion was put and carried, but nothing

came of it. At the next meeting, which was on October 6, 1920, the Chair announced that the request for an appropriation of \$3,000 had been postponed by the Board of Regents. Then in its January meeting the Committee voted to ask the Regents for \$2,500.

At the end of the school year, Dr. McDougale, amidst some stir on the campus and 14 years at Eastern, was not re-employed. Neither was Dr. Bruner's contract renewed. The State Superintendent George Colvin was then chairman of the Board of Regents. It was his influence that made a number of changes on the campus, one of which was transfer of the Model High School to Madison High.

Dr. McDougale was succeeded by Mr. H.L. Donovan, superintendent of Catlettsburg City School. Dr. Bruner was succeeded by Mr. R.A. Foster, who took Dr. Bruner's place on the Library Committee.

At the Committee meeting, October 12, 1922, Dean Donovan moved that more departments should be added for the distribution of library funds, he suggested that the departments of Agriculture, Home Economics, and Manual Training should be included.

Dean Donovan next presented a rather long worded request to the Board of Regents, very similar to the one Dr. McDougale had presented May 4, 1920, except that Dean Donovan asked for an appropriation of \$3,500.

At another meeting the next day, October 13, 1922, Mr. Edwards moved that the proposition be placed before different book companies and publishing houses to the effect that the Eastern State College proposes to set aside a space in its library for the purpose of textbook exhibits. In this room or space furnished in the library, exhibits from different publishers may be placed and will be kept separate and intact.

The motion carried, and since that time the library has maintained interesting and valuable exhibits of many new and state adopted textbooks.

In the New Crabbe Library

The library was moved from Cammack building into the new Crabbe Library building in the summer of 1924. The new building had sixteen rooms, and it was constructed at a cost of \$55,342.

For the school year of 1924-25 I was away from the school on a leave of absence with a General Education Board scholarship. Dr. Grinstead was elected to take my place as secretary of the Committee, which place I had held for the past two years.

Dean Donovan left Eastern in 1923 on a leave of absence to study at Peabody College, but in 1924 he resigned to accept a teaching position in Peabody; and Dr. Homer Cooper was elected to succeed him.

The minutes of the first fall meeting held in the library, October 14, 1924, gives the apportionment of the funds for that academic year as follows:

Education	\$400	
Training School	400	
History	300	
English	300	
Industrial Arts	300	
Science	300	
Foreign Language	300	
Emergency Fund	200	Total \$2,500

At a meeting a year from the previous one, Miss Reid reported "for the past school year the circulation was 105,997 leading that of the normal schools of the state, and approaching that of the University of Kentucky."

When the library Committee met, December 3, 1925, the Chairman, Miss Reid, reported that the Board of Regents had appropriated \$5,000 to the Committee for that year. This was then apportioned among the departments and General Reference was given \$1,500, with the balance going to other departments.

In 1927 Dr. Grinstead, who had been a member of the faculty since the first day the Model School opened, and a member of the Library Committee since its beginning, left Eastern to accept a position in the University of Pennsylvania. He had been secretary of the Committee from 1918 to 1920, and from 1925 until he left in 1927. For all other years, up until I resigned from the Committee about 1942, the duties of secretary were upon my shoulders. Dr. Grinstead died in 1961. He was brother of Mr. P.W. Grinstead, one of the original Board of Regents.

At the meeting of the Committee, December 11, 1927, the question was discussed concerning the abuse of the library by students - defacing magazines and books, and taking magazines from the reading room.

It was moved and carried: That the Librarian prepare a folder to be printed and distributed to all students at the beginning of each semester in which a code of library rules and ethics would be explained.

President Coates died in March, 1928. He had been a good president and had piloted the school from its early Normal School days when it was only ten years old, to a standard college with a much increased enrollment and several new buildings. He was a president with his feet upon the ground. A native of Pike County, he had taught in the public schools and had been a successful school administrator before coming to Eastern.

President Coates was succeeded by Dr. H.L. Donovan, a native of Mason County. He had been dean of Eastern, 1921-23, and before that he had taught in practically every type of public school in the state. President Donovan entered upon his new duties at Eastern with vigor and foresight. He was an administrator with plenty of courage. While he was president the school

became recognized as one of the leading teachers colleges in the nation.

Dr. Donovan was a profuse reader and was often seen in the library. The extent to which faculty members used the library was of concern to him, and he checked on that. One book, an autobiography of the dancer, Isadore Duncan, he had removed from circulation because he did not think it a nice book for students to read.

He remained President of Eastern for thirteen years, until 1941, when he resigned to accept the presidency of the University of Kentucky, of which he was an alumnus.

Miss Reid's Library Bulletin

In 1928 Miss Reid prepared a forty page bulletin of Eastern's Library. It included chapters on *History of the Library*, *Purpose of the Library*, *Internal Arrangement of the Building*, *Classification and Arrangement of Books*, *The Catalog*, *The Reference Collection of Books*, *Special Indexes*, *How to Use the Library*, *Book Selection*, *The Children's Library*, and *Work of the Kentucky Library*.

On *The Purpose of the Library*, she wrote: A most essential factor in the life of Eastern Kentucky State Teachers College is its library. It contributes to the efficiency of every department of instruction. It is a place where every member of the faculty and every student, to the smallest pupil in the Training School, may come for information and for recreational reading. . .

The library is not a mere adjunct to the school, but an integral part of the educational system. . . Real students are no longer satisfied to follow mere textbooks in the

investigation of a subject; and teachers expect of students enough initiative to find the opinions of other authorities than the ones studied. . . The library reflects in its collection and service the aims of the institution of which it is a part, - its development being influenced by that of the school, which in turn is dependent upon the development of the library. . .

From the chapter on *The History of the Library*, the following statement is quoted:

Beginning in 1918 there was a special appropriation made to the library, and from that date there has been a regular library appropriation, which has enabled us to add constantly to the book collection until now we have about twenty-three thousand volumes in our main library, excluding pamphlets and government documents. . . These books constitute a most usable collection, including all of the best material on the various subjects of the curriculum, and informational and cultural reading on practically all subjects. There is practically no dead material on our shelves. Our circulation proves this fact to us every day. Last year we had a total circulation of over 100,000. . .

On *General Regulations of the Library*, Miss Reid states: Library rules are made with the intention of giving to the large number of people the best opportunity possible to use the library for the purpose for which it is intended. As a school library is to be used primarily for study and research, it must have regulations in order to provide quiet surroundings for the former purpose and quick access to material for the second.

It will be seen that library regulations are for the purpose of having the material owned by the library on hand when needed, and that requests for silence and careful

use of books are for the benefit of the users of the library rather than the librarian. Fines are imposed for infringement of the rules, not because they increase the revenues of the library, but because no other plan has been devised for the protection of the many against the few who do not voluntarily work together for the common good.

The following regulations are used in our library:

1. Hours

The library is open from 7:30 a.m. to 5:30 p.m., and from 6:00 p.m. to 9:00 p.m. daily except Sunday and on regular school holidays.

2. Circulation

General reference books, including encyclopedias, gazetteers, dictionaries, yearbooks, almanacs, etc., found on the shelves of the reference room, are reserved for individual study, and may not be taken from the library, but must be used in the reference room only.

Other books in the reserve collection, which are for class use, may be consulted in the reading room at any time during the day, and may be drawn for overnight use at any time between 8:30 and 9:00 p.m. These books must be returned to the library by 7:30 a.m. of the next day upon which the library is open. If this is not done the borrower is subject to a fine of 10 cents per hour for every hour after the time the book is due until it is returned to the library.

Books not needed for class use may be borrowed by any member of the Normal community for home use. Books thus drawn out may be kept for two weeks, and may be renewed, but all are subject to recall at any time when needed for reference use. If these books are not returned on time the borrower is subject to a fine of two cents a day.

3. Charging

Books must never be taken from the library until they have first been charged at the

charging desk. Books charged for reading room use on reading room slips shall never be taken from the library until they have first been checked off the reading room slip and properly charged on the regular book card. Books charged on these reading room slips are not transferable and the reader who signs for the book shall be held responsible for its safe return.

All books taken from the library must be returned to the charging desk of the department from which it was drawn. No books may be left on the outside of the library. If a person should return books on the outside of the library and the book is lost, the person who thus returns it is responsible for the replacement value of the book, and if the book is found on the outside of the library a heavy fine is imposed on the student thus returning it.

4. Order

The utmost quiet and decorum is required of every person using the library. Serious offenses, as mutilation or theft of books or periodicals, or other willful violations of the library regulations, are punishable by expulsion of the offender.

5. Stack Room

The stack room is open to the faculty only, except by special permission of the librarian in charge.

6. Assistance

Readers desiring assistance will please apply freely to the librarian in charge.

7. Saturday Afternoon

No books may be drawn for overnight use after 5:30 p.m. Books may be drawn on Saturday afternoon for overnight use at any time between one and 5:30.

The first assistant employed in the library was Miss Pearl Schrivner, a graduate of Eastern and a resident of Irvine. She served

one year when the library was in Cammack building. The next year, 1921, a trained librarian, Miss Carrie Waters, was made library assistant. She came to Eastern from Nashville Carnegie library where she had been employed in the cataloging department. She remained at Eastern five years.

The great Depression came in 1929, and President Donovan became concerned about his budget. He appeared before the Library Committee and requested that it agree to reduce the appropriation received that year by one thousand dollars in order to help the College balance its budget. By shrewd financial management during these difficult years, the College was able to meet its obligations and faculty salaries were always paid on time. This was not the condition in some other colleges.

The library staff for 1928 included the following: Miss Mary Estelle Reid, Librarian. Miss Elinor Foster, Instructor in Library Science, and Reference. Miss Bess Moore, Circulation Department. Miss Frances Elizabeth Newman, Children's Library.

Miss Reid died in August, 1929. Her death was sudden and unexpected. She had been librarian for seventeen and a half years. Under her guidance the library had grown from the limited quarters in the old Academy building to the new and elaborate Crabbe library which she had helped design. During her administration the library had increased from about 3,000 books to around 24,000.

Out of respect for her the Library Committee passed the following resolution: Miss Mary Estelle Reid for almost twenty years was chairman of the Library Committee of Eastern State Teachers College and Normal School. Members of this committee, who have served under her at different times during these years, can call to mind that she was always

efficient in this capacity. But especially will they remember that she conducted these meetings with an air of refinement and perfect courtesy towards all members.

President Roark, Mrs. Roark, Miss Heald, Miss Patridge, President Crabbe, Mrs. Dean, and President Coates had already been called from our ranks. Someone had to follow. Fate decreed this should fall upon our faithful chairman.

The present Library Committee desires that the above statement be made a permanent record in the minutes as a small token of respect and esteem to the memory of Miss Mary Estelle Reid.

C.E. Caldwell

Dean W. Rumbold, Special Committee

The Training School Library

In the appropriation of library funds at the first committee meeting in 1918, the Training School was given \$100 with which to buy library books. From that time on the Training School received its due allotment of the annual library funds.

At the April meeting of the Library Committee in 1919, "The Chairman, by unanimous consent, appointed Mr. Edwards a committee of one to report on the number and cost of books required for the grade school libraries."

Each room in the Elementary and Model High schools had well filled bookcases of suitable supplementary books. But as I remember, most of these were purchased out of the Training School budget. It appears that in 1918 some books might have been purchased through the Library Committee with the apportionment allowed

the Training School. I am sorry that may memory is not clear on this point. But I am sure that very soon after 1919 all juvenile books bought with library funds were cataloged in the Normal School library. Six months after the April meeting, when the Committee met in October, a motion was made and carried to the effect that "nothing but material available for cataloging in the library shall be purchased out of the library funds by vote of the Committee."

The Model High School was transferred to Madison High in 1922. Three years later, in 1925, a junior high school was started in the Training School; and in 1930 the full four years Model High School was re-established in the University building where it had been located between 1906 and 1909. The Model High School was part of the Training School organization which also included the Rural Demonstration School. The Training School Library served the three divisions.

When the college library was moved from Cammack building into the new Crabbe Library in 1924, a room in the new building was provided and equipped for "The Children's Library. This was a basement room in the north-east corner of the building. The library appropriation for the Training School Library that year was increased to \$400. Miss Reid, in her Library Bulletin, 1928, describes this library as follows:

There are children's tables to accommodate fifteen per cent of the pupils, and shelves for 2,500 books. Attractive picture books are displayed on one of the tables which is especially adapted for use of small children.

It is the aim of Eastern Kentucky Training School Library to do two things; first, provide an adequate collection of books for use in class work; and second, to build up a collection of books for outside reading that will help to develop a lasting appreciation of good literature. . .

The selection of books is made an individual activity as far as possible. It is felt that individual choice within reasonable limits is a better method of promoting a taste for good literature than giving the child the 'best thing' to read, or insisting that he take a 'classic'. There are, of course some children who have to be persuaded and encouraged to read. The greatest helper the library has in such cases is the teacher. A good book in the hands of an intelligent teacher is sure to interest someone. Talks on new books, story telling, and informal reading hours, are other means employed to reach the individual child.

At the time this was written Miss Reid reported that the "Juvenile Library" had 2,675 books. On another page she continues as follows: The idea of a children's library is not new, but opportunity now offered for demonstration of the educational, cultural, and recreational contributions which the school library can offer was never greater. Broader views of education and the new methods of teaching make the library a necessity.

Turn the pages of any progressive magazine and you will find the library referred to as the 'hub' or the 'center and soul' of the interest of the school. . .

To accomplish its purpose, then, the school library should be a many sided organization, ever growing and changing - a place in which beauty, order, and love of human intercourse may be felt on crossing the threshold. Such are the problems that confront Eastern's Training School Library in serving two-hundred children in grades one to nine.

Miss Floyd says in her chapter in Three Decades of Progress, The Training School Library is more than a juvenile library because it serves as a laboratory for college students doing practice teaching. These books have been selected with great care. The Win-

netka, Terman-Lima, Standard Catalog and other lists have been checked from year to year in an effort to keep in touch with the best books available for purchase.

Two years after Miss Reid made her report, the Training School included twelve grades, and counting the Rural Demonstration School then on the campus, about 400 pupils.

The library was moved from the classroom size location to the west side of the building in 1935. It remained there until 1961 when it was transferred into new and attractive quarters in the new Donovan Laboratory School. The name was then changed to the May C. Hansen Library, in honor of Miss May C. Hansen's long and faithful service in the Training School, and because of her knowledge and interest in children's literature. She was primary teacher from 1912 to 1930; and after that, until 1952, she was supervisor, teacher of methods and of children's literature. She came to an accidental death in December, 1957.

At the time the library was moved from Crabbe Library, the number of volumes in the Training School, or Hansen, Library was estimated at 13,000.

Regular members of the Training School Library staff were Miss Frances Elizabeth Newman, 1927-28; Miss Elinor Foster, 1928-29; Miss Frances Mason, 1931-40; Miss Ida Greenleaf, 1940-43; and Mrs. Lester Miller, from 1945-61. For a few brief periods this library was in charge of college students under the supervision of the main librarian. But the librarians in charge built up a superior stock of books, guided boys and girls in their reading, and supervised the the library efficiently. But it should be said here that of all the fine work done in the Training School library, that of Mrs. Miller should have special recognition. For sixteen years she not only cooperated with all of the teachers in the three divisions of the Training School, but she took a personal interest in all of the

boys and girls, and she contributed immeasurably to the cultural growth of hundreds of pupils.

Miss Mary Floyd, Third Librarian

After the death of Miss Reid in August, 1929, President Donovan selected Miss Mary Floyd as Acting Librarian for the school year following. Miss Floyd had been in the Eastern faculty for four years previous to this time as a teacher of history and English. She was a native of Pulaski County, a graduate of Eastern, and had taught several years in the public schools.

In 1930 she was made librarian, and the next year she obtained a leave of absence to attend Columbia University where she spent a year earning a degree in library science.

At a called meeting of the Library Committee, which was held on December 2, 1929, at 4:00 p.m., the members present were Chairman Miss Floyd, Miss Pollitt, Mr. Keith, Mr. Caldwell, Dr. Clark, Mr. Cox, Dr. Rumbold, Mr. Walker, and Mr. Edwards.

Miss Floyd presented the question of securing, for the Kentucky Room, the John Wilson Townsend Kentucky Library.

It was moved and carried that the Library Committee express a willingness to assume the initial payment of \$2,500 on the proposed purchase of the Townsend Library.

The next day, December 3, 1929, the Committee met in regular session and passed the following resolution: Be it resolved: First, That the President of Eastern be requested to negotiate with Mr. John Wilson Townsend for the purchase of his books, pictures, autographs, letters, manuscripts, etc., pertaining to Kentucky literature, history, bi-

ography, geology, landscapes, agriculture, etc.

Second, That if Mr. Townsend should be unwilling to separate his non-Kentucky material and sell the Kentucky material only, or if the price of the Kentucky material and on the whole lot of material should be such as would seem to justify the purchase of all the material, then we request the President to negotiate for all of the material.

Third, That there be used of the library funds for 1929-30 the amount of \$2,500 to make a first payment to Mr. Townsend for his material if a purchase is made.

Fourth, That the Library Committee is willing to have a draft made for as much as \$2,500 on its regular appropriation of \$6,000 for the year of 1930-31 for additional payment on this material. The Committee are of the opinion, however, that the expansion of the library by the purchase of this material along with other demands made on the funds will make it necessary in the event of the purchase to have an aggregate appropriation for the year of 1930-31 considerably in excess of \$6,000.

Fifth, That the making of the \$2,500 for the initial payment on this material, the various apportionments made for this year should be drawn on unevenly. The departments that are benefited most by this purchase should have most of their apportionments applied to the purchase. Such departments as English, Social Science, Emergencies, Geography, Art, and perhaps Foreign Languages, should have their apportionments practically exhausted. There should be relatively more left in the departments such as, Biology, Education, Chemistry, and Hygiene Welfare.

Nothing further was done at that time toward buying the Townsend books. At the next committee meeting, January 7, 1930, the minutes

state the following: Present, Miss Floyd, Dean Cooper, Miss Pollitt, Mr. Keith, Mr. Walker, Dr. Rumbold, Dr. Kennamer, Dr. Clark, and Mr. Edwards.

A letter from President Donovan was read. Then it was moved and carried that the proposal made for acquiring the John Wilson Townsend Library should be considered as closed for the present.

It may be noted that four of the library committee members present at this meeting were native Kentuckians and five were not. The resolution of the previous meeting had called attention to reduced money for several departments if the books were purchased. In addition, there were some members of the Committee who were just not interested. President Donovan's letter to the Committee cast a cloud over the whole thing. His letter follows.

January 6, 1930

Miss Mary Floyd
Acting Librarian
Campus

My dear Miss Floyd:

I should like to report to you relative to the proposed purchase of the Townsend library.

After a number of members of the Library Committee visited Mr. Townsend and inspected his library, I took General Cammack to see it. (Gen. Cammack was a regent of the school.) The other members of the Board had given him their proxy. General Cammack did not believe it was as valuable as some of the rest of us thought. He felt that the same sum of money invested in books which the Committee might select, would be worth more to the institution. He did authorize me, however, to make Mr. Townsend an offer. I did, and thought for awhile he was going to accept it. Mr. Townsend began visiting other institutions to enlist their interest in the sale of his books. He came here to see me and was to

let me know by the end of the week whether he would take the offer or not. I have not heard from him since that time, and consider the matter closed. I advise you and the Committee to go ahead with your purchase as you originally planned.

Cordially yours
H.L. Donovan, President

Summer came in the midst of the great Depression and the Townsend collection was not sold. I had known John Wilson Townsend intimately while I was a student at the University and had taken my meals at his mother's boarding house on South Upper Street. He was then just out of Transylvania College, had a love for history, and was of a literary turn of mind. It was not because of this association that I was anxious to secure this important collection of Kentucky books for Eastern's library, but because I realized their genuine value and wanted Eastern to have them.

Kentucky had permitted two valuable collections to be taken out of the state, and I considered it would be a shame on us if we lost this one.

The Durrett collection had been secured by the University of Chicago in 1913. This story is told in the KENTUCKY PROGRESS MAGAZINE.

Col. Reuben T. Durrett of Louisville was the leader among those who organized the Filson Club. He was always interested in and a collector of historical materials. He was the Club's president from its beginning, May 15, 1884, until his death in 1913, aged eighty-nine. His home at Broad and Chestnut Streets housed not only his own library and collection, but also the belongings of the Filson Club. The two were so dovetailed into each other as to be almost inseparable. During the period of his serious illness the meetings of the Club were suspended. In the meantime his library was sold to the Uni-

versity of Chicago, and unfortunately for lack of identification, practically all of the Filson Club library went with it. It was then the greatest collection of Kentuckiana in existence, and included some 30,000 books, pamphlets, manuscripts, etc. It also contained one of the six known copies of John Filson's History of Kentucky, written in 1784.

The Draper collection was picked up here and there in the state and taken to the University of Wisconsin. Lyman C. Draper was born in New York state in 1818, but he settled in Wisconsin where he died in 1891. His hobby was collecting every kind of historical material available, especially that on frontier life. In 1852 he was made secretary of the Wisconsin Historical Society. He picked up in Kentucky, one way or another, many volumes of papers, manuscripts, letters, and books, including the Daniel Boone and the George Rogers Clark papers. He wrote a history of the Battle of King's Mountain from some of the material he had collected, which included many letters and other manuscripts. All of these he gave to the library of the University of Wisconsin.

The John Wilson Townsend Library

In the summer of 1930 President Donovan was teaching in the University of Chicago. He came home about the end of the first week in July to attend the funeral of his friend, Supt. Guy Whitehead of Lexington. While here the Board of Regents had a meeting, the Library Committee had two meetings, and the day after he left to return to Chicago, the Townsend books were bought. After a meeting of the Library Committee

on July 8, 1930, Miss Floyd wrote the following letter to President Donovan:

Richmond, Kentucky
July 9, 1930

President H.L. Donovan
E.K.S.T.C.

Dear President Donovan:

You have noticed the letter in last Sunday's COURIER JOURNAL "Point of View" column concerning the library of Kentucky books collected by Mr. John Wilson Townsend.

It seems that Duke University is interested in the purchase of this collection.

Mr. Edwards brought up the subject at the library committee meeting yesterday and proposed the following resolution which was unanimously approved: That the purchase of the John Wilson Townsend Kentucky library be reopened and a committee consisting of President Donovan and Miss Bennett be authorized to investigate and try to retain this valuable collection for Kentucky.

Respectfully yours
Mary Floyd, Acting Librarian

A carbon copy of the following letter from President Donovan is preserved in the minutes of the Library Committee and the original is in my possession. It is dated July 19, but this date is an error as may be shown by subsequent events. The letter was most probably written July 10.

Mr. R.A. Edwards, Chairman
Miss Mary Floyd, Librarian
Eastern Kentucky State Teachers College
Richmond, Kentucky

My dear Mr. Edwards and Miss Floyd:

Mr. John Wilson Townsend has just given me an option on his Kentucky library for \$3,800. This does not include the Holmes book. It does include everything else he

has relative to Kentucky - books, pamphlets, letters, pictures, etc. I have told him that you will call at his home on Monday with power to act for the College. Use your judgment as to whether we should buy Mr. Townsend's books. I am giving Mr. Edwards my proxy to vote as his judgment dictates.

In event you make the purchase, I am persuaded that you should plan to have the books removed at once to our library, where I believe Miss Bennett should put them in order and arrange for cataloging.

Cordially yours
H.L. Donovan

At the library committee meeting July 13, 1930, the question concerning the purchase of the Townsend collection was a subject for discussion. President Donovan mentioned that he had taken the matter up with the Board of Regents and the Board had approved the purchase of the collection on the following conditions. The Library Committee might purchase the books upon its judgment and discretion, but the money to pay for the collection should come from the annual appropriation to the Committee, amounting this year to \$6,500. The Regents suggested that the price paid for the collection might be limited to between \$3,500 and \$5,000

The question was discussed pro and con among members of the committee as to whether the collection was worth buying. After the expression of a variety of opinions it was moved by Mr. Cox that as much as \$3,500 might be taken from the annual library appropriation for the purchase of the books. This motion was amended by Dr. Clark authorizing the Special Committee on the purchase of the Townsend collection to purchase the books provided the deal could be made for a sum not to exceed \$4,000. This motion passed with only one dissenting vote.

Sometime in the spring of 1930 Judge Robert

Bingham of the COURIER JOURNAL inspected the Townsend collection, then approached President McVey of the University of Kentucky and offered to buy the collection and give it to the University; but President McVey was not interested, so Judge Bingham dropped the matter.

After the option given to President Donovan, which expired in five days, and after the President had given me his proxy, and the Committee authorized me as its secretary to make further inquiries about the collection, I got busy by telephone. From the minutes of the Library Committee I have copied here the replies that I received and that I then presented to the Committee.

In my talk with Judge Bingham I asked him if he would be interested in buying and giving the Townsend books to Eastern's library, but he said that he was through with it. He explained that he and Mr. Harris of the COURIER JOURNAL after inspecting the collection, considered it valuable and thought it should be retained in Kentucky. He did not know what value to place on the collection, but thought the Kentucky material was well worth \$5,500. Mr. Townsend had asked him \$15,000 for the entire collection, which he thought was too high.

He with Mr. Harris and Mr. Campbell of the COURIER JOURNAL had called upon President McVey of the University of Kentucky to discuss the presentation of the collection to the library of the University, but he had dropped the matter at the time of the interview.

He expressed an ardent wish that Eastern might purchase it and keep it in the state if we had the money with which to do it.

When I took the matter up with President McVey and asked his opinion of the Townsend books, he stated that he had not examined it, and had no opinion concerning it. He admitted that Judge Bingham, with Mr. Harris and Mr. Campbell, had called upon him, but he made no statement

concerning their visit; nor did he make any other statement except to reply to questions with very few words.

Col. Samuel Wilson of Lexington, lawyer, author, and historian, replied with much interest: He had examined the collection and had considered buying it for speculative purposes. He admitted that he, too, was a collector of books, but that he had no fireproof place to keep them. He had hoped that the Townsend collection might be kept in Lexington. But Transylvania had no money with which to buy them. He had spoken to President McVey with the hopes that he might become interested in purchasing them for the new library now under construction by the University; but President McVey's reaction was one of disinterest. Col. Wilson said he knew Townsend was in need of money, and if the books could not be retained in Lexington he would be glad to see Eastern get them. He added that in his opinion the Townsend collection would become the star attraction of the school.

Col. Wilson also stated that at a recent dinner he had sat by Dr. McVey and they had talked books. His conclusion was that the President was interested in the content of books, but that he had no sentimental attachment to the material books themselves.

I have thought much about Dr. McVey's attitude. It is common among educated people the same as among illiterates. A sense of values is missing when traditions are considered. Some have little or no respect for ancestry, or for the founding fathers, or for buildings of historic interest, or for heirlooms or for chronicles of the past which record much of our heritage. I once knew heirs to an estate who put up and sold the portraits of their grandparents at public auction for the value of the picture frames. But in this case the wise Doctor's weakness turned out to the advantage of Eastern.

Miss King, librarian at the University, replied: She had not seen the collection. Dr.

Knight of the English department at the University had made a statement before their library committee in which he mentioned the value of the collection and suggested its purchase, but at the present the library committee had no available funds.

Miss Kinkead, Secretary to Mr. Rothert of the Filson Club replied: She said that Mr. Rothert was very much interested in the collection and that they desired it for the Filson Club, but they had no money available for its purchase due to the debt the Club had on its new building. She mentioned the evaluation put on the collection by the Smith Book Store of Cincinnati, a copy of which she said they had and showed a range from \$7,500 auction value up to a figure about twice that much if the books were sold in separate and single collections.

Prof. J.T.C. Noe, poet laureate of Kentucky, and a member of the University of Kentucky, replied: He had examined the Townsend books and he described them briefly. He was interested in the collection being kept in Kentucky. He had a curiosity to know what President McVey's reaction was concerning it. He said that the autographs and letters in the collection were genuine, and that some of the material was rare; it had many first editions. When told that Eastern had an option of the Kentucky material for \$3,800, he expressed surprise and said that its purchase at that price would be a pick-up. He understood that Townsend was asking about \$10,000 or \$12,000. He thought the books would increase in value as time went on, and expressed the opinion that the collection would some day be worth \$20,000, or perhaps \$30,000.

Mr. Townsend stated that he had been twenty-five years making the collection. He regretted to part with it, but hard times had come knocking at the door. He would prefer to sell it to a Kentucky institution that will keep it intact and in as nearly as possible in a fireproof room.

He explained that he had been able to get autographs and letters from many authors - all of which he prized dearly. There were many first editions in the list, and the only complete edition of Madison Cawein in existence. It is a unique collection, he claimed, there being no other like it in the world.

At a meeting of the Library Committee, August 3, 1930, notes on the acquisition of the John Wilson Townsend collection of Kentucky books were presented to the Committee as requested by it.

Not all of the notes in the minutes are given here because the story has already been told in these pages.

At the committee meeting, July 8, 1930, Mr. Edwards called attention to a letter in the "Point of View" of the COURIER JOURNAL of July 5, with information that the Townsend collection was not sold. It was moved by Mr. Edwards and seconded by Miss Pollitt that the matter be reopened, and a committee was appointed to investigate.

On the next day Miss Floyd wrote to Pres. Donovan concerning the action of the Committee. President Donovan presented the matter to the Board of Regents at their meeting July 11, and received their approval. On July 9, Mr. Townsend came to Richmond to talk the matter over with President Donovan, having been informed by telephone that we were again interested in purchasing the books. At this meeting the President secured an option from Mr. Townsend at a figure of \$3,800 for the Kentucky material, the said option to expire Monday, July 14.

In the meantime President Donovan left for Chicago. Miss Bennett, the other member of the Special Committee, was out of the state. The President appointed Mr. Edwards to act in his place on the Special Committee with Miss Floyd, librarian.

On Monday morning, July 14, the Committee,

through its secretary, secured by telephone the opinions of the best known authorities in Kentucky on the value of the Townsend collection. This was thought advisable in as much as some members of the Library Committee were still skeptical on the subject. Backed by favorable opinions, on Monday afternoon of that day the following persons went to Graceland, the home of Mr. Townsend near Lexington, to inspect his library, and, if favorably impressed, to buy and bring it home: Miss Mary Floyd, Dr. Clark, Mr. Edwards, and Mr. G.M. Brock with a check in his pocket; Miss Semonin and Miss Bach, employees in the library also went. Four college students went along in the school bus. Mr. Townsend's Kentucky books were purchased then and there for Eastern.

The books were brought back to Richmond in the school bus then owned by the college. It had two long seats, one on each side, and was used by the college to transport students back and forth to the two rural demonstration schools.

President Donovan at the University of Chicago that summer was well pleased with the accomplishment of the Special Committee in acquiring the Kentucky books. Part of a long letter from him is quoted here:

6104 Woodlawn Ave.
Chicago, Ill.
August 8, 1930

My dear Mr. Edwards

. . . Let me congratulate you on the way you managed the purchase of the Townsend collection for the library. I am greatly pleased that his collection has come into our possession. We could sell it for two or three times what we paid for it. . .

With best wishes
H.L. Donovan

Shortly after the books were purchased the following letter was received from Mr. Townsend:

"Graceland," Lexington, Sunday

My dear Edwards:

Let me thank you for your cordial attitude towards me and towards the Townsend collection. I assure you it was a very great pleasure to see you again and to discover a good friend. I assume we will be great friends as I am expecting to be officially invited to Richmond in the autumn to do what I can to untangle the collection. That will be a very great pleasure.

It was a great trial for me to be separated from my beloved books; I discovered why most collectors leave their books behind when they go hence. I was willing to accept a very small sum from them in order that they might remain forever intact. They were appraised recently by William C. Smith, head of the Smith Book Company in Cincinnati, to be worth a considerable amount. I think, as did he, were the book market not depressed along with everything else, the collection would have made a very handsome figure at auction.

I had no idea there were so many Kentucky books. I had never counted them, as I should have done. I should not be surprised to find that the actual count will approximate 2,500 volumes, and as many letters, photographs, and manuscripts, making more than five thousand items. Now you can see what a bargain you obtained if they pan out as I predict.

With cordial appreciation, believe me
Sincerely yours

John Wilson Townsend

November 3. 1931, The Library Committee met in the Kentucky Room. Present: Miss Bennett, acting chairman; Miss Pollitt, Mr. Keith, Dr. Kennamer, Mr. Jones, Dr. Clark, Mr. McDonough, Dr. Park, Mr. Walker, and Mr. Edwards.

Mr. John Wilson Townsend was present upon invitation of the Committee, and had the center table piled full of Kentucky books, totaling, all told, about 338 different items, including several rare pamphlets. He explained the nature of the collection, exhibiting all of them for inspection, mentioning the authorship and value of many of them. His proposition was that he would take \$1,000 for the collection, (an average of about \$3 per volume,) and in addition he would throw in, gratis, the rare and beautiful Holmes book, Under a Fool's Cap, by Daniel Henry Holmes, Jr., valued, he said, at \$1,200; and also Letters and Poems of John Keats, 2 vols., valued at \$100; and a Report and Cases of the Supreme Court, District of Kentucky, valued at \$150. He also contributed a large bundle of papers and letters of historic and literary interest.

Miss Bennett explained that expenditures already made from the Kentucky Room fund did not leave that amount of money available. After some discussion it was moved by Dr. Park and seconded by Mr. Keith that the amount of \$300 should be transferred from the Emergency fund to the Kentucky Room fund. This was passed without a dissenting vote.

It was next moved and seconded that the proposition made by Mr. Townsend be accepted by the Committee. Passed.

Mr. Townsend seemed well pleased with the sale of his Kentucky books to Eastern's library when he was informed that the entire collection with other Kentucky books added to it, would be known as the John Wilson Townsend Library; and a special book plate, selected by him, would be placed in each volume.

The number of volumes in the original purchase was something like 1,700, not including numerous letters, pamphlets, and other papers. By 1936 the Townsend Library had grown to 2,769

books, and in 1946 it was estimated at 5,487.

Mr. Townsend still resides in Lexington, and is still collecting rare books on the history and literature of Kentucky. He is author of several books in this field.

In 1907 he had published a biography of Richard Hickman Menifee. His little book, Kentucky, the Mother of Governors, came out in 1910; and the next year he wrote Lore of the Meadow Land. His Life of James Francis Leonard was published in 1909; but his two volume work, Kentucky in American Letters, that came from the press in 1913, is perhaps his best known effort. It was during his work on this contribution that he accumulated most of the Kentucky author autographs and letters. He wrote a life of James Lane Allen in 1928, and Three Kentucky Gentlemen in 1940.

No sooner had Eastern acquired its Kentucky library, that there was an awakening at the University and at Western Kentucky State College. Both began making collections of books about Kentucky and by Kentuckians. But the rare autographed volumes with letters from the authors could be found only in Eastern's Townsend Library. Western did take an important step forward, for which she deserves great credit. The school erected a Kentucky building especially to house its Kentuckiana including a Kentucky Museum.

The Library Comes of Age

At the end of the first quarter century of Eastern's Library, it had outgrown its "stately mansion" built in 1924, and plans were afoot for an extension which was completed in 1935.

The new addition cost around \$100,000, nearly twice as much as the original building; but then it was designed and equipped very artistically. A description of the Reference room is given by Miss Floyd in her chapter on the Library in Three Decades of Progress.

... a spacious and beautiful room, finished in sepia tones from the weathered brown of the furniture to the old ivory and soft tans combined in the ceiling. . . The ceiling is divided into panels by two highly embellished beams supported by massive ornamental brackets. A cornice in decorated plastering has alternating rubbed vermilion squares and oblong medallions with acanthus motif at the top and conventionalized leaf design, roll molding at the bottom. Seven large medallions adorn the space above the south windows, alternating the scroll and urn-patterns. Occasional wall panels are outlined with acanthus motif in decorating plastering, with the hope that at some future time appropriate murals will decorate the walls.

Special furniture of plain sawed red-oak was designed for the reference room. Comfortable chairs reflecting the early English library, and eighteen ten-foot pedestal-type tables, equipped with eight-foot table lamps for local illumination will accommodate 144 readers at one time.

The sturdy oak chairs of classic beauty and more than lifetime durability, and matching well other new furniture. All of this was a far cry from the interior of the first library in the old Central University Academy building where Miss Barter labored, and where Miss Reid

began her work at Eastern.

Miss Floyd had been librarian for five years when the extension to the library was finished. She continued as librarian for twenty-seven and a half years, altogether. She retired February 1, 1957, and died in October, 1960. Miss Floyd was an efficient librarian, devoted to her work, had great pride in the functioning of the library, but was a strict disciplinarian.

At the end of the first twenty-five years of the library, the number of library committee members had doubled, and the staff was five times its original number of only one, - besides a dozen college students were now employed as part time helpers.

The library committee members in 1932 were Miss Mary Floyd, Chairman; Dr. Roy B. Clark, Mr. Meridith J. Cox, Mr. R.A. Edwards, Dean W.C. Jones, Mr. Charles A. Keith, Dr. L.G. Kennamer, Mr. T.E. McDonough, Dr. Smith Park, Miss Mabel Pollitt, Dr. Dean W. Rumbold, Dr. Samuel Walker, and President H.L. Donovan, ex-officio member.

The library staff at this time included:
Miss Mary Floyd, Librarian
Miss Isabel Bennett, Reference and Circulation
Miss Clara A. Davies, Instructor in Library
Science
Miss Nancy Richardson, Cataloger
Miss Frances Mason, Training School Library
Mrs. Guy Whitehead, Reference

More than another quarter century has elapsed since the conclusion of the records disclosed in these pages. Perhaps sometime in the future another chronicler will trace back the footprints of time and bring this story up through another generation. An abundance of material awaits the interested researcher, and the subject is one of intellectual interest.

Addendum - Rules for the Townsend Library

In 1952 Mr. John Wilson Townsend asked the Librarian, Miss Mary Floyd, to borrow a manuscript from the Townsend Library collection at Eastern, which manuscript he asserted had been placed in the care of Eastern and was not included in the sale of material purchased in 1931 when the manuscript was acquired.

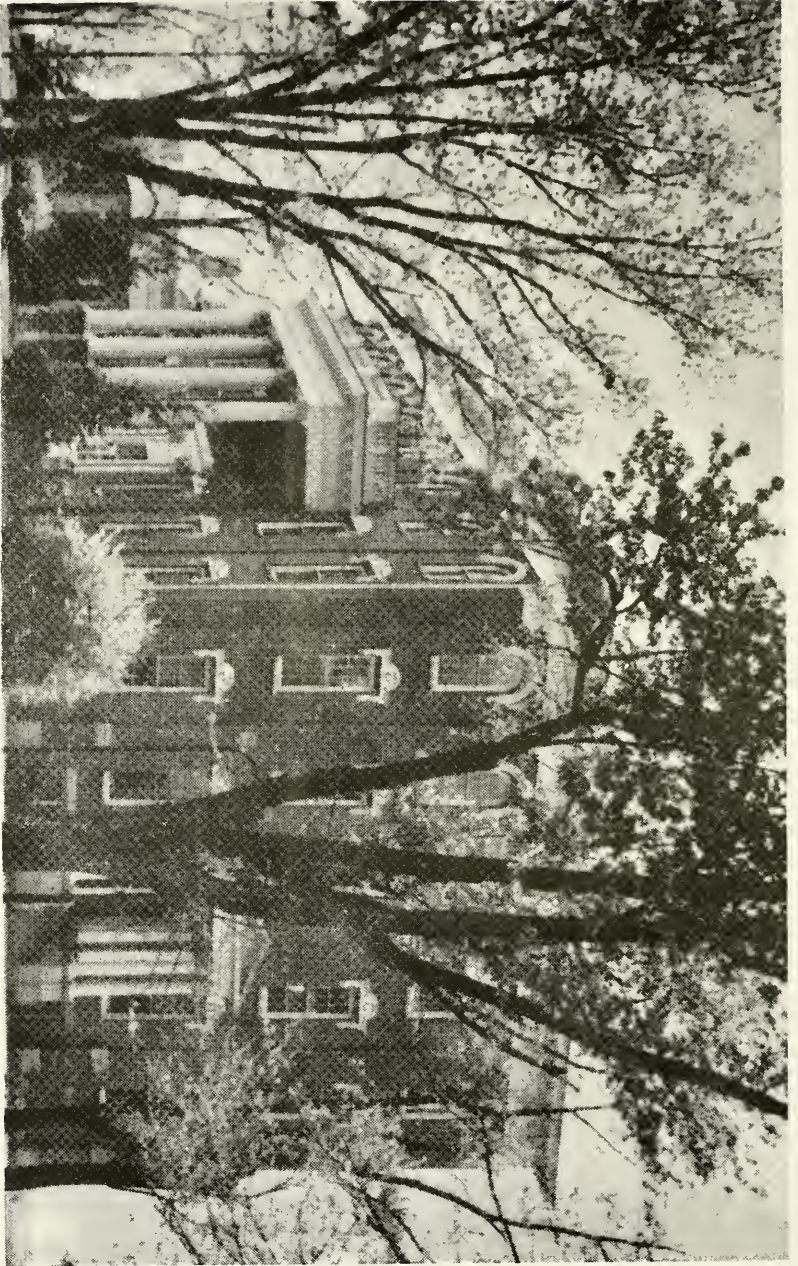
Miss Floyd replied that no record could be found verifying his statement concerning a loan of the manuscript. She placed the problem before President W.F. O'Donnell. Excerpts from both letters are given here. The original letters of all three parties may be found in the Townsend Library: Shipman Civil War Papers, T973.70069-S55k.

President O'Donnell: - We can not possibly surrender, without the Board of Regents' approval, any document or other property which we have had for twenty years unless the claimant can produce a memorandum agreement signed by some competent official of the college.

Miss Mary Floyd: - All materials in the John Wilson Townsend Library are available for use in the (library) building, but were purchased with the understanding that they would not circulate or be made available through interlibrary loan.

A HISTORY OF
THE MODEL TRAINING SCHOOL

1936
Revised 1956



The University Building
First Home of the Model School

History of the Training School The Model School

The Training School, known for the first half of the period as the Model School, opened September 11, 1906, a full four months before the beginning of the State Normal School proper. It was the first training school established in Kentucky as part of the teacher training institution. A copy of the EASTERN KENTUCKY REVIEW bearing the date of October, 1906, carries the following announcement.

A distinctive and essential part of every modern Normal School is a Model School, in which the most approved methods of teaching and of school administration are illustrated by the work of expert teachers and supervisors.

The Eastern Kentucky State Normal is peculiarly fortunate in finding at Richmond, in the Walters Collegiate Institute, a good nucleus of a Model School. The upper four forms of the institution have become a high school; the course of study has been strengthened and enriched, and those who successfully complete it will be amply prepared for immediate entrance into the regular courses of the best colleges and undergraduate department of universities in any part of the country. The other grades have been added below, and thus provision is made for children of all ages and degrees of advancement.

This Model School, complete in all grades, is organized for two purposes: first, to provide a school in which the students of the Normal can observe the best work as done by expert teachers, trained to their profession; and, second, to afford facilities of a superior order for the education of boys and girls whose parents desire for their children the advantages of a select private school.

The Model School announced its tuition rates by the year as follows: \$30.00 for each of the six elementary grades, \$40.00 for the grammar grades, and \$50.00 for each of the four upper forms.

One hundred and fifty-six pupils were enrolled the first year including sixty-five in the high school. Col. E.H. Crawford, who had been chosen Director of the Model School, did not arrive until the year was half out. Three of the early instructors of the Model School later became prominent members of the Normal School faculty. They were Mr. J.A. Sharon, who acted as principal during the first fall term and taught high school classes; Mr. Wren J. Grinstead, who also was elected as a regular member of the Normal School staff, but continued to teach a few classes in the high school for several years; and Dr. Virginia E. Spencer, who taught the grammar grades for the fall term and who took up the duties of Dean of Women when the Normal opened January 15. Miss Wesa Moore taught the intermediate grades, and Miss Lena Gertrude Roling had charge of the primary children and bore the title of supervisor.

Within a year the organization crystallized into a more orderly plan with six full-time teachers. It remained about the same for fifteen years. A note added to the list of the Model School staff as printed in early bulletins states that "members of the regular faculty of the Normal School also teach in the Model School on the departmental plan. In this way Drawing, French, Vocal Music, and Penmanship are taught."

From the REVIEW number dated July, 1907, the following interesting information is taken:

Soon after assuming the duties of his office as Director of the Model School, Col. E.H. Crawford organized the High School into a cadet corps and introduced, with marked success, self government through the military feature. In March the Model School boys to the number of forty were formally mustered

into the service of the state by Col. Marvin Parrent, Assistant Adjutant General of the state. The cadets now have a compact organization with their own officers. They have the regulation uniform, arms and camp equipment, and the County of Madison, in conformity with the law, has furnished pressed steel lockers with combination locks, for use in the armory. No feature of the school is so popular as this voluntary, self-governing military organization.

Instruction in this department is both practical and theoretical. The state furnishes guns, uniforms, etc. to all members. This department is free to all young men who matriculate in the school. Cadets will go into camp at Jamestown, July 18.

At Jamestown, Virginia, in the summer of 1907, the nation was celebrating the three-hundredth anniversary of the settlement of the first permanent English colony in America. It must have been a great day for the cadets when they stood at attention and listened to the reading of "Special Order No. 28," as follows:

The Cadet Company located at Richmond, Kentucky, Col. E.H. Crawford commanding, is hereby attached to the Second Infantry, Kentucky State Guard, for and during the encampment, and will proceed to Jamestown, Virginia, with the above named organization at a time that shall be designed hereafter.

This organization will be allowed the same privileges and concessions as other organizations of the Guard.

By Command of Governor J.C.W. Beckham
Henry R. Lawrence, Adjutant General.

Fortunately the muster roll for the cadet corps has been preserved:

Col. E.H. Crawford, Commanding; N.B. Noland, 1st Lieut.; J.P. Chenault, 2nd Lieut.; R.R. Burnam, 3rd Lieut.

Sergeants: E.A. Deiss; T.E. Baldwin, Jr.; R.J. Roark; R.E. Turley, Jr.; O.J. Coyler.

Corporals: Lowell E. Sharon, Ronald C. Oldham, Walter Q. Park, Chas. Powell, A.C. Chenault.

Privates: John Adams, Lindsay Blanton, Jr., Kavenaugh Broaddus, Paul Burnam, Barnett Chenault, John Cornelison, Lodell DeJarnett, Alex Mason, Rober Mason, Rankin Mason, Ivan McDougale, C.H. Park, K.S. Park, J.G. Phelps, Luther Powell, Frank Prather, B.C. Simmons, Jr., R.W. Walker, Joseph Weber, Malcolm Adolphus Parsons.

The Drum and Bugle Corps comprised Joe Hollenkamp, Drum-Major, Philip Blumenthal, Archie Chenault, Earl Curtis, Frank Devore, Robert Estill, Garnett Million, Glen Million, James Stepp, Brown Lee Yates.

Not all of the drum and bugle corps were bona fide members of the school, and not all of the rhythmic cadence blown from bugles or pounded out of drums fell with pleasing sound upon the ears of the Colonel of the Second Infantry. At Jamestown the drum and bugle corps carried guns.

The camp was a momentous event in the lives of the cadets. It was a subject of considerable interest in the home community. One exciting incident which occurred while the boys were in camp was of sufficient interest to be written up in several Eastern papers. Elmer Deiss came near drowning while swimming at Virginia Beach. Through the heroism of N.B. Noland he was rescued and brought to terra firma, although young Noland, who was by no means an expert swimmer, almost lost his own life in the effort.

The Model High cadets participated in one more historical celebration. The Boonesborough chapter of the D.A.R., in October, 1907, dedicated the marker it had erected on the site of the old stockade fort at Boonesborough. One hundred and thirty years previous to this event the direct ancestors of some of these boys had fired volleys from this identical spot, not into the air, but with deadly aim at the creeping

bodies of redskins outside the fort; and twenty-four years later the sons of some of these cadets participated as Boy Scouts from the Model High School in the dedication of the Boonesborough memorial bridge.

By the end of the second year of the Model School military drill had lost its glamour. There were no more Jamestown expeditions, and Col. Crawford had withdrawn from the institution. The enrollment in high school decreased. In three years it was less than half as large as it had been in 1907. The Normal was supporting the High School and getting very little in return from it.

Walters Collegiate Institute property was not ceded to the state institution when Richmond was selected as the site of the school. Its trustees held the property until almost the end of President Crabbe's administration before negotiations for its purchase by the Normal were consummated. The Normal maintained the "private" high school as a continuation of Walters Collegiate Institute, and at the same time paid "excessive" rental fees for use of the property.

The minutes of the Board of Regents in session May, 1911, record the motion that "Walters Collegiate Institute lease to Eastern Kentucky State Normal School its building and property-that in consideration therefor-Eastern Kentucky State Normal School does conduct during said period a first class high school as an adjunct to the Model School." A second motion immediately following the preceding one contained a threat that unless a satisfactory deal could be made with the Walters Collegiate Institute trustees, the Model High School would be abolished and secondary work conducted within the Normal. The former plan being more in accord with the wishes of patrons of the school, it was the one that prevailed for the time.

At a meeting of the Regents in July, 1912, "President Crabbe recommended that the Model

High School be continued, and that it should be extended and developed as a high class preparatory school: principal to be employed at a salary not to exceed the maximum, \$1,900, tuition in grades seven and eight to be free for the future." Two years later at a meeting of the Board of Regents, "the question of the continuation of the Model High School was discussed and the matter was left open for a decision of President Crabbe, details covering same to be arranged by him."

There was no graduating class from the Model High School in the years 1907, 1908, and 1911. The school had taken a forward stand comparable with the best secondary schools in the state when it continued the four years requirement of Walters Collegiate Institute for graduation. That was as much as the Normal School demanded of its graduates at first. Some of the Model High School students transferred to the Normal and finished there. For the first five or six years students continued to drop out after three years of work and enter college with the credits already earned, or with the necessary extra credits made up elsewhere. A number of reputable colleges did not require graduation from a four-year high school for entrance at that time.

The REVIEW for April, 1909, contains this interesting bit of information about the accrediting of the High School and its first graduating class: "The Model School has recently been accredited by the State University under its new advanced requirements. The University of Michigan will hereafter accept recommended graduates without examination. Transylvania University has informally agreed to give the Model School graduates one year advanced standing. Of this year's senior class, one plans to enter Yale, one Michigan, and one the University of Missouri. The Model School now has a recognized standing in the educational world."

Three High Schools and the Shifting Sands

Madison Female Institute was a well known girls' school established in 1856, under the auspices of the church of Disciples of Christ. During the War Between the States the buildings were occupied part of the time by Federal troops as a hospital. After the war civil government in the South was too weak and too impoverished to support public schools adequately; as a result, private schools and academies were revived and flourished. Madison Female Institute drew students from other counties in the state and from some of the neighboring states. It provided a cultural training for the daughters of well-to-do families. The Institute also maintained an elementary school of six grades for both boys and girls.

With the coming of the Model School, Richmond had three complete educational plants extending from the first grade through the twelfth. All three struggled to keep up a bold front. The impetus given to public education in Kentucky proved deleterious to the progress of private and church schools. Walters Collegiate Institute had already taken refuge under the wing of a state institution. By 1919 Madison Female Institute, founded in 1856 and located across the valley on the opposite hill, had so dwindled in numbers and depreciated in property that it ceased to operate, and its trustees tendered the property to the city Board of Education, gratis. Many families of the community had already changed their patronage to Model School. One of the teachers at the Institute, Miss Marianna Deverell, had accepted a position on the Model School staff in 1910. After sixty-three years of effective service, the Institute, having passed through the throes of war, a period of prosperity, and an age of decline, found itself like an aged lady, bereft of its usefulness, but still loved for what it had been.

When the City Board of Education accepted the property of Madison Female Institute in 1919, it transferred the secondary grades of the Caldwell Public High School to the historic buildings on the newly acquired campus. Two years later the public school on North Second Street burned. Then under the superintendency of Mr. John Howard Payne a new and imposing public school building was erected on the site of the Institute. This building was completed in 1922. At once a new civic pride began to manifest itself with increased respect and loyalty to the public school. Caldwell High School changed its name to Madison High School.

There was still a division of educational support and loyalty in the community. Superintendent Payne presented the situation to State Superintendent George Colvin, chairman of the Board of Regents for Eastern. Mr. Colvin's ideas on public education jibed exactly with the ambitions of the city superintendent, and, being a fearless man, the suggestions of Superintendent Payne were soon expressed in action. The year that witnessed the completion of the new home for Madison High School on the grounds given to the city by the defunct Madison Female Institute also witnessed the recommendation of State Superintendent Colvin to the effect that the Normal School should abolish its Model High School. The graduating class at the Model High that year had been the largest in the history of the school. For eighteen years it had carried on the traditions of Walters Collegiate Institute and had done exceptionally good work for a small high school. But it was true that the State Normal had not, up to this time, used the Model High School for training purposes. No student teaching had ever been done in it, and very little directed observation. It was an expensive adjunct to the state institution, carried on at public expense because an agreement had been entered into to that effect in the early history of the school; and, moreover,

the presence of the Model High School divided the educational interests and social forces of the community in a way that was not conducive to the building up of a modern, progressive high school at either site.

The action of Mr. Colvin, acquiesced in by President Coates, plus the initiative of Superintendent Payne, soon changed the educational status of the community. The city school gained in public favor. Extra-curricular activities were introduced into the High School with the result of increased pride in the new public school. Within four years Madison High more than doubled its enrollment and established itself on a new plane.

During the same four-year period the Model School, now called the Training School, reduced to eight elementary grades, barely held its own in numbers. Before 1922 there had been a waiting list of pupils whose parents applied for admission when room would permit. In this period the waiting list disappeared, the Parent-Teacher Association dissolved, and children completing their work in the Training School began to look forward to their entrance into Madison High. Within the same period the demand upon the Training School for student teaching had exactly doubled, and the college began to launch out more strongly than ever in the preparation of high school teachers.

At the time the Model High School was abolished in 1922 Eastern was doing very little toward the preparation of high school teachers. But the school was just then extending its curriculum to cover four years of college. The student-body was rapidly increasing in numbers, and the demands upon the Training School were in proportion. The High School had been given up just at the time when the need for it was beginning.

Up to this point four critic teachers had taught the eight elementary grades and supervised student teaching. In January, 1923, a fifth critic was added to the staff; and in

three years more the school had been forced to employ a teacher for each of the nine grades then in the Training School.

For the school year 1924-25 the Director was given a leave of absence with a General Education Board scholarship. During his leave Mr. M.E. Mattox acted as director. The Junior High School for grades seven, eight, and nine was organized in September, 1925.

An agreement was entered into with the Richmond Board of Education in 1926 for the extension of student teaching into the city school; but the plan was thwarted when a group of citizens appeared before the Board with a petition objecting to the agreement. Finally in 1934 President Donovan and Superintendent O'Donnell completed arrangements whereby the city school would assist in the conduct of student teaching during crowded terms, and 127 student teachers did three hours each in the city schools in 1934-35.

The increased number of college students preparing themselves for high school positions soon burdened the junior high school grades of the Training School with student teachers to such an extent that it became desirable to relieve the situation by restoring the senior high school grades. This was done by President Donovan in 1930. The Normal High School, which had issued teaching certificates, and which from 1927 to 1930 had granted high school diplomas, was discontinued in the latter years. Three of its faculty, Mr. Samuel Walker, Mr. Virgil Burns, and Mr. G.O. Bryant, were added to the new high school staff.

A contract was entered into with the Madison County Board of Education whereby those county high school pupils living nearer to Richmond than to other county high schools might receive free tuition in the Model High School, the county paying the Teachers College a fee of ten dollars per pupil at first, but later doubled. Thus after twenty-four years of service to the

community and to the Normal School and Teachers College, eight of which had been without a standard high school, the Training School was reorganized on the six-six plan with fourteen full-time teachers and once more had a standard, accredited high school.

Walters Collegiate Institute continued its spiritual existence rechristened as the Model High School in 1906, and occupied the same quarters, under the new name and new organization, that it had been occupying for the five previous years on the first and second floors of old Central University building. From September 11, 1906, to Christmas, 1909, the school continued to occupy these rooms, while the Normal School occupied other rooms in the same building. The Director of the Model School had his office on the second floor opposite the assembly room, but the administrative offices of the Normal were located in Memorial Hall, then the girls' dormitory.

The Training School at Eastern has, from the first, been respected in the choice of its location. In January, 1910, the school was moved into Roark Hall, a new building, in which there were rooms specially planned for the Model School. Each room had a telephone leading to the President's office on the first floor (the President was then the director), and there were narrow, raised platforms in the rear of the rooms built for the convenience of observation classes.

The building used in 1930 exclusively for the Elementary Training School was erected in 1917-18, during the World War, when money values were rapidly rising. It cost about \$60,000.00. The contractors defaulted, and their bondsmen completed the building with some rather cheap workmanship. In October, 1918, the school moved from Roark Hall into this edifice, later named James W. Cammack Building. This, the first training school building in Kentucky, has at the end of thirty-eight years become wholly in-

adequate for the purposes for which it was designed. When the Model High School was reorganized in 1930, it was given the same rooms in the old Central University building where it had its inception in 1906 - and with the same janitor, Irvin Gentry.

Curriculum

The course of study for the Model School printed in 1907 presented such a splendid outline for a training school curriculum that few changes have been made with respect to fundamentals. The new course set a high standard for Kentucky schools. While primary teachers all over the state were using the A.B.C. method of teaching children to read, the Model School employed a method "beginning with action sentences consisting of one word," and "the pupils are gradually led into longer and more difficult sentences woven into stories or conversation."

Miss Lena Gertrude Roling, who had done work at Wooster University, taught the primary grades for the first two years. Her methods were improved upon after Miss May C. Hansen became primary critic in 1912. She, too, began the process of reading with meaningful content and without the use of primer books; but she added the analytic-synthetic method of motivated drill which she had learned in the Francis Parker training school at the University of Chicago. Hundreds of primary teachers, having mastered these methods at Eastern, have put them into practice in the public schools of the Commonwealth. Miss Hansen accepted a leave of absence in 1928, and was succeeded by Miss Margaret Lingenfelser, who continued the excellent work of her predecessors, and added the newer

feature of developing the learning processes from purposeful activities of the children's choice.

The REVIEW for July, 1907 announced that "each room in the Model School is furnished with a complete small library of books suitable for the children in that grade." Among the supplementary readers listed for the second grade there appeared two sets that are of special interest: The Tree Dwellers by Dopp, and the Early Cave Men, by the same author. These books are still in use in the second grade and are in good repair; but they were relegated to a back shelf during President Crabbe's administration for the very interesting reason that he was conscientiously opposed to any teaching of primitive life, even in story form. The Training School in 1935 had about 3,000 supplementary books in the different classrooms, and a library of about 4,000 additional well-chosen books for general reading.

The importance of "refined English" in the education of youth may be gleaned from these sentences found in the introduction to the Model School number of the EASTERN KENTUCKY REVIEW for 1907: "The Director will watch with zealous care such essentials as audible reading, writing, spoken and written English. Written work of all grades will be daily filed in the office subject to inspection by the public." The teaching of no other subject received so much attention. "Language is taught in connection with all other subjects" - sounds very modern. Then follows a quotation from Dr. Roark: "Drill in fluent, correct, and refined English should begin for each pupil the day he enters school, and be the last thing done for him when he leaves the university."

The fundamentals were well taught from the first. All courses were planned with sequence and continuity that contributed to the wholesome and natural development of children through the twelve grades of school. Nature

study in the elementary grades and science in high school were outlined for each year; and so were the subjects of mathematics, history, and literature. Drawing and art were supervised in the grades and one class of each offered in high school. Vocal music was likewise taught by a supervisor, as it always has been since the first.

The course of study during President Roark's administration (1906-10) introduced the French language in the third grade, and offered it in each succeeding grade through high school. German, first taught in the seventh grade, was also offered in the succeeding years. Four years of Latin and two of Greek were given in high school - a rather humansitic curriculum.

The Model High School bulletin for 1908 announced that "The high school course is arranged to combine three essential compulsory subjects and one elective subject each year but the last, when two electives are allowed. The compulsory subjects include subjects necessary for university entrance. An elective course must be chosen for not less than two successive years. A music course has also been arranged to run parallel with these courses to be taken as an elective."

By 1910 the offerings in high school had simmered down to one year each in science and history; but four years of English, Latin, and Mathematics were given. Two years of Greek and two of French were still in the curriculum. "The course covers," the catalog stated, "sixteen units as defined by the College Entrance Examination Board, as follows: English, 3 units; Latin, 4 units; Greek, 2 units; Ancient History, 1 unit; Geometry 1 1/2 units; Algebra, 1 1/2 units; German or French, 2 units, and Physics, 1 unit." These requirements seem quite rigid compared to the present ones which specify only three units of English and two of mathematics as required with the other eleven units elective. No foreign language has been taught in the grades

since the World War, and no German in the high school. Greek had been dropped from the high school before that time.

Extra-Curricular

Model High School had a football team in the beginning years of its existence, and again in the last years before its discontinuance in 1922. It had baseball, track, and basketball teams also in the years between 1907-12. In 1919 the school joined the Kentucky High School Athletic Association, which this writer, when a recent city school superintendent, had been instrumental in organizing in 1916-17. Previous to that time high schools in the state had no state-wide organization governing the ethical conduct of inter-scholastic contests.

Other extra-curricular activities which were important enough in the life of the school to leave some record of achievement included a high school orchestra and a dramatic club.

Club activities developed with the rise of junior high schools and the changing philosophy of education. In 1915 this writer had introduced the six-six plan of organization in the second school (Morganfield) in Kentucky to adopt it. When he came to the Training School as director in 1918 it was announced in the REVIEW bulletin that the Training School would be reorganized on that basis; but there were obstacles in the way. It was not until 1925 that the Junior High School became a fact, with a half dozen clubs of the pupil's choice.

A liberal philosophy had governed the policies of the school since the beginning, in spite of its rigid, academic, high school cur-

riculum. Col. Crawford announced in the 1907 Model School REVIEW bulletin that "Physical culture and military training will play a conspicuous part in the discipline of those coming under our charge." The attractive bulletin published a year later states that "The rules of the school are few and designed to secure the greatest good to the greatest number. Each pupil is given every opportunity for self-control. A healthful school spirit is fostered and every effort made to command the loyalty of both pupils and parents of the school." This has really been the policy upon which the government of the school has rested from that time to this. For several years the Director of the Training School has announced to the student body at the beginning of every term, that the school has no rules; that the pupils are supposed to do as they please so long as they please to do right; that every boy is expected to be a gentleman, and every girl a lady; and that the school stands for three ideals which it is hoped will be characterized in every pupil; namely, scholarship, courteous conduct, and personal honesty.

For twenty-five years the Training School had a ten months school year, with a special six weeks summer term until 1922. Beginning 1930-31, the length of the school year has been made nine months with the special six weeks summer term resumed.

The whole-hearted support of the school by its patrons was shown in the management of the art exhibit held May 20 to 23, 1909. The twenty patronesses, whose names appeared on the program and the sixteen young ladies whose names appeared on the reception committee, sponsored the exhibit in the Miller Gymnasium; Miss Margaret Lynch was chairman. The splendid collection of pictures secured by these ladies from the proceeds of the exhibit still adorn the walls of the classrooms in the Training School. Very few other pieces of art have been added

to them within the intervening twenty-seven years.

The organizers of the Parent-Teacher Association the next year were those who had helped to make the art exhibit a success. This organization contributed to a wholesome morale in the school and established a bond of understanding between the community and the school which has never entirely been severed. The first meeting was held November 25, 1910; and the last one recorded in the minutes of the first meeting: "Dr. Crabbe led the discussion with talks by Mr. MacBryde, Miss Deverell, Madame Prowtrowska, Miss Patridge, Miss Green, Mr. Robert Burnam, and Judge Lilly. Mrs. T.S. Burnam was made president of the association, and Miss Green, secretary-treasurer." Those paying dues for the first year were Mrs. J.S. Hagan, Mrs. T.J. Smith, Mrs. W.H. Parks, Mrs. E.W. Powell, Mrs. Dr. Vaught, Mrs. E. Witt, Mrs. B.L. Banks, Mrs. C.F. Chenault, Mrs. S.L. Deatherage, Mrs. T.S. Burnam, Mrs. John Arnold, Mrs. Henry Perry, Mrs. H.C. Jasper, Mrs. L.P. Evans, Mrs. Joe Chenault, Mrs. J.R. Pates, Mrs. O.W. Hisle, Mrs. G.D. Smith, and Miss Jenny L. Green.

For the year 1915-16 there were fifty-one paid memberships. From the minutes one would conclude that all the speakers were "interesting," the entertainment "delightful," and the refreshments "delicious." In fact the programs were usually of a high order and were appreciated. To turn through the minutes one sees such items as these: "Prof. Marsteller lectured to the Association on Rousseau's *Emile*;" "Dr. Scanlon gave a very interesting talk on practical morality, followed by a lively discussion, a great many taking part;" and "the Rev. Homer Carpenter gave a talk on music and its place in the community life." More than one program includes "a solo by Miss Cynthia Davison."

When the administration of the Normal changed in 1916 the P.T.A. sent a "committee to appear before the Board of Regents and express to them the parents' appreciation of the work

done by the Model School teachers, and to ask that they be unanimously reappointed."

Books suitable for the Model School children were purchased by the Association and placed in the Normal School library before a Training School library was established. Playground equipment was also installed by the organization. For a period of about two years, 1916-18, the members financed and managed a noon-day lunch for the children; and the last kindly act before the association adjourned, sine die, was to contribute a first-aid medicine cabinet to the school. It is still in daily use.

Those who served as president of the Parent-Teacher Association during its life time were as follows: For 1910-11, Mrs. T.S. Burnam; 1911-12, Mrs. Thomas Jefferson Smith; 1912-13, Mrs. Joe Chenault; 1913-14, and from 1915-17, Mrs. B.H. Luxon; 1914-15, Mrs. W.H. Park, 1917-18, Mrs. J.R. Pates; 1919-20, Mrs. Harry Blanton; 1920-21, Mrs. Murrison Dunn; 1921-22, Mrs. Warfield Bennett, 1922-23, Mrs. Frank Clay; 1923-24, Mrs. H.H. Brock.

The P.T.A. was reorganized October 5, 1933, and the following officers were elected to serve for a year and a half: Mrs. G. Murray Smith, president; Miss Ruby Rush, vice-president; Mrs. Turley Noland, secretary; and Mrs. James W. Deatherage, treasurer. Officers for 1935-36 were Mrs. James. J. Shannon, president; Miss Eliza Hanson, vice-president; Mrs. Rhodes B. Terrill, secretary; Mrs. Oscar Swofford, treasurer.

A "Training School Children's Room" in the Pattie A. Clay Infirmary was equipped in 1929 at the expense of \$500.00, which sum was raised by the pupils.

Professional Service

The Normal School was established for the expressed purpose of training teachers for the public schools of the Commonwealth; but the Training School, the laboratory where the practical side of the training was to be done, the "Model School" where the "students of the Normal can observe the best work" was offering "The advantages of a select private school," and announcing that "military training will play a conspicuous part."

The special Model School number of the REVIEW issued in the summer of 1908 announced in bold type, "The purpose of the Model School is to furnish a high grade preparatory school for the people of the community. The faculty has been chosen with that end in view. The school is in no sense a practice school and no practice teaching is allowed. Typifying, as it does, however, the best methods of teaching, Normal students are required to observe the regular work of the class."

This policy was soon changed. During the illness of President Roark at a meeting of the Board of Regents, January 12, 1909, "Mrs. Roark reported that a practice school had been conducted by Miss Patridge in accordance with plans for same previously adopted, and that the school was a success." One month later at another meeting of the Regents the question arose again, and "Prof. Jayne in connection with the Acting President was authorized to organize a practice school without delay."

Professor I.W. Jayne had succeeded Col. Crawford as Director of the Training School. His year of service in the school appears to have been a stormy one. At the June meeting of the Board of Regents charges of "insubordination" were brought against him by the acting President. The records show that he was formally "discharged" after a whole page of "whereas"

had been spread on the book, one of which noted that he had already accepted another position.

Mr. Jayne was succeeded by Dr. George Payne, a man who has since become nationally prominent in the field of professional education. It was resolved at the October, 1909 meeting of the Regents, "1st. that Dr. E.G. Payne be elected Professor of Pedagogy and Director of Training, and that he be authorized to organize and classify the observation and practice work of the school; 2nd. that the Director of Training shall assign Normal students to observation work in the Model School, and also assign Normal students to practice work after having completed observation work required of them."

At the December meeting, "Upon motion the Board approved Dr. Payne's plan of reorganizing the Model and Practice Schools and the details worked out by him and Mrs. Roark, but retained two grades to each teacher and the only extra expense to be the employment of Miss Patridge, and one assistant in the high school."

When Dr. Payne resigned at the end of the school year the Board passed a resolution of regret.

President Crabbe came to the Presidency of the Normal in 1910, and immediately took into his own hands the reins of the Director of the Training School just dropped by Dr. Payne. Observation 1 and 2 and Practice Teaching 1 and 2 had been added to the curriculum. From that day to this the School has functioned to the limit of its capacity in the training of teachers, and in the education of children.

The "Year Books" and summer school bulletins for 1911 and 1912, contain this rather pithy paragraph which speaks for itself: "While even the most ignorant and thoughtless of the general public seem to know that Normal Schools were established for the purpose of training teachers, there are many intelligent people, including some teachers, who fail to recognize the one vital point of difference between Normal

and other schools. Either they do not know or they will not see that the great distinctive feature of a Normal school is the opportunity it affords for the observation of the teaching process, as carried on in the different grades, and the privilege of individual practice."

Then follows another paragraph which expresses very poignantly a basic principle upon which the entire institution is built: "Academic work is done in every school," says the writer, "and all branches of learning including the theory of education, may be pursued in other institutions of learning; but only in a Training School for teachers are pupils taught the art of teaching as well as the science, and given systematic instruction in both theory and practice."

The October REVIEW for 1912, makes the following clear-cut statement of objectives:

This institution is to train teachers and it stands for four things:

1. A high standard of scholarship.
2. A thorough study of the science of teaching.
3. Observation of the teaching process in the eight grades and high schools of the Model School.
4. Practice teaching under competent supervisors.

As director of the Training School President Crabbe supervised its administration in the minutest detail. It was his custom every morning before school opened to visit each classroom, shake hands with the teacher, and pass a few words of interest and concern relative to the school work. Once a month each teacher filed with him a complete synopsis of all subject matter covered during the month, written out on a special form of legal-cap paper. Each teacher was also supplied with two substantially bound record books, one for attendance and the other for pupil achievement records. These were used for nine years, and are still preserved in the archives of the Training School.

He delegated the supervision of teacher training work to Miss Lelia Patridge, a quaint little lady and a delightful soul, who had been elected to the Normal School faculty in 1909. She was a graduate of the Framingham (Mass.) State Normal School, the second established in America, and had acquired a rich experience in various types of educational work. She was a devout disciple of Colonel Francis Parker and of his philosophy of education.

As teacher of methods in Eastern Kentucky State Normal School for a period of eleven years, and as supervisor of practice and observation in the Training School for the first part of that period, she, perhaps more than any other person ever connected with the institution, succeeded in teaching a philosophy of educational method which time and experience have endorsed as practical.

At a time when teachers almost everywhere were having pupils drawl out monotonous hours in "audible reading"-one of the training school objectives laid down by Col. Crawford in 1906 - Miss Patridge appeared like a torch in the night, exposing fallacies in the old method and showing the advantages of a silent reading method in all grades. She lectured and she demonstrated; she convinced and she sent teachers into the schools of the state who really improved the instruction of thousands of children. The methods of teaching reading in the Training School at the time this chapter is written are substantially the same as those introduced by Miss Patridge.

On a dark, rainy night while crossing a street in Richmond she met a sudden and tragic death. She had willed her personal belongings to her friends, and her estate of about \$8,000.00 she bequeathed to the founding of a home for those like herself, who, when they had grown old in the teaching profession, might have a comfortable place in which to spend their last days.

The professional work in the Training School during most of the sixteen years from the beginning of the Normal until it became a standard college included two ten-weeks courses in observation and two ten-weeks courses in practice teaching. The procedure varied somewhat from time to time, but that was the general plan.

Observation 1, an "orientation course," was required of all students in the Elementary certificate curriculum. Students spent two weeks in each grade, kept notebooks in which they wrote up the activities observed, and discussed methods with the supervisor or teacher in charge of the class. After the Model Rural School was established on the campus, most of the observation for this group was done in it.

Observation 2 was required in the Intermediate certificate course. It was conducted very much like Observation 1. For most of the first ten years of the school these students were assigned to the four elementary critic teachers, divided into four groups, and went the "ring around the rosie," the critic teachers grading their notebooks. After the administration of President Coates had continued for two years, a Director was employed for the Training School to take this burden off the President, and classes in observation were placed under the direction of this man.

Practice Teaching 1 and 2 were offered in the Advanced certificate curriculum. Student teachers were given their assignment in the Training School by the director. A course in Observation 3 was sometimes offered for students of college rank. From 1921 up to the present time one college course in Observation has been given. Before 1926 it was Observation and Participation, and the students followed the old plan of spending two weeks in each of the elementary rooms. After 1926 it was a course in Observation and Method, and was differentiated into three classes, for primary, upper grade,

and rural teachers respectively, with a syllabus outlining the work. In the new revision of the curriculum which went into effect in 1931 this course had been changed to "Fundamentals in Education" and its credit value doubled.

Practice Teaching 1, for a period of about twelve years, was done in all eight grades, two or three weeks in each room, one hour of teaching each day plus another hour for conference with the critic teacher or supervisor. The second ten weeks term of Practice Teaching 2, while not always required, was offered in the grade or subjects which prepared the candidate for the kind of position he intended to hold. For fourteen years 1 and 2 were required in a combined course carrying five semester hours credit, and the work was in the grades or subjects in which the student was majoring, except for two years when standard certificate people were permitted to take three hours in one-half semester.

Beginning in 1942 when the College was organized on the quarter plan the Student Teaching at the secondary level was all day for a quarter. This quarter of student teaching was preceded by the "Fundamentals in Secondary Education." The opportunity for student teachers to devote full time to teaching was new on the campus and was received wholeheartedly by both students and staff members. This plan enabled the student teacher to devote all his attention to the problems of teaching.

In 1948 when the College returned to the semester plan the all-day Student Teaching presented a problem. A whole semester was requested for this activity to devote this much time to Student Teaching. The plan evolved making it possible for students to enroll in Fundamentals and Student Teaching for a full semester's program. They met as a group in Fundamentals for six weeks and then proceeded to Student Teaching for the remaining twelve weeks. This plan is still in effect. Such a plan makes it possible

for the College to use many of the public schools as student teaching centers. After the first six weeks many students leave the campus and live in the community in which is located the cooperating school. This plan has worked well. In fact many other colleges have visited Eastern's campus to see this program in operation.

In 1939 President Donovan and Superintendent W.F. O'Donnell of the Richmond City Schools explored the possibilities of combining the efforts of the City High School and Model High School. Since both schools were small it was believed that such a combination would aid in enriching the programs and avoid duplication of efforts. Such a merger became effective in the following fall. Since that date the two schools have been accredited by the Southern Association of Secondary Schools as Madison-Model High School. The two divisions retain their respective organizations but combine such activities as commencement, athletics, and musical organizations.

Training Rural Teachers

The crying need in Kentucky for better rural teachers has been recognized by this Institution from the first. An arrangement was made with the Madison County school authorities in 1909 for the use and control of the Watts rural school located on the Lancaster pike about three miles from the campus.

An interesting description of the school is given in the April REVIEW for that year: "The County Training School, recently organized, has a full attendance... Several mild innovations in country schools have been mildly introduced, such as written spelling and sup-

plementary reading. One member of the training class accompanies Miss Patridge each day and teaches under her supervision. During the ride back and forth the time is used in discussing plans and methods."

The relationship with the Watts school was terminated after a few years. On September 8, 1912, the Regents authorized President Crabbe "to begin the work of building a model rural school building by asking for preliminary sketches and bids for same at the earliest possible date." For some unknown cause the building was not constructed until 1929 when the Regents repeated the authorization to President Donovan, who had the new brick, one-teacher model school building erected on the College farm near the campus. The Madison County Board of Education turned over to the Teachers College the Watts school district. A new school bus was purchased and free transportation was provided for the children of this district.

In January, 1918, President Coates organized a one-teacher rural school on the campus at Eastern. A room for the school was first taken in the basement of Roark Hall, the same building that housed the Training School at that time. But when the Library moved into the new Training School building in October, 1918, the Model Rural School occupied all of the old Central University Academy building vacated by the Library. Miss Mariam Noland taught this school with rural children, all eight grades, until it was discontinued in 1922.

President Coates made a contract with the Madison County Board of Education for joint operation of Kavanaugh rural school on the Irvine pike in 1921. The Green's Chapel school on Barnes Mill pike was added to the contract in 1923. Both of these schools remained part of the Training School organization until 1929. A bus was operated on a regular schedule between them and the campus. Classes went out

to observe and student teachers to practice. During a brief period of about one year each, from 1921 to 1923, Mr. C.D. Lewis and Mr. W.L. Jayne supervised rural training work and headed what was called a department of rural education. The Director of the Training School supervised these schools, both in their administrative and professional aspects at all other times.

Beginning in 1931 rural education at Eastern offered for the first time a curriculum leading to a degree and preparing teachers, supervisors, county superintendents and consolidated principals for the specific duties of this most neglected field of public education. In 1935 Dr. J.D. Coates became principal of the Model High School and in 1954 he was made Director of Laboratory Schools.

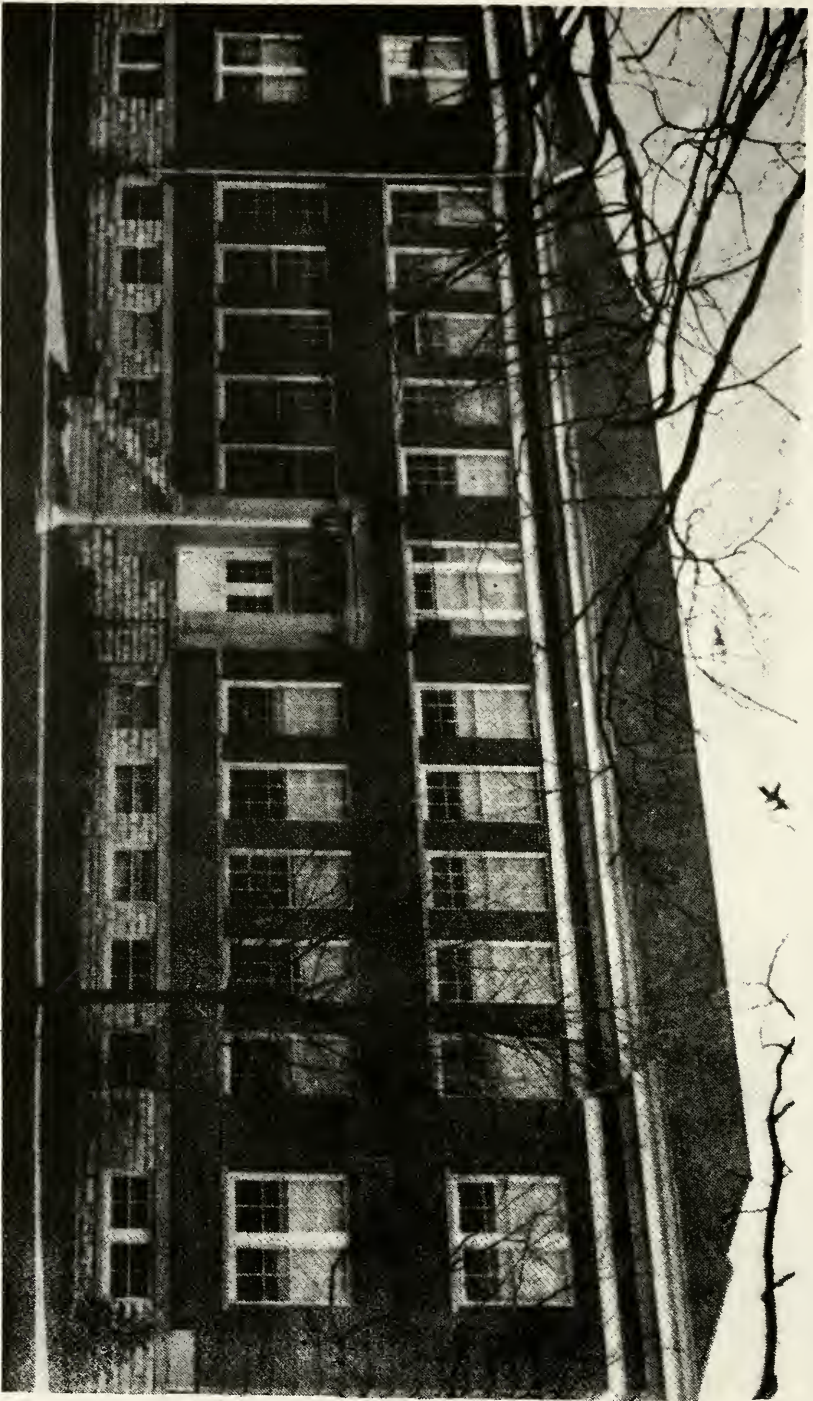
The transition through which the Training School has passed during its history marks a change in educational ideals and practices from that of the private school, as represented in Walters Collegiate Institute, to that of a more democratic education as typified in the state's public school system. The organization of the school has been changed from the conventional eight-four plan, which had its origin in the German Volksschule and the English academy, to the six-six plan of American origin, which has the advantage of a better integrated program. In September, 1934, a nursery-kindergarten room was added under the stimulation of the Federal Emergency Relief Administration. The methods of instruction have progressed with the changing philosophy of education. The school has taken advantage of the results of scientific research in education made available during this rapidly evolving period. The results of standardized tests, first introduced in 1920 and used consistently since that time, show the scholastic standing of pupils in the Training School to be, on the average, up to or above that for the country as a whole. While the number of pupils in the school has been limited,

for most of the time, to thirty to the grade, the expansion made necessary by the demands of the College has more than trebled the numbers and has increased the full time teaching staff to seventeen. These years record a struggle, a metamorphosis and a sudden burst of approval for public education and for better trained teachers in Kentucky. The Training School has played a conspicuous part in this advancement.

HISTORY OF THE EASTERN PROGRESS
AND THE MILESTONE

1968

Cammack Building, Home of the Training
School, 1918-61, where the EASTERN PROGRESS
and the MILESTONE had their beginning, 1922.



Two Eastern Student Publications

The year of 1922, when Eastern was fifteen years old, witnessed the birth of the two student publications which have contributed enormously to the history of the school, to the information of its students, and to the loyalty of its alumni. These were the EASTERN PROGRESS, a school newspaper, and the MILESTONE, senior yearbook. The founder and first sponsor of these publications was Mr. G. Lee McClain, and President T.J. Coates was the power behind the movement.

Before this time, and from the beginning of the school, Eastern issued a bi-monthly publication bearing the name of THE EASTERN KENTUCKY REVIEW. The first number of this publication bears the date, October, 1906, but it was entered at the Richmond post office as second class mail dated November 25 of that year. (The Normal School opened its doors January 15, 1907; although the Model School had continued the existence of Walters Collegiate Institute on the campus by beginning its year's work on September 11, 1906.)

The various numbers of the EASTERN KENTUCKY REVIEW did not appear regularly as a bi-monthly during the first years, nor was its content always of a similar nature. Sometimes it was the school catalog, or summer school announcement. Or maybe it was prepared to represent one of the departments of the school, and sometimes it was a Model School number; but it was always the official publication of the Normal School or of the College.

In January, 1908, appeared a new publication, THE STUDENT, which might be considered as the antecedent of the EASTERN PROGRESS, BELLES LETTRES, MILESTONE, and ALUMNI BULLETIN. It was published monthly except in August when school was not in session. Its pages included literary contributions by students and faculty. It

also carried alumni information, and the June number served as a senior yearbook with pictures of graduates for that year.

The first editor of the THE STUDENT was Marcus Redwine, who later became a distinguished lawyer and a prominent churchman in Winchester. Miss Maude Harmon, the associate editor, was later a member of Eastern's faculty. Each number of THE STUDENT carried the statement under its title, "Devoted to the best interest of the teachers of Eastern Kentucky." The subscription price was fifty cents a year.

Rather complete copies of this publication are preserved in the Townsend Library collection for the years of 1913, 1914, and 1915-the last number appearing in June of the last year. THE STUDENT was succeeded by another publication, THE TALISMAN, which first appeared in October, 1915, and continued as a monthly magazine until February, 1917. It resembled THE STUDENT in form and content.

Some interesting information on these early school publications may be found in Chapter 18 in Five Decades of Progress, which chapter was written by Dr. Roy B. Clark. Dr. Clark joined the staff of the English Department at Eastern in 1926, four years after the founding of the EASTERN PROGRESS.

In 1922 Eastern Kentucky State Normal School was authorized to extend its curriculum to include a four years standard college, and the name of the school became Eastern Kentucky State Normal School and Teachers College. (Eight years later the words "Normal School" were dropped from the title, and in 1948 the word "Teachers" was left out.)

In that same year of 1922 the Model High School was transferred to the newly organized Madison High School, situated in a new building on the old Madison Female Institute grounds. Three years later the first academic degrees were granted at Eastern. So it was recognized by President Coates as a proper time to begin

the publication of a school newspaper, and Mr. McClain was the proper person to launch it.

Most numbers of the PROGRESS newspapers are preserved in the Periodical Room of the Crabbe Library. These are bound copies, and until recently beginning with the number for September 19, 1927. But nine of the earliest copies have been found, bound and placed with the others. Besides these nine copies, other numbers that appeared during the first five and a half years are missing. The first volume contains the following:

- Vol. 1, no. 1, February, 1922
- Vol. 1, No. 2, March 20, 1922
- Vol. 1, No. 4, May 2, 1922
- Vol. 3, No. 1, October 31, 1924
- Vol. 3, No. 2, November 14, 1924
- Vol. 3, No. 10, March 14, 1925
- Vol. 3, No. 14, May 11, 1925
- Vol. 4, No. 18, June 30, 1927
- Vol. 4, No. 22, July 28, 1927

First Issue of the PROGRESS

Dr. Clark, in his chapter on *Publications in Five Decades of Progress*, makes the error of saying "The PROGRESS was probably begun in the autumn of 1922," and that the number printed for September 19, 1927, was "the first on file." He had not found these nine numbers for the first five and a half years; but Dr. Clark was not present on the campus when the PROGRESS was founded.

The first editorial staff, the students who got out the paper for the winter and spring terms of 1922, were as follows:

Miss Lucille Strother, editor-in-chief
Daily Dunaway, associate editor

Bradley Combs, business manager
Oscar Kunkel, advertising manager
Fern Stone, news editor
Ann Wallace and Raymond Rouse, personal
reporters
Hobert Templeton, alumni reporter
Elizabeth Addis, Thaxter Sims, and Roy
Proctor, general reporters
William Howard and Edgar Higgins, club
editors
Herbert Higgins, joke editor
Montgomery Johnson, photographer
Virginia Hisle, exchange editor

While I am not acquainted with the careers of all of these students since they left Eastern over forty years ago, I think it may be proper to mention the success of a few I happen to know about: Lucille Strother from Henry County married Greene Hogg of Eastern. Dr. Daily Dunaway is a very successful surgeon in New York City. Bradley Combs was secretary to Governor Sampson. Raymond Rouse was a prominent civic worker and well known citizen of Campbell County. Roy Proctor, Ph.D. is a professor in the University of Georgia.

Edgar Higgins is an attorney for and vice-president of Beneficial Loan Corporation. Herbert Higgins is a school principal in Pulaski County. Virginia Hisle is Mrs. James Shannon of Richmond.

Earle Combs Makes Headlines

Among the items in the first number of the PROGRESS was one stating that "Eastern May Become a College." Another reported "The present enrollment for the second term reaches 850 students." And a third item states "Earle Combs, who has been a popular student at Eastern for the past few years, leaves for Pensacola, Fla., March 12, where he is trying for a position on the Louisville baseball club of the American Association... His best ball-playing at Eastern was in the past season under the present coach, G.N. Hembree."

Other items in this first number of the new school paper state that "Dr. Charles McMurry lectures at Eastern," and "The class of 1922 is to publish an annual."

The number for November 14, 1924, has an interesting article about the new library building, "One of the most outstanding improvements at Eastern this year is the splendid new library building, which was completed last summer at a cost of \$55,342." And it continues to announce that "in each issue of the PROGRESS the librarian will have an announcement of new books received."

In this edition of the PROGRESS a list of the literary societies with newly elected presidents was given as follows. (Up to that time all students were expected to belong to some one of the literary societies.)

Cynthiana, Kendall Conley
Carpediem, Bradley Combs
Columbian, Ezra Webb
Excelsior, R.A. Justice
Periclean, Greene Hogg
Utopian, Jessamine Jacobs
Washingtonian, Clinton Fugate

Eastern Participates in State Contests

It was stated in the paper that "inter-society contests commenced to select representatives to participate in the Eastern Kentucky Interscholastic Association contests in oratory, debating, and exclamation. This association was formed in 1918 through the efforts of Mr. R.A. Edwards of Eastern, who served as President last year; it includes Eastern Normal, Union College, Sue Bennett Memorial, the Normal Department of Berea College, and Cumberland College."

The PROGRESS for February 19, 1925, mentions the organization of three other literary societies: the Roark, Horace Mann, and Plutonia. But by this time the growth of the school had reached that place where it was difficult to accommodate all students in literary societies, besides other college interests and extra-curricular activities were developing, so that these societies soon disappeared at Eastern as well as in other institutions of the period. A Men's Club had recently been organized of which E.E. Elam was president. Every organization on the campus had a faculty sponsor.

The issue of the PROGRESS for May 14, 1925, states the girls basketball team for Eastern won the state championship for 1924-25.

Faculty Sponsors for the PROGRESS

While the editorial staff of the EASTERN PROGRESS was composed of students, and they were given a rather free hand in the conduct of the paper, with the exception of one brief period, there was always a faculty sponsor or advisor for the staff, who was selected by the President of the College.

The sponsor recommended to the President of the College some capable student as editor-in-chief. After appointment by the President, the editor and the sponsor selected the complete staff for the school year. Both editor and sponsors received small stipends for their time and labor; the business manager and advertising manager also received some remuneration, usually taken from advertising fees.

A list of the faculty sponsors of the paper is given here as follows:

- Mr. G. Lee McClain, 1922
- Miss Edna Zellhoefer, 1922-25'
- Mr. Hambleton Tapp, 1925-26
- Mr. William L. Keene, 1926-29
- Miss Edna Zellhoefer, 1929-30
- Dr. Dean W. Rumbold, 1930-34
- Mr. William L. Keene, 1934-43
- 1943-50, no sponsor
- Mr. Paul Duncan, 1950-52
- Mr. Edsel R. Mountz, 1958-60
- Mr. Donald R. Feltner, 1960-67
- Mr. Glen A.W. Kleine, 1967 to present

In the history of the school, those who have rendered faithful service and have gone the extra mile should not be forgotten. In this connection the names of two individuals are mentioned here with the hope that a record of their labors will find a lasting place in the school's history. These are Mr. G. Lee McClain, founder of the PROGRESS and the MILESTONE, and Prof. William L. Keene, who for eighteen years guided the course of the EASTERN PROGRESS.

Model School Principal First Advisor

Mr. McClain was principal of the Model High School, 1920-22. His office, in which was compiled the material for the first numbers of the PROGRESS and the first MILESTONE, was the south-east corner room on the second floor of Cammack Building. The office joined his classroom, and in this place came members of the editorial staffs with their contributions, and there he consulted with those who were working with the publications.

Mr. McClain was a native of Bardstown. He was a graduate of the University of Kentucky in the class of 1919. When the Model School was transferred to Madison High School in 1922, Mr. McClain left Eastern to accept a position with the Allyn & Bacon book publishers as state representative. Later on he changed to state representative for John C. Winston Company, publishers.

He was a veteran of World War I, and was made Commander of the American Legion for Kentucky. He served two terms in the Kentucky General Assembly as representative from the district of Nelson and Anderson counties. During the first administration of Governor A.B. Chandler, 1936-40, McClain was Adjutant General of Kentucky. It was during this period that he conceived the idea and encouraged the writing of the Military History of Kentucky as a federal writers project. This is a valuable book of 490 pages, illustrated.

During World War II General McClain was appointed Civil Defense Director with headquarters in Cleveland. The National Guard Armory in Bardstown was dedicated to him in 1963. Gen. McClain died February 4, 1965, at the age of 70. His initiative in organizing the two student publications at Eastern and starting them on the long road of successful journalism was exemplified in the various worthy undertakings through his useful life.

Keene Advisor for 18 Years

But the long and interesting service of the college newspaper owes its continuous growth and usefulness more to Professor William Keene than to any one else. For 18 years he supervised and guided the PROGRESS through its staff. It was not a continuous sponsorship, but had two interruptions. He joined the faculty at Eastern in 1926 when the paper was four years old, and was immediately assigned to this task for the next three years.

Again he assumed the responsibility from 1934 to 1943. Then after another interval he advised the staff of the paper from 1952 to 1958.

Mr. Keene is a native of Tennessee, and a graduate of Middle Tennessee State College with an advanced degree from Peabody College. For 40 years he taught classes in English at Eastern. Students in his classes not only learned the fundamentals of correct English, but they imbibed an inspiration for good literature.

In my long acquaintance with Eastern's faculty, the English department has had, to my knowledge, three teachers who have been particularly gifted in the art of using the English language-teachers who could write as well as speak fluently, and who were poets as well as teachers. These were Prof. Roscoe Gilmore Stott, head of the department from 1910 to 1917; Dr. R.A. Foster, head of the department from 1921 to 1927; and Prof. William Keene.

Prof. Stott was author of three books, one of which was poetry. He had a large number of poems published in leading magazines. A native of Indiana and graduate from Franklin College, he spent most of his time after leaving Eastern on the lecture platform and with his pen.

Dr. Foster was from Daviess County, with degrees from the University of Kentucky, Princeton University, and Columbia University. He left Eastern to accept a position at Ohio University in Athens, O., where he died in 1966.

It has been said of him that he belonged to the land of poetry, art, music, and beautiful dreams.

Professor Keene, from 1926 to 1966, worked with young people on the campus, teaching, advising, and encouraging them in the precise use of their native tongue. These three teachers had the rare talent of leading others to appreciate literature as a subject of classic enjoyment rather than something to be analyzed and understood as a mechanical gadget or a conglomeration of words dealing with what might be called vulgar realism.

Other PROGRESS Advisors Named

The second sponsor of the PROGRESS paper was Miss Edna Zellhoefer who came to Eastern in January, 1922, before Mr. McClain left the following June. Miss Zellhoefer was a Phi Beta Kappa graduate of the University of Illinois. For ten years she was a member of the English Department at Eastern. She also taught classes in journalism while sponsoring the school paper. She left Eastern to become Mrs. Lester Krahe of Kew Gardens, Long Island, N.Y.

For the year of 1925-26, Mr. Hambleton Tapp sponsored the PROGRESS. He was from Springfield, a graduate of Centre College, and a nephew of former State Superintendent George Colvin. As a teacher of English and history, he remained at Eastern for three years. Later Mr. Tapp joined the faculty of the University of Kentucky. At present he is Curator of Wave-land Museum.

From 1930 to 1934 Dr. Dean W. Rumbold, head of the Biology Department, supervised the staff of the college paper. He held degrees from the University of Buffalo, University of

Wisconsin, and Duke University. He came to Eastern in 1928 and left in 1942 to participate in the war effort.

Mr. Paul Duncan sponsored the paper for two years, 1950-52. He had been a student at Eastern from Ambridge, Penn. Before he graduated in 1950 he had been sports editor on the PROGRESS staff. He now resides in Florida.

Mr. Edsel Mountz was faculty sponsor from 1958 to 1960. He had been on the staff of the paper when a student in 1947. Since 1956 he has been a member of the Commerce Department with degrees from Eastern and the University of Kentucky.

After President Martin arrived in 1960, he created the office of Public Affairs and Publicity, and Mr. Donald Feltner was placed in charge of all publications. The EASTERN PROGRESS was changed from a bi-monthly to a weekly paper, and its format from six to eight columns. Mr. Feltner is a graduate of Eastern in the class of 1956, and also has the master's degree. He is a native of Hazard. Before graduation he was sports editor of the college paper.

During Mr. Feltner's term as advisor he reactivated and organized the Kentucky Intercollegiate Press Association and served for many years as its advisor.

Although the PROGRESS frequently has been rated "A plus" by the National Newspaper Service and "Medalist" by the Columbia Scholastic Press Association, the top rating of these national collegiate press associations, the coveted "All-American" rating has never been awarded the EASTERN PROGRESS by the Associated Collegiate Press.

In 1967 Mr. Feltner was appointed Chairman of the Mid-Atlantic District of the National Council of College Publications Advisors. As such he provides leadership for college publications advisors in Alabama, Kentucky, Louisiana, Mississippi, and Tennessee.

Dean Feltner's activities as an advisor

have been instrumental in putting Eastern on the scholastic publications map.

Mr. Glen A.W. Kleine was named advisor to the PROGRESS in 1967. He holds a B.S. in Education and an M.A. in Journalism from the University of Missouri. He is a former staff member of the St. Louis Post-Dispatch.

In October, 1967, shortly after Mr. Kleine arrived, an Ad Hoc Committee on Journalism was appointed by President Robert R. Martin to determine the future status of journalism at Eastern.

Those serving on the committee were: Dr. Glenn O. Carey, associate dean of the College of Arts and Science, as chairman; Donald R. Feltner, dean of Public Affairs; Dr. Lloyd J. Greybar, assistant professor of history; Dr. Robert G. King, chairman of the Department of Speech and Drama; Glen A.W. Kleine, assistant professor of English; Dr. Dwynal B. Pettengill, chairman of the Department of Political Science; and Dr. Kelly Thurman, chairman of the Department of English.

After three meetings, the committee proposed to Dr. Frederic D. Ogden, dean of the College of Arts and Science, that a minor in journalism be offered at Eastern. A minor in journalism was established by the Board of Regents on January 10, 1968, after receiving preliminary approval from the Curriculum Committee of the College of Arts and Sciences, the Committee on Teacher Education, the Graduate Council, the Council on Academic Affairs, and the Faculty Senate.

Mr. Kleine was instrumental in initiating the Delta Iota Chapter of Alpha Phi Gamma, Eastern's honorary journalism fraternity to honor students for their service to scholastic publications. The fraternity was approved by the Faculty Senate on February 5, 1968, and was installed by Mr. J.W. Click, executive secretary of Alpha Phi Gamma, on March 22, 1968. Charter members of this fraternity were: Fred Mullins,

president; Craig Ammerman, vice-president; Mrs. Marsha Scott Webster, secretary; Richard Eads, treasurer; Roy Watson, Baliff; Wilma Asbury, John Brassfield, Joyce Harville, and Robert Kumler, members.

The Kentucky Intercollegiate Press Association elected Mr. Kleine as adviser of the association in Kentucky in 1967, and Dean Donald R. Feltner named him Kentucky State Chairman of the National Council of College Publications Advisers in 1968.

A Rough Place in the Road

For the school year of 1927-28, the editor of the paper was Fred Dial, the business manager was R.R. Richards, and the advertising manager was L.R. Seaton. This was the last year of the administration of President Coates.

From the time of the death of President Coates, March 17, 1928, until the opening of school for the fall term of that year with President H.L. Donovan as the new President, Dean Homer E. Cooper was acting-president. Beginning with the summer term of that year a new PROGRESS staff took charge of the paper with some ambitious and independent programs.

Throughout the summer school the EASTERN PROGRESS was published as a weekly paper for the first time. The main wheels in the new staff were three young men, Edgar Higgins, editor-in-chief, J. Coleman Covington, holding both positions as advertising manager and business manager. And James Miller of the RICHMOND DAILY REGISTER was listed in the paper as "Advisory Editor."

Committee on Student Publications

Soon after President Donovan arrived on the scene and began to get his administration well in hand, he decided that the two student publications needed some further guidance. So he appointed a faculty committee to cast a searching eye over the activities of the two student staffs. This committee included the following members of the faculty:

William L. Keene, Chairman
(English Dept.)
A.J. Lawrence, Secretary
(Commerce Dept.)
Noel B. Cuff,
(Education Dept.)
Winnie Davis Neely,
(English Dept.)
Dean W. Rumbold,
(Biology Dept.)
Herbert T. Higgins,
(Industrial Arts Dept.)
Maude Gibson,
(Art Dept.)

The chairman of this Committee on Student Publications was faculty sponsor of the EASTERN PROGRESS. The secretary of the committee was a teacher of commercial subjects at Eastern from 1926 to 1930, after which he accepted a position at the University of Kentucky.

This Faculty Committee seems to have been short lived, and from the minutes as reported by the secretary, it seems that its main accomplishment was to bring about a change in the personnel of the PROGRESS staff which had started out in such a grandiose manner the previous summer. A report of what the committee attempted was recorded and presented to President Donovan. The minutes are given here in full:

Sept. 22, 1928. Committee on Student Publications. Report by the Secretary, A.J. Lawrence: Staff was appointed, and three main offices, editor, business manager, and advertising

manager received whatever funds remained from the publication of the paper. Other members of the staff received no compensation. Because it was a concession to certain students to receive all they made on the paper, certain abuses have arisen. It is the purpose of the committee to supervise the paper that all questions as to its value as a school enterprise shall be removed.

Editors Spend Budget Quickly

The chair reported that \$1,000 was appropriated by the Board of Regents for the PROGRESS for the current year, but that about \$650 of this sum was spent during the summer, leaving \$350 for the rest of the year.

Compensation for the members of the staff was discussed but no action was taken.

Two days later the committee held another meeting, and it seems that in this short time the summer school staff was doomed to retirement, although they apparently held on for a month longer.

Sept. 24, 1928. The general theme of the meeting was ways and means of selecting a staff for the PROGRESS.

Motion made and passed to invite each class in the Normal School and College to send a representative to meet with the Faculty Committee to select nominees to submit to the student body. Officers to be filled are editor-in-chief, business manager, and advertising manager. Other members of the staff are to be appointed by these, subject to the approval of the committee.

Another motion was made to allow the chairman to act as he sees fit in carrying out

the preceding motion.

A motion was carried unanimously that there shall be no compensation for the members of the staff of the PROGRESS. This motion was tabled until the next regular meeting.

It was voted to have the chairman appoint a sub-committee to investigate the possibility of financing a weekly publication.

There is no record of a report being made by this sub-committee, but the paper continued as a bi-monthly.

Staff Threatens Resignation

Three other committee meetings were held. October 3, 1928. The committee discussed in an informal manner the situation of the PROGRESS. Since the staff elected had signified their intention of resigning if no compensation is allowed ways and means of selecting another staff were discussed. Nothing definite was decided on.

October 4, 1928. It was decided to present a program at assembly Tuesday, October 9. The staff has not resigned and there is a possibility it will not.

Nov. 11, 1928. A motion was made and passed that the same financial policy adopted for the PROGRESS be applied to the MILESTONE. The motion was later amended to include the policy of having a complete itemized statement from each publication submitted for approval at the end of the year.

There must have been some wrangling behind the scenes after the committee meeting of Nov. 11. The secretary fires a parting shot soon after the beginning of the new year, with no date attached, he leaves the following comment:

This committee did not meet after November, 11, 1928. Both the PROGRESS and the MILESTONE were conducted by their respective advisors and the committee had no way of knowing what was being done. Neither has the committee received a report on the financial condition of either publication as was voted on November 11, 1928.

I am therefore recommending in the future that the committee have closer supervision of the publications, as they are being operated, and at the end of the year, or there is no need for a committee of this kind.

Respectfully submitted,
A.J. Lawrence, Secretary

The PROGRESS issue for October 25, 1928, was the last number published by the summer school staff. The next issue, November 9, gives the names of the new staff as follows: Robert K. Salyers, editor-in-chief, David McKinney, business manager, and Goebel J. Harrod, advertising manager.

The paper was changed from five columns to six columns, which format was retained for 32 years, with one single exception. The number published May 21, 1943, was an eight column paper.

It might be mentioned here that all of these young men mentioned in connection with the EASTERN PROGRESS in these early years have since become very successful in their different fields.

Dr. W.F. O'Donnell succeeded Dr. H.L. Donovan as president of Eastern in 1941, the year that this country entered World War II.

After Mr. Keene retired from the responsibility of supervising the school newspaper in 1943, no other faculty sponsor was appointed for the next seven years. During that period Miss Lois Colley, the president's secretary, was alumni editor for the paper; and she also served as a contact between the PROGRESS staff

and the President's office.

The editor-in-chief was then appointed by the president upon recommendation of the English Department. President O'Donnell put an end to the payment of the first three staff members from funds derived from advertising, and substituted instead a certain stipend paid to these staff members from school funds.

An incident, that might be mentioned here, occurred in this interval when the paper had no faculty sponsor. Some boy on the campus submitted an article for publication in the school paper, in which article appeared some vulgar expressions. The president was informed about it before the paper went to press, and he let the editor know his objections. The editor, then a girl student, replied that the president was interfering with freedom of the press, and she wanted to publish the article, but it did not appear in print.

After 1960 the Coordinator of Public Affairs exercised supervision of the school paper. It appears weekly and it has adopted an editorial policy of liberalism.

The MILESTONE

From the early years of the Normal School the June numbers of the EASTERN REVIEW, THE STUDENT, and the TALISMAN were devoted to the senior class, which arrangement was an economical substitute for a senior yearbook. But in 1910 the first elaborate senior annual was published by the graduating class. It was called the BLUEMONT. This was a very creditable book of 116 pages, printed on slick paper and bound in blue suede leather. The editorial staff included these outstanding students:

Ivan E. McDougale, editor-in-chief
Elizabeth Scott, assistant editor
Edith Moneyhan and Edna Moneyhan, art editors
E.T. Cundiff, business manager
O.V. Jones and Lubbie Morgan, assistant
business managers
O.L. Mulligan, subscription manager
H.T. Bradford, treasurer

The BLUEMONT was dedicated to Dr. E. George Payne, director of the Model School. Dr. Payne was a very distinguished educator, a native of Barren County; he held a doctor's degree from Bonn University, Germany.

After leaving Eastern he became President of St. Louis Teachers College, and later was assistant dean of New York University. He obtained national reputation as educator and author of a number of books.

The BLUEMONT contained a tribute to President Roark who had died in the spring of 1909. This was written by Miss Lelia Patridge, professor of education and psychology, and author of two books in her field. Miss Patridge said, "Young men of Kentucky,-who are to become educators of your state,-here is your exemplar. Study his books, consider his conduct, follow in his footsteps."

The MILESTONE made its first appearance in May, 1922. It was a book of 128 pages, bound in imitation leather. It contained the usual yearbook material. Fifty-one seniors had pictures in it, together with faculty likenesses, other classes, athletic teams, clubs, literary societies, and the like.

The book was dedicated to "Thomas Jackson Coates, our dearly beloved and much respected president."

The forward had these nostalgic lines:

When fleeting years and ravaging time shall have permitted old age to gently lay a hand upon our physical constitutions, may we find in this book a fountain of youth which shall, for a few hours, carry us back to the time

we were young, aspiring students at Eastern."

In recognition of the help given by the first sponsor of the first MILESTONE, the following "In Appreciation" is included:

We, the members of the MILESTONE staff, take this means of acknowledging our sincere appreciation of Prof. G.L. McClain's continuous and ever encouraging assistance and cooperation in the building of this book. In time of opposition and doubt, and seemingly inevitable failure, it was he who fired us with courage, confidence, hope, and unflinching determination. To him, whom we dearly love, we feel much indebted for the success of the MILESTONE.

Members of the first MILESTONE staff were:

Kerney M Adams, editor-in-chief
Lana Martine Coates, associate editor
W. Cowan Taylor, business manager
Mary Earle Griggs, art editor
Amelia Fox, literary editor
Virginia Hisle, advertising editor
Mildred Gillispie, society editor
Eloise Samuels, snap-shot editor
Herbert Higgins, joke editor

During the first twenty-four years that the MILESTONE was published, it was customary for the advertising manager to solicit advertising for the book. From this income small salaries, or bonuses, were given to the editor, business manager, advertising manager, and sponsor. But in 1946 President O'Donnell changed this practice. Thereafter no advertising was solicited or printed in the book, and the college paid the sponsor, editor and business manager each the sum of \$150.

Sponsors for the MILESTONE, like those for the EASTERN PROGRESS, were selected by the President of the college. Editors were then recommended by the sponsor and approved by the president. Other staff members were next selected by the sponsor and the editor.

Faculty sponsors for the MILESTONE were as follows:

Mr. G. Lee McClain, 1922
Mr. Noble G. Deniston, 1923-33, and 1935-41
Mr. R.R. Richards, 1934-35, and 1949-50
Dr. Fred F. Giles, 1942-43, and 1946-48
Dr. H.H. LaFuze, 1950-59
Dr. Dwight Dean Gatewood, 1959-60
Dr. Donald R. Feltner, 1960 to present

In 1922 Mr. McClain, with Mr. Deniston and two other young men on the faculty, roomed upstairs in cottage No. 1, which stood next to the Turley House. With the departure of Mr. McClain that summer, the sponsorship of the MILESTONE was, with the approval of the president, assumed by Mr. Deniston. For 18 years he carried this responsibility, with the exception of one year, 1934, while on leave of absence, when the yearbook was supervised by Mr. R.R. Richards of the Commerce Department.

Mr. Deniston was from Indiana, a veteran of World War I in the Army Air Force, and a graduate of Valporaiso University, of Bradley Polytechnic Institute, and Kansas State College at Pittsburg. He was head of the Industrial Arts Department from 1919 until shortly before his death in 1952.

Mr. Richards also sponsored the MILESTONE in 1949. He was from Russell County, a graduate of Eastern in the class of 1929, and had an advanced degree from Boston University. He joined the Commerce Department the year of his graduation from Eastern and remained a member of the faculty for 37 years.

Dr. Fred Giles, head of the Art Department, sponsored the yearbook from 1942 to 1948. But no annual was published for the last two years of World War II, although a 32 page paper bound pamphlet, with pictures of seniors, was put out in 1944 by the Eastern Photo Club under the direction of Dr. LaFuze. The title of this economical substitute was "Life at Eastern." Dr. Giles came to Eastern in 1939 and died in 1963.

From 1950 to 1959 Dr. H.H. LaFuze was sponsor of the MILESTONE. A native of Indiana, he

came to Eastern in 1939 and is still head of the Biology Department. He holds degrees from DePauw University and the University of Iowa.

In 1960 the MILESTONE was supervised by Mr. Dwight Dean Gatewood of the Art Department. He is a graduate of Peabody College.

The next year the yearbook, with other school publications, was turned over to the newly created office of Public Affairs and Publicity of which Mr. Donald R. Feltner was director and dean. Under Mr. Feltner's direction the yearbook has been much improved and has won several national awards for its excellence.

LOOKING BACK SEVENTY YEARS

1961



Introduction

The public school system in Kentucky was first established in 1838. It was fifty-three years later that I first entered the schoolroom as a pupil. I was then nearly eight years old. It has now been seventy years since the beginning of my experiences in the public schools of my state, and I am still in the service. So it may be seen that my connection with the system overlaps considerably more than half of the period the schools have been in existence.

In glancing back over these seventy years it strikes me that so much change has taken place, so much history has transpired, and so much growth has developed, that a brief summary of my experiences and observations might be worth recording in the year of 1961.

The memory of man over a period of three score years and ten may have become dim or even blank at some points; but important events in life impressed upon the sensitive mind of youth become indelibly fixed. I think it is characteristic of old age to think back over the years that have flown, just as the traveler who approaches the end of a long journey through a scenic country may be inclined to dwell upon what he has seen and heard. The backward glances of life are history and furnish a guide for the future. Youth speculates on the future - if he is wise, - but old age turns to the past - if it has been fruitful. The wisdom of youth is limited by lack of experience in life - immature judgment - so he often falls prey to venturesome innovations; while the accumulated observations and experiences of old age generally develop more caution and stability.

Background

When the fathers of the Republic wrote the Constitution in 1787, no mention was made in that immortal document concerning schools or education.

After the government was formally established two years later, the Congress, with approval of the states, added the Bill of Rights to the Constitution. The Tenth Amendment, added at that time, specifically states "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively or to the people." That left the problem of schools and education "to the states and to the people." This provision in the Constitution has been nibbled away and infringed upon since the Civil War until centralized national government has left very little of "States Rights."

For half a century after the Constitution was written no state in the Union established a free public school system, although a few states made some effort in that direction.

Kentucky was admitted to the Union in 1792. Shortly thereafter the General Assembly voted to give to each county from six to eight thousand acres of public lands for the purpose of establishing academies. But after the academies were organized they operated as private schools and pupils were required to pay tuition.

The concept of free public education for all youth did not exist in the very early history of our country. Jefferson suggested a plan for free schools in Virginia, but his idea was premature and was not accepted. While the value of education was in general recognized, the nature of pioneer life was such that "book larnin" was not considered essential for all youth. Many a smart pioneer owned vast acres of virgin land and "made his mark" to deeds and notes and to his will.

One President of the United States was taught to read and write by his wife; and some of our most distinguished, like Jackson, Lincoln, and Edison had very little formal schooling. The most pressing values were found, not in books, but in the preservation of life in the forests and on the plains. Public officials and ministers of the gospel needed to have the skills of reading and writing to some degree, and surveyors needed some knowledge of ciphering. But most children had plenty to learn at home in the arts and skills of producing and preserving food, the making of clothing from fiber and leather, the construction of tools and furniture, and in the building of the home itself. In the handicraft age all members had skills to learn and the home was practically self-sufficient.

The American colonists had come to this wilderness from western Europe. They brought with them their concepts of school and church. The "Public Schools" of England were in reality private academies patronized by sons of the upper classes.

In 1671 Governor Berkeley of Virginia reported to the "Commissioners of Plantations" in London, On Education and the Conduct of the Church": The same course that is taken in England out of towns: every man according to his ability instructing his children. We have 58 parishes, and our ministers are well paid, and by my consent should be better if they would pray oftener and preach less. But of all our commodities so with this; the worst are sent us and we have few that we could boast of since the persecution in Cromwell's tyranny drove divers worthy men hither. But I thank God there are no free schools or printing, and I hope we shall not have these hundred years. For learning has brought disobedience and heresy into the world, and printing has divulged them and libels against the government. God keep us from both.

One hundred and fifteen years after Governor Berkeley's report, Thomas Jefferson of Virginia wrote to George Washington a letter containing quite the opposite point of view: "It is an axiom in my mind," wrote Jefferson, "that our liberties can never be safe but in the hands of the people themselves, and that, too, of the people with a certain degree of instruction." He recommended free elementary schools for all children; the best of these pupils next to attend a county academy; and the best from the academies should then attend college. He succeeded only in founding the University of Virginia.

It was a hundred years after the first settlement at Jamestown before the Westward Movement made any advance from the coastal plains along the seaboard. Then for nearly two hundred years pioneer settlers trekked through the forests, over mountains, and across plains from the Atlantic to the Pacific. Cabins were built on new land, virgin forests were cleared, roads and villages appeared; and the isolation of farm life, at first maintained by horny hands in a desperate struggle with nature, in time changed to a social community with transportation, communication, and trade. Then with the present century came what we call modern conveniences and socialistic government.

In pioneer times the education of children was principally in the handicrafts and community home-life. The family was a little society within itself. Food, clothing, and shelter were concerned with these. Currency, as a means of trade, was rare, and few people had any. Furs, tobacco, and even whiskey were used for bartering in place of real money. In Virginia and in Kentucky land was sometimes bought with tobacco and the preacher might be paid with the same commodity. In 1716 my ancestor, William Edwards of Henrico County, Virginia, bought 530 acres of good land on Gilly's Creek for "11,800 pounds of good tobacco." And in 1837, when my wife's

great-grandfather, William Gatewood, became the first sheriff of Trimble County, Kentucky, his bondsmen guaranteed that he would "pay and satisfy all sums of money or tobacco by him received." In 1784 Daniel Boone made a deposit in the bank of John Sanders in Louisville of "6 beaver skins," valued at 30 shillings.

In the early history of Kentucky probably half of the people could not read and write; and most of those who had mastered the fundamentals were rather crude in these accomplishments. The spoken language among the masses was not far removed from the Elizabethan vernacular. Kentucky never had many foreigners to come here and modify our soft English accent. In the settlement of the Northwest Territory it was different. Many immigrants came into that region from central Europe. In learning to speak the English language they gave it a harsh and peculiar accent which still characterizes the speech of their descendants. While the descendants of the early settlers along the Atlantic seaboard and in the deep South still reflect in their language the original English of the mother country.

A majority of the settlers in the New World were of peasant stock. Inaccuracies in their speech and crudeness in manners became objects for correction in our schools. The McGuffey Readers that came into use, soon after establishment of public schools, contained pages of instruction for speech correction; and stories in the books carried moral lessons and precepts for good manners. School children also received much needed instruction in grammar and spelling. But to this day, the culture and family background of an individual can usually be judged by his speech and his manners.

A story handed down from my pioneer grandfather tells of a backwoods preacher who, before he entered the church, had partaken too generously of homemade corn whiskey. The text he had chosen for his sermon was from the book of Dan-

iel and included the story of Shadrach, Meschach, and Abednego who were cast into the fiery furnace. The tipsy preacher stepped behind the altar, ran his fingers through his hair, and began reading the text; but when he came to the difficult names he read "shake-rags, make-rags, and away-they-go, or some sich names - danged it I can read these slantin' letters."

Private Schools

The first settlers on the advancing frontier in America were usually of the yeoman class. If they had any book learning at all it was very scant. Typical of the class was the hero, Daniel Boone, who "Cilled a Bar on Tree in the Year 1760."

However it was not long after a new community was established on the frontier until a school of sorts was set up by some person with a little learning. At Harrodsburg, where the first settlement was made in Kentucky in 1774 a school was opened by Mrs. William Coomes for children whose parents could pay a small tuition fee. This crude school house has been restored and may be seen there today in the Pioneer State Park.

A description of one of these early frontier schools is given by Dr. Daniel Drake's book, Pioneer Life in Kentucky. The school he attended was near the hamlet of May's Lick, and the time was around 1800. He states that the location of the school house was entirely in the woods where there was an abundance of hickory switches. One previous term had been taught in his uncle Cornelius Drake's still-house. Describing the school building, he states, "In winter, light was admitted through oiled

paper by long openings between logs; for at that time glass was not thought of. It was one story high without upper floor (ceiling), and about 16 by 20 feet in dimensions, with a great wooden chimney (plastered inside with mud), a broad puncheon floor, and a door of the same material, with its latch string."

The teacher's function was to teach "spelling, reading, and ciphering as far as the rule of three, beyond that he could not go." In those days there were few arithmetic textbooks; so the teacher might have a manuscript of arithmetic problems which he would dictate to pupils who made near copies with goose quill pens; and so each pupil had a manuscript arithmetic of his own. One such in our possession was made by my wife's grandfather, Charles B. Cook, in 1809.

The rule of three was a method of solving problems by proportion, the problem usually being stated in rhyme; for example:

"If from a measure three feet high,
the shadow five feet is made,
What is the steeple's height in yards
that is 90 feet in the shade."

In Washington Irving's story of "Sleepy Hollow" he describes Ichabod Crane's school where the pupils studying out loud made so much noise that they could be heard a great distance from the school house. Dr. Drake states that "the fashion was for the whole school to learn and say their lessons aloud, and a noisier display of emulation has perhaps never since been made."

Of the books studied by Dr. Drake when a child living at May's Lick, he mentions a "primer with a plate representing John Rogers being burned at the stake in England, Dilworth's and Webster's spelling books"; and for older children, Guthrie's Grammar of Geography, and Scott's Lessons; the last being a reader. The New Testament was also used as a reader.

We have in our possession the school record book of James W. Gatewood of Bedford, Ken-

tucky, 1833. He was then twenty-one years old and taught a private school of 36 pupils. The names of the pupils copied here were from families related to my wife, whose grandmother was a Gatewood:

School expired for the first three months this 1st day of April, 1833. Discontinued for nine days until the next school is organized.

Commenced school this day April 10th, 1833. For six months which will expire October 11th, 1833.

April 4th, Received payment for tuition from Elizabeth Adams for two scholars, \$4.00.

April 15 from D. Latty for three scholars \$6.00.

In full from Reubin Gatewood for 1 1/2 scholars \$3.00.

In full from A. Bain for 1 scholar \$2.00.

In full from Wm. Gatewood for tuition for 1 scholar \$2.00.

In full from Dr. W.J. Wright, ditto May 1, 1833, \$2.00.

Before the war there were four classes of society in Virginia and Kentucky: The large plantation owners, the small farmers and shop keepers, the poor whites, and the black slaves.

Wealthy planters were usually well educated. They had books in their homes, and their children were educated either by tutors in the home, or at a field school on the plantation. After this preliminary training the boys were often sent to academies or to college. When Stephen Edwards of Halifax County, Virginia, died at middle age in 1819, he stated in his will that his children should be educated out of his estate.

The small farmer with from one hundred to three or four hundred acres of land, and a few or no slaves, sent his children to the village school, similar to ones just described; or in some cases a wealthy neighbor might extend to him the hospitality of the field school. Poor

whites, sometimes called "pore white trash," seldom aspired to any schooling, and few of them received any before "common schools" were established.

Slaves were a social caste with no schools provided for them. Once and awhile a bright darkey might receive some instruction in books. When my grandmother Edwards was a small girl going to school, she organized a play school at home on the back kitchen door steps. Her pupils were the picaninnies on her father's plantation. One little negro boy named Israel learned to read right off. Because of his precocity my grandmother gave him a Bible. He grew up and became a preacher, but he died early in life and the Bible was returned to my grandmother's family. It is now in my possession.

My Edwards forebears in Virginia and in Kentucky never patronized public schools. I am the first of my father's family who ever attended one. The Edwards families were never pioneers in the true sense of the word; because in the two moves the family made, one from Tidewater to Halifax County, Virginia, and the other to Christian County, Kentucky, they made the change only after the frontier had been settled and had acquired some of the conveniences of civilization.

Schooling for the Edwards Children

My great-grandfather, Nicholas M. Edwards, came from Virginia to Southern Christian County, Kentucky, in 1828. He bought a plantation of one thousand acres of good land, and at one time he owned about thirty slaves.

For his growing family of ten children he built a field school, located near the drive that led from the main road (now called highway) to the manor house, and not over a quarter of a mile from the house. I remember seeing the old building years ago when it was in the process of decay. He equipped the small frame building and employed a teacher of his choice. Some of his neighbor's children were invited to attend this field school.

The term "field school" has been misunderstood by some writers on the history of education. These were not free public schools, but received their name from the fact they were located in the field, or usually a woodlot, on the plantation near the home of the owner.

When my grandfather, Joseph W. Edwards, and his brothers had learned all they could at the field school, they were sent away to boarding schools, academies or colleges. My grandfather Edwards attended West Tennessee College at Jackson, successor to Jackson Male Academy founded in 1825, and predecessor of Union University. Some of his brothers attended Bethel College at Russellville, Kentucky, founded about 1853. One boy graduated from the University of Pennsylvania Medical School. I do not know whether the girls of the family went away to school; but I know that some of my grandmother's sisters attended Logan College, a girls school founded about 1849 in Russellville.

A family of quality would never think of sending a child to a common school, and all forms of education above that were private or church schools at that time. In Virginia the

first public elementary schools were called "pauper Schools."

My father attended a private school at Churchill in Christian County. I have one of his report cards and a copy of a textbook he studied, Well's Science of Common Things. This book covers all known science for that day. It is copyrighted 1857, but my father studied it 15 years later. The method of teaching and learning, as illustrated in this book, is that of the catechism. It contains 2015 questions and answers. Questions which the teacher would read off are all in italics. Answers to be memorized are in plain type.

His report card is hand-made, and I do not understand the marking system unless it is based upon 10 as perfect. If so my father was not very good in two subjects, but was perfect or near perfect in three others. In eight subjects his marks were as follows; "Grammar 9, Geography 5 1/2, History 8, Town's Speller (3 headmarks) 8, Dictionary 5 1/2, Reading 9 1/2, Arithmetic 10, and Penmanship 9 1/2."

I also have an essay he wrote in a very neat hand, dated March 10, 1873. He was then seventeen years old. The title of the essay is

Education

Education is a companion which no misfortune can depress, no clime destroy, no enemy alienate, no despotism enslave; at home, a friend - abroad, an introduction; in solitude, a solice - in society, an ornament. It chastens vice, it guides virtue; it gives, at once a grace and government to genius.

Without it, what is man? A splendid slave! A reasoning savage, vascillating between dignity of intelligence derived from God, and the degradation of passions shared with brutes; and, in the accident of their alternate ascendancy, shuddering at the fears of an here-after, or embracing the horrid hope of annihilation. What is this wondrous world of his residence?

A mighty maze, and all without a plan; a dark and desolate, and dreary cavern, without wealth, or ornament, or order.

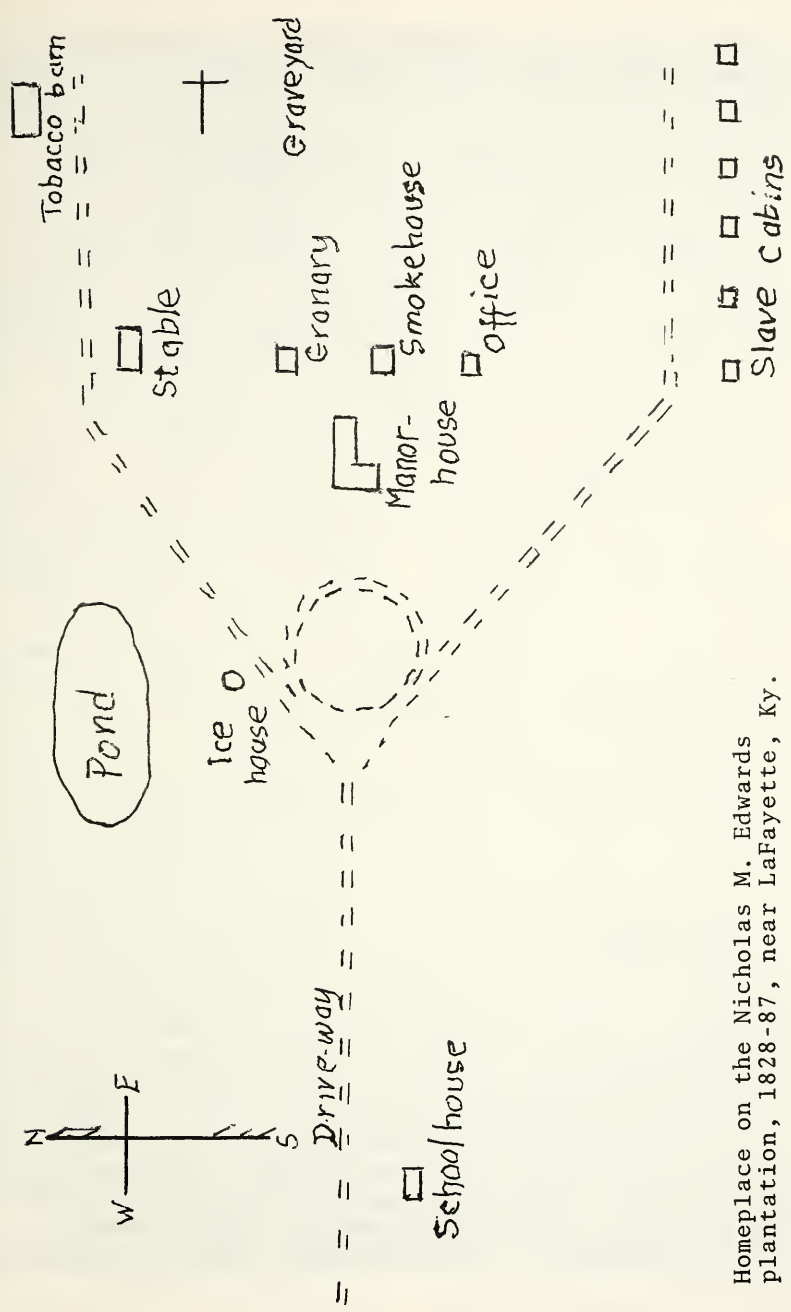
But light up within it the torch of knowledge, and how wondrous the transition! The seasons change, the atmosphere breathes, the landscape lives, earth unfurls its fruits, ocean rolls in its magnificance, the heavens display their constellations revealed before him, its varieties regulated, and its mysteries resolved!

The phenomena which bewilder, - the prejudices which debase, - the superstitions which enslave, vanish before education, like the holy symbol which blazed upon the cloud before the hesitating Constantine. If man follow but its precepts it will not only lead him to the victories of this world, but open the very portals of omnipotence for his admission.

The ornate language in the foregoing was the fashion for that day and time. This was evidently a school boy's attempt to appear erudite, or he may have copied it.

Some Kentucky Private Schools

Private schools rendered a distinct service to education before the extension of the public school system beyond the common branches. Universal education of the masses was not deemed necessary until recently. Boys and girls who had the ambition to advance in learning, and who had the ability to learn Latin and Greek, mathematics and literature, found an opportunity in the private schools. If parents were not financially able to foot the expenses for



Homeplace on the Nicholas M. Edwards plantation, 1828-87, near LaFayette, Ky.

a worthy boy in a private school, there was nearly always some benevolent neighbor who would advance the money, either as a gift or as a loan. It was therefore possible for most any young man of ability, ambition, and character to pursue his education into advanced fields - and many a lad worked his way through college.

Of the secondary schools, especially the smaller ones, many were co-educational. Private schools for girls were sometimes called finishing schools; their function being to teach culture rather than vocational courses; and their objectives were to develop fine young ladies. And similarly, some of the boys' schools, including military academies, emphasized the polished gentleman.

From the standpoint of origin and support, private schools were of two classes: church supported and secular. A school in the former classification required all pupils to take Bible courses and to attend "chapel." Young men preparing for the ministry gave their practice sermons at chapel. Both church and secular schools very often offered work for elementary pupils as well as for advanced scholars.

The secular schools might be owned by one or more persons; or sometimes these schools were built, owned, and managed by a company of public spirited citizens of the community. There was, before 1908, no standardization or regulation governing courses of study, length of terms, or any other feature of these private schools. In 1911 I visited Mount Hope College in the hamlet of Sulphur, Kentucky. The faculty included only two members, an old man and his daughter. The president of the college taught the advanced classes, while the daughter instructed the elementary pupils.

About four miles from Sulphur was Campbellsburg College, Mr. Piercy's school. It had a dormitory for boarding pupils. The village of Campbellsburg also had a small public common school located on a back street, but all parents

who could afford it sent their children to Mr. Piercy's school. Three years above the common school branches were offered in the curriculum, and college diplomas were awarded at commencement.

With advancement of the state into the fields of secondary education after 1908, many of the private schools gave way to the new county high schools and the rising state normal schools. By 1930 there were 91 private, accredited, secondary schools in Kentucky. A few of these have since developed into junior colleges. Some others continue to flourish and to render good service to patrons who prefer them.

I remember when it was a custom for principals, or presidents of private and church schools to go through the country and solicit pupils to attend their institutions. Before they interviewed a prospective pupil they generally inquired about his family and the character of the youth.

When I was seventeen years old Mr. W.P. Morrison, principal of Murray Institute, came to our home to see me. We lived in Graves County about fifteen miles from Murray. At that time any pupil living farther than four or five miles from school was compelled to board in town. Roads in winter could not be traveled farther than the distance in an hour.

Boarding in town and paying tuition was a considerable expense. During the years around the turn of the century farmers depending upon the tobacco crop had a hard time. The tobacco trust dominated the market and forced down the price of West Kentucky dark tobacco to between 3 and 7 cents a pound for leaf, and one cent for lugs. So, I must borrow money if I attended the Institute. Mr. Morrison and one of his staff, Mr. Oury Harris, loaned me sufficient funds to pay all my expenses. After attending the Institute two years I dropped out, taught in the rural schools, and paid off my debts.

Murray Institute was a private school owned by a local group of citizens, who selected a

board of trustees from among the stock holders. Tuition fees were charged all classes on the second floor of the large brick building. The principal and two assistants taught all advanced classes. The elementary part of the school assembled in four rooms on the first floor. The elementary part was supported by the state per capita plus some income from a small local tax. So the elementary pupils had no tuition to pay.

Before I entered Murray Institute I had attended Farmington Institute, not far from my home. This school was a two story frame building with two large rooms and a hall on the first floor; while on the second floor there was one large room, a hall, and two smaller rooms. When I attended it there were three teachers, including the principal. Sometimes a music teacher had a piano in one of the smaller rooms upstairs. At the time I went to school at Farmington the curriculum had been reduced to mainly the common school branches, with only a few advanced subjects offered in the secondary field.

This school was founded in 1880. An instructive and interesting story of its beginning is given here by one of its founders. My uncle-in-law, G.R. Throop, was twice principal; and my aunt Nettie Edwards at one time taught the primary children.

Following is an advertisement of the school published in Lake's Atlas of Graves County, 1880:

Farmington Institute. H.L. Finney and G.R. Throop, principals, Full Academic and Collegiate courses, embracing English, Higher Mathematics, Latin, French, Greek, Instrumental Music, etc. Two terms yearly of five months each. Tuition per term, from \$8 to \$25. Music \$20.

About fifteen years after its founding, the Institute was turned over to the Farmington school district and became a public school. My elementary schooling was received there, and my father was elected on the board of trustees for a term of years. By 1900 it was entirely

a local institution and no longer drew boarding pupils.

In the description of the founding of the Insitute given on the next page by Mr. Hendley, the name, "Old Tommy Collins," was that of my great-grandfather. He was the largest land owner in the township.

J.P. Brannock, first principal, and principal again in 1891-93, once seized me by the hair of the head when I was marching in after recess. I didn't see him, so I was cutting some kind of monkey shine and got caught.

J.A. Hendley, author of the following, was uncle of Miss Pearle Hendley who wrote and had published a History of Farmington, Kentucky, 1943 from which this article is taken. J.A. Hendley's father, Dr. James Hendley, brought me into this world.

Founding of Farmington Institute

The honor of conceiving and building the Institute, if there is any honor, belongs to H.A. Finney and J.A. Hendley, partners known as Hendley and Finney. It was built by us in the spring of 1880. It all happened this wise. Finney and I were the only two young men in that part of the county who had ever attended college.

There was not a musical instrument of any kind in Farmington except some fiddles that were used at country parties. Old Tommy Collins (1 1/2 miles out) had an old piano, one old piano at William Stevens (about 4 miles out), and those were all-not an organ in that part of the county.

The people around Farmington at that time were in almost the best financial position

since the Civil War. Finney came from college. In 1879 I came and found Finney clerking for Steve Kirksey.

One night I was up at the store after everybody had gone home, and Finney and I got to talking about our experiences away at school. Both of us, of course, had found a girl. Finally we got to talking about a school at Farmington, and wondered why the people had not made an effort along that line; and one of us said to the other, "Let's build them a good school." The other one said, "Agreed." We jumped down off the counter and shook hands; then we began to plan, and by midnight we had our plans roughly made out.

The next morning Finney gave up his place at the drug store, and we put our means together and went to work. We, Finney and I, hauled the lumber to build that Institute ourselves. We also painted the building; we worked on the building with the carpenters, Lynch and Ira L Seah. We had to do it because our money was short. We hauled lumber from Backusburg (six miles), Mayfield (nine miles), and Wilford's Mill (seven miles.)

We were about to fall down when Dr. James Hendley, my father, and Dr. Cave Stokes came to our rescue, for which we gave each of them a life scholarship. I did not see Dr. Stoke's name mentioned in the paper on the home coming event of 1929. He and Dad were the only two men who helped us out in our troubles and they deserve a great deal of credit for it. They helped us to make it possible for the people to have a good school and to give their children advantages they never could have had.

Farmington was a dark corner. It was not unusual to see men of families, who could not read. Prof. J.P. Brannock, Finney, and I taught there in 1880-81. Prof. J.R. Throop followed Brannock as principal. I sold out to Finney and went to Texas.

During the time I was in the school we had three ordained ministers, from thirty to fifty years of age. I remember Joe Glass, a Baptist; one Methodist, and one Mormon. They all wished to take Greek which we gave them.

Eva Brannock taught music. She was the first music teacher ever in Farmington. She brought her piano, and people, both young and old, flocked around her instrument and listened to her music, the first they had ever heard. This was certainly a field day for Farmington. She had no trouble getting a music class. The old folks all wanted their daughter to study music, but the trouble was that some of them didn't want to. Oina Hendley was one that bucked on it. Mother told me to "see to it." I had to take her by the arm and lead her into the music room and threaten to whip her if she didn't get busy and study her music lesson.

Everybody in town took an interest in the school after it got started. I told them that the old farmers had never in their lives paid board, and they must all open their homes and put the prices low. They did. Board went at six dollars a month. Anything that Finney and I asked those people to do, they did it quite cheerfully.

We opened with 99 scholars. A drummer - his name was Bugg - was in Farmington that day, and when he found that we had 99 pupils he said "Here is my tuition," so he made 100 to start. Soon there were 150 pupils enrolled.

We introduced certain social features in connection with the school. Every two weeks we had an entertainment at the Institute; a host and hostess were selected for each occasion. No boy was allowed to speak to a girl until he was introduced by the host or hostess, who had full charge of the reception, and they learned to conduct it right. Every thing connected with the school was put on a high plane. We were not outclassed

by the best of society anywhere. It was strange how these young people, who had been so far reared on breakdown country frolics and stale jokes, caught on and adapted themselves to such new environment, but they did. If a young man happened to come to one of these entertainments smelling of whiskey, he could not be introduced to any girl, nor could he take part in the affair, and it was never tried but once.

The host and hostess were instructed not to allow a couple to stay together longer than fifteen minutes, then they were changed. Later on this same couple could be introduced again if it happened to come around that way in the course of events. In this kind of management they did not have the chance to get lovesick, but had a chance to learn polite society and to become polished. I got my ideas from Neophegan College, Cross Plains, Tennessee. Neophegan, a combination of words meaning "Bear the light to the young."

Now and then we gave a ball, threw the doors open to all the young people whether they were in school or not; but these were always conducted by a host and hostess selected by the school.

My Pioneer Grandfather

The western tip of Kentucky, lying between the Tennessee, Ohio, and Mississippi rivers, and bounded on the south by Tennessee, is called the Purchase, or Jackson's Purchase. This name was given to the region after it was purchased from the Chickasaw tribe of Indians by Gen. Jackson and Gov. Shelby in 1818. The line with Tennessee was run in 1821; after then the Federal government had the area surveyed into townships and sections. So this is the only part of Kentucky where land deeds are based on lines run with the four points of the compass; and Graves County is the only county in the state with boundary lines making a perfect parallelogram.

Settlements in the Purchase began nearly fifty years later than did those in Central Kentucky. Graves County was organized in 1823 as the seventy-fifth in the state, but it had very few inhabitants at that time. By 1860 the population had reached 13,386 whites and 2,845 black slaves. Mayfield, the county-seat, then had 556 residents.

When my grandfather, Alexander Gallemore, settled in Graves County in 1833, much of the land was prairie with stands of timber found in the creek bottoms. Before the Indians moved out it was their practice to burn off the prairie once a year to corral the wild game. After they left, trees began to grow where there had been none. When Grandpa came to Kentucky from North Carolina there was still considerable game, enough to furnish the meat supply for his family. The settlers then lived far apart.

There were trails but no roads. The courthouse at Mayfield was a log building in the woods. He came in contact with outside civilization only about once a year. That was when he drove his ox drawn wagon over a dim trail about forty miles to Paducah. The trip required

nearly two days one way. Paducah was a trading post on the rivers and was accessible to the outside world. At this post Grandpa Galle-
more bartered cheese, wool, and hides for tools and a few other items needed on the farm.

This grandfather and his people were yeomen from the Yadkin Valley of North Carolina. I remember him well; when he died I was seven years old. And I remember his brother-in-law, my great-uncle Billy Bean, who retained his pioneer customs to the day of his death. He was a descendant of Capt. William Bean, the first settler in Watauga Valley in 1768. Because my childhood experiences tied in with the last of the old pioneer type, and because information about these people throws light upon the development of succeeding institutions, I will give here some items of their history.

Alexander's mother, Ann Gallemore, sold out her land and possessions in Rowan County of North Carolina in 1833, except for a covered wagon, a team of oxen, and some chattels that would be needed in a new home. Her married daughters with their families came along on the trek, as did her young son Alexander. He was then nineteen years old. For his share of the estate he had a horse and saddle, a flint-lock rifle, and twenty dollars in money.

The original clerk's list of the auction sale is still preserved and a copy is given here:

A bil of Sail October 4th day 1833 Anah

Gallemore -

Buckner upchurch - one shovel plow	.17
Lewis Lennear - one Vinegar Cagg	.06
Ransom Williams - one big Wheal	.69
John Ship Green - one pine Chist	.60
George Gallemore - one Loom	2.01
Mashack Green - one tub of corn	.22
Elizpeth Gallemore - one pot	1.02
Wm. A. Gallemore - one Widders rite of oal Tracks of Land her Lifetime	5.00
Levi Gallemore - one Track of land one	

hundred acres More or Les	61.00
Buckner upchurch - one Spinning Wheel	.39
John Cameron - a parsil of plank	.18
Mashack Green - one plow stock	.22
Mashack Green - one Brandy Barrell	.25
Wm. Stephens - one tub	.11
Wm. Stephens - one Hogghead	.09
Mashack Gree - one punchin tub	.23
John Cameron - one Washing tub	.13
Daniel Medlin - one Scythe and Cradl	.41
Buckner upchurch - 2 sitting Churs	.67
George Gallemore - one Cow and Calf	7.22
Mashack Green - one White & Red pid Cow and Calf	6.81
Buckner upchurch - One white & Red pid hef	5.50
Lewis Linnear - one Steare	1.20
Ransom Williams - one Black Bull	2.80
Wm. Redwine - one Blew Sow & 4 Shots	2.50
Wm. Redwine - one Black Sow & 4 Shots	1.89
Anderson Gallemore - one Mare Coalt	25.00
Wm. A. Gallemore - 100 bundles of foder & take Whoal Bulk	.78
John Grady - 100 Bundles of Oats & Hoal Bulk	1.41
Geo. Harris - 100 Bundles of foder	.91
Wm. A. Gallemore - one Tracke of Land where Anney Gallemore now lives Soal accordin to will	30.00
Daniel Medlin - one Fish Stand in the Yadkin	1.04
Caty Serract - one Fish Stand in Yadkin	.05
Elizabeth Serract - one Fish stand in Yadkin	.05
Betsy Gallemore - one Dogg	5.00
John Gree - one Flax Brak	.13
Ransom Williams - one Gardain of Cobs Ene	1.01

The Gallemore family made the journey to Kentucky over the Wilderness Road, the same that had been blazed by Daniel Boone and followed by countless others. By 1833 it was still

a rugged trail. The women and children rode in wagons, while the men walked, drove wagons, or rode horses and kept the cattle on the trail.

An interesting incident of the trip has been retold to younger generations. One night while the party was camping beside the trail, someone woke up and became greatly excited by what he saw overhead. The heavens seemed to be falling upon them; stars were shooting streaks of fire toward the earth. With a shout the whole company was awakened. It was declared amidst prayers and sobs that the world was coming to an end. Upon a suggestion it was decided to cook and eat once more before they all perished. Alexander was sent to a nearby creek to get a bucket of water. When he returned he lay down under a wagon and fell asleep, rather than watch the world come to an end. When he awoke again it was morning and the party was preparing for the day's journey. The judgment day had passed. From this incident we now know it was on the night, or early morning, of the 14th of November, 1833, when astronomy tells us that the earth passed through a meteoric shower of the Leonids.

The Rowan County migrants were headed for John Bean's cabin on Clark's River. John had come to the Purchase in 1831. But young Alexander had some ideas of his own. A short time before they left the Yadkin Valley, another party from the neighborhood had migrated to Southern Illinois, among them a young lady in whom Alexander was interested. It was his plan, as soon as they had reached their destination in Kentucky, and he could see his mother settled comfortably with some of the family, that he would proceed to Illinois and find his sweetheart.

But it did not work out that way. The cheapness of good land, and the attractiveness of John Bean's young daughter, changed his mind. After they arrived in the Purchase, he and his brother-in-law, William Bean, bought from the

government adjoining quarter sections of land. The price for a quarter section was \$40, or 160 acres at 25 cents an acre. Alexander paid the \$20 he had in his pocket for half of the price. He split rails for ten dollars, but he still owed ten. This is how he got it:

At that time settlers secured a supply of pork from wild hogs, or from their own swine that ran wild in the bottoms. In the fall of the year some of these hogs were corralled and fed corn until fat enough to butcher when when they might weigh a hundred or more pounds.

At one of the hog-killings a neighbor offered to give Alexander ten dollars for his flintlock rifle if he could kill a hog at first shot, at a distance of twenty yards, without making it squeal. To kill a hog without making it squeal, it must be shot squarely in the center of the forehead. Alexander was a good shot. He could bark a squirrel on a limb. So he performed the feat and used the ten dollars to finish paying for his farm. A few years later he bought back the rifle. It is now th the museum of Murray State College.

Because the farm he bought was all prairie, he had to cut and haul logs from a nearby creek bottom with which to build his cabin. This house was his home for fourteen years. It had a stick and dirt chimney, puncheon floor, and a roof of long split boards held in place by poles tied across. There was no window glass, and most of the furniture was hand made and rather crude. They had brought from North Carolina a flax wheel, parts of a loom, and tools with which to work.

When he married Elvira Bean, daughter of old John, the wedding was celebrated in pioneer style - she was my grandmother and I remember her. For a wedding dress she wore one made of cross-barred muslin, that cost her father a dollar a yard. The infair dress for the second day of the wedding celebrations was also of store bought cloth, white lawn. These garments

were undoubtedly the subject of much discussion among the pioneer James dressed in their homespun.

After children began to arrive, a new house was erected, also of logs; but it was larger, with a second narrow room to the rear, and an attic or loft where the boys slept, and which was reached by a combination ladder and stairs. This new house had a brick chimney, glass in the windows, a small porch on one side, and a lean-to on the other. I can remember it before it was torn down. A third house was built in 1880. It was a two story frame building with eight rooms and a hall.

Alexander spent some of his time hunting. When returning one evening about dusk from a hunting trip in the direction of where Farmington was later built, he came upon a large herd of deer within easy rifle range. Although he was within a mile of home he dared not shoot one to carry home with him, for he knew that the wolves would trail him by the smell of blood.

On another occasion he and William Bean were out hunting on a very cold day with snow on the ground. "Billy" got so cold that he wanted to lie down in the snow and take a nap. Alexander knew that if this were permitted that Billy would freeze to death; so he kept his brother-in-law walking until they reached home.

My mother's people were of the yeomen class. They never owned slaves, and they were envious of those who did. They never attended private schools, except one who became a doctor.

Children Learned the Handicrafts

A century and a quarter ago schools offered no courses in agriculture, household arts, or manual training. All of this was learned at home.

All food was produced on the farm. Surplus milk was made into cheese by allowing it to clabber; then it was put into a sack with a piece of rennet added - rennet came from a calf's stomach - and the sack was hung up to drain, after which the curd was pressed into wooden hoops and aged until it became good cheese. In the autumn buttermilk was stored in barrels, for use during the winter after the cows went dry.

Corn, apples, and peaches were cut and dried during the summer. The drying was done by spreading the fruit on the roof, or on some clean place in the sun. It was then put away in bags or in large bushel gourds. Green beans were strung on thread and dried in the sun. They were then called stringy-beans. Also strips of pumpkin and of beef were dried on strings and preserved for winter use.

Tallow from mutton and beef was used in making candles. Lard from butchered hogs was necessary in cooking, and was used for oiling leather. The lean fat from inside the hog's back made the best lard; but fat from the intestines, and pieces of fat trimmed from the meat before it was salted down, also were rendered in a large iron kettle and stored in jars. Sausage was made by grinding scraps of meat in a hand grinder, flavored with sage and red pepper grown in the garden, stuffed in long, narrow cloth bags, hung up in the smokehouse, and smoked with hickory wood with the rest of the meat.

At first salt was made from the evaporation of water from salt springs; but later the farmer bought it by the bag; or in my youth my

father bought a barrel of coarse salt once a year. It served all purposes including the curing of hog meat and the making of kraut and cucumber pickle.

Jars of kraut were made from cabbage; cucumber pickle were put up in kegs of brine; and root vegetables, cabbage, and apples were kilned up in specially prepared dirt kilns that preserved them all winter. Nuts were gathered from the nearby woods. These included walnuts, hickory-nuts, hazelnuts, and chestnuts.

Corn provided food the year round. It was the staff of life for the pioneer. Perhaps it was the greatest contribution made to America by the Indians. Before water mills were built along the streams, the dry corn was pounded Indian fashion into a coarse meal. The ripe ears were roasted and eaten that way - hence the name roasting ears, or "roastnear."

Hominy was made any time of the year, but mostly in winter. The process, as I have seen it done, was to put the shelled corn in a large iron pot filled nearly full of water diluted with wood lye from the ash-hopper. As soon as it came to a boil the pot was taken off the fire, the corn poured into a split basket, then carried to the pond where it was jostled in the water until the husks came off. Then it was ready to be cooked with a little cracklin grease left from making lard..

Hoe-cakes made good eating on a cold winter night. Corn-meal, mixed with water, and a little salt and lard added, was shaped into a pone by hand and cooked on the hearth before a wood fire. A little ashes might add to the flavor.

The pioneer made all his clothing. Deer skin was tanned, cut out and sewed with thongs into very comfortable clothing. The ladies made dresses of doe skin, with fringed skirts and sleeves. But the farmer could produce materials for good cloth, - cotton, linen, and woolen garments.

The Gallemore family had a patch of cotton,

and one of flax; and there was always a flock of sheep. Cotton was picked and seeded by hand. Flax was cut, weathered, broken, hackled, and spun into thread on a flax wheel.

Wool from the sheep was washed, carded, and spun into thread on a large spinning wheel. The cotton was carded, spun, and dyed, then woven into cloth for different purposes. I have samples of cloth made by my pioneer grandmother. It is thick, coarse, and not very white. The process of bleaching was by washing and spreading the cloth on the grass in the sunshine.

Unless the flax was carefully hackled the linen threads might show small pieces of bark. Cloth made from linen thread and wool yarn was called linsey, or linsey-woolsey. Cloth made from cotton and wool was called jeans. The cotton thread was the warp and the wool yarn was the woof. Jeans might be dyed with walnut hulls to make a nice brown sometimes seen in home-made suits for men. I remember seeing men dressed in home-spun jeans.

Linen was used for underwear, towels, and bed-sheets. I have a hank of flax that was hackled by my grandmother, or some of the family. Very artistic designs were made on the old looms; and some of the old counterpanes may still be found in use. Many of the old designs are now copied in commercial fabrics.

Thread and cloth were dyed in wooden troughs scooped out from half a log with an adz. The pioneer grandmother taught her children the process of mordanting to make colors fast. Copperas was used in dyeing; it and cochineal had to be imported and purchased. But the bark from various trees was used for colors, and a patch of indigo in the garden was grown.

In winter men wore coon-skin caps, and in summer, straw hats made from rye straw plaited and sewn by hand. Women made their own sunbonnets. In winter a shawl might cover their heads. Stockings and gloves were hand knit. When a

child that was the only kind I had.

I remember the lumber house and granary that stood in one corner of the yard. On one side of the large roomy interior were shelves holding different size wooden shoe lasts, on which shoes to fit all members of the family had been made.

Leather was prepared on the farm from cow, calf, and sheep hides. To tan a hide required about twelve months. First it was buried in wet wood ashes to loosen the hair. Then after a few weeks the hide was taken out of the ashes and the hair scraped off. Next it was placed in a vat of mashed up oak bark, where it remained for the rest of the year. After this prolonged treatment it was again scraped, dried, oiled, and made pliable, polished and maybe colored black with a mixture of chimney soot and tallow.

The heavy cow-hides were used in making harness and shoe soles. The uppers for shoes and boots were made from calf skin or from sheep skin. The soles of shoes were fastened on with square wooden pegs, driven in round holes made with an awl. The uppers were sewed with strong linen thread drawn over a ball of beeswax; and a bristle from a boar's neck was used for a needle. The strings were made from tanned squirrel skins. About the only tools needed for making shoes were an awl, knife, and hammer. Many people wore shoes only in cold weather and when they went to church.

For tools on the farm only a few irons were needed; and if there was a blacksmith shop near, the farmer could have almost any tool made there, including a wagon or a gun stock. Axe, hoe, adz, hammer, scythe, plow share, auger, and knife were essential tools. Axe handles, plow beams, and the like were made on the farm by the family. Sometimes hay forks, rakes, spades, and harrows were made of wood. In place of nails and bolts, dowel pins were frequently used. And I remember a clock on the mantle at my great-uncle Billy Bean's house, which kept

perfect time with its wooden wheels.

A Century Old Letter

The letter copied on the next page was written by the Overby boys who had moved with their parents from Vulton Creek neighborhood in Graves County, Kentucky to Randolph County, Arkansas, in 1861.

The Graves County neighborhood, spoken of as the "barrens," had been settled not more than 35 years in 1860, and such timber as there was at that time had grown up within that period, except in the creek bottoms.

This letter was written to my uncle Lafayette Gallemore, then fifteen years old. The ages of his sisters mentioned here were Victoria, 17; "Babe" (Susan), 13; Jennie, 8; and Blanche, 5. John Collins mentioned in the letter was my great-uncle, brother of my grandmother Edwards, and was then 17.

The letter was written on a double sheet of legal-cap paper, folded and sealed with red sealing wax which bore the stamp, and it was mailed without further envelope.

This letter preserves a picture of social life among the rustic middle class in the early settlements along the frontier.

Two months after the letter was written the War Between the States broke out. I have wondered if the Overby boys were not drawn into it.

Randolph County, Arkansas
Feb. 9th, 1861

Mr. L.M. Gallemore

Dear Friend Yours of the 25th Ult. came to hand Yesterday. Which favor gave me great Satisfaction to learn that you was all well

at that late date. These lines leave me and all of this family well (save colds) and I trust these lines may come safe to hand in due time and find you and your fathers family well &c.

The health of this country is very good at this time and I am of opinion that it is healthy here if you keep out of the swamps. People here are negligent as to taking care of themselves, if they would take proper care I think this country would be as healthy as any other in the same latitude. You write that you have had very fine weather and that you have cleared a considerable newground. We have had fine weather here and have cleared some but as we have had building to do will not be able to get in much new land this year. We have not got our house ready to get into as yet but can get ready in a week. To clear land here is quite different job to what it is with you. We have standing on the ground a great deal more timber than you get off of any lands in your barrens.

As to parties during Christmas times, yours cant be a trimmin for ours for we had any amont and any kind and they have not stopped yet, for on Wednesday last I was asqued to a party to help chop in the day and dance at night but having plenty of Chopin to do at home I never went. They had a fine time at their dance having no girls in attendance all the Reason I can assign for their non attendance is they were at home doctoring shins a picking splinters out of their toes, the effects of dancing on puncheon floors during Christmas.

As to candy stews we have no need of them, the girls being sweet enough without the aid of candy. You ought to see them, there is one in sight of us as big as a 1/2 lb. of soap after a hard days washing, as pretty as a speckled puppy and candy is laid in the shad when it is compared with her. As to

marriage they come off every Sunday, we dont have to obtain licens in this state and any one that can hear that good word and rais money enough to pay a parson can marry.

Ann says to Victoria and Babe that she will try to comply with their requests in sending them Beaus as soon as they can get New Suits, as soon as they can dress the skins of the deer they killed during the winter and get them made into pants and hunting shirts they will be ready to come. They are nice looking you ought to see them. Tell Genny and Blanche that they must come over some Saturday and we will all go fishing, & that she wants to see them very bad. Mother send her respects to your mother and says that she is glad that she is as well pleased with Pink & Berry and that if she now had them here that she would not take \$40 for them but it would have been out of our power to have brought them and if we could they would have eaten off their heads before they got here, feed being very high on the Road save the Mississippi bottom where we found it cheap and in great abundance.

I will here inform you that Pap swapped off Brandy & Bully the next day after we left & before we got to Lovelaceville & gave \$25 to boot we found that we was likely to be bothered from the fact that they was likely to give out and at first bother Pap let them Gow & got a good yoke of cattle 5 years old & come on without a bother, save I got one hand hurt by pulling at the line to keep the stears from running down a creek, and Webster had to do the principal driving for several days. I want you to write on Recpt. of this and inform me who is living in our old place if anybody and I want you to inform me whether or no old man West ever got Dick.

Give my respects to your father & mother & to all inquiring friends, and tell John

Collins & Henry Wilson that...(illegible)...
that I want him to write and send me all the
news &c.

With due respects I remain

Your cincear friend W.T. Overby

C.W. Overby

H.C. Overby

The Beginning of Public Schools

President Andrew Jackson was interested in the welfare of the common people. During his administration a considerable amount of money accumulated in the national treasury from the sale of public lands. In the last year of his term of office, 1836, Congress appropriated some of this money to the different states with the suggestion, or permission, that it be used for the purpose of public education.

From the time of the Northwest Ordinance, 1785, when the public lands north of the Ohio River were granted to the Union & Virginia, and soon after that were surveyed into townships and sections, a provision was made for the creation of free public schools. One or two sections in each township were set aside for educational purposes, and in each of the new territories or states created from the newly surveyed lands one or more townships were reserved for the support of schools of higher education. But Kentucky had received none of this aid. (A township was an area of land six miles square, and a section was one square mile of 640 acres.)

From the Federal appropriation made in 1836 Kentucky's share was \$1,433,757. By the time the money was due to be paid, a depression set in. The state was at that time much engaged in dredging waterways and in building

canals and roads. So the money received from the Federal government was put to use in paying for transportation facilities. But the General Assembly of Kentucky, as well as in other states at that time, responded to the growing need for a state system of public education.

The Federal money was spent as mentioned; but a law was passed setting up a State Department of Education and providing for a common school system. A bond for \$850,000 was issued to this new department. The plan was for the state to pay interest from the Sinking Fund to the Department of Education, and the sum of this interest could then be used to help support a system of public schools.

The new law specified that where a neighborhood wanted a free school, they must first survey the bounds of a district. This was done under the supervision of three County School Commissioners. Patrons of the district could then elect three trustees, build a school house at their own expense, and the trustees would then select a teacher after determining his qualifications. The state would pay something on the teacher's salary for a three months term, open to all children between the ages of six and sixteen. The law was soon changed to extend the school age to twenty years.

These schools were called "common schools," because they were intended for the common people. Some counties were slow in organizing them. Money from the state for teachers salaries was not always certain, because interest on the bond was not always paid; and when it was paid, the amount sent out to the various counties seldom amounted to more than fifty cents per pupil in the district.

The first buildings were usually constructed of logs cut from the land of interested parents, who put up the building with their own hands. Many neighborhoods, for a long time, were not sufficiently interested to organize school districts.

The Kentucky General Assembly made provision for a public school system in 1838. Two years later 24 counties, out of 88 in the Commonwealth at that time, reported school districts had been surveyed and schools started; and in these 24 counties the schools were scattered with only about 700 districts for the entire state.

Calloway County, down in the Purchase, had organized 49 districts, the largest number of any. And Calloway was then a newly settle county, having been formed in 1822, a year after the boundary with Tennessee was surveyed.

I taught my first school in this county sixty-five years after the beginning of the common school system in Kentucky. At that time, as well as I can remember, the county had about ninety school districts. The Cohoon school where I taught was District No. 76. This was a small district with between forty and fifty pupils in the school census. My second school was in Graves County, and there the census report for the year I taught was 93 pupils between six and twenty years of age, and my largest attendance for any day in school was seventy pupils.

Growth of the System

After the new State Constitution was approved in 1852, some constructive legislation was enacted and the common school system was placed on a firm basis for advancement. From then on the people began to accept free schools and to patronize them.

The number of census pupils for each district was fixed at a minimum of 20 and a maximum of 100. All of these, however, were not expected to attend. In fact, none was compelled

to attend; but the teacher was paid according to the number in the district census. These numbers were the standard for the size of the district until 1893, when the minimum was increased to 45.

During the war, 1861-65, schools in Kentucky suffered severely. Many were closed. Reports to the State Department of Education show that attendance was less than half of the previous records. Most of the teachers were young men, and many of these walked out of the school room and went to war. The state was occupied by Union soldiers; and at times Confederate armies were in the state. State Guards and bands of guerrillas frequently disturbed the country-side. Civil government became weak and impotent. Both life and property were often endangered and abused.

After the war, with the growth of villages and towns, a law was passed in 1888 granting to any populous community the right to establish an Independent Graded School District. These districts were given the right to fix boundaries, elect boards of trustees, levy a special school tax, erect buildings, employ teachers, and support a high school of one or more years if feasible. In 1914 a law was passed requiring these independent school districts to maintain a standard high school or combine with the county system. At that time Kentucky had 405 Graded Independent school districts. From this date on these districts began gradually to merge with the county system until now few of them are left, except as independent city school districts. When I went to Bedford in 1910 to organize the new County High School, I found that the Graded School District there had been supporting a three years high school, all of it taught by the principal, and had been awarding diplomas to the graduates.

School legislation in 1908 made the county the unit for administration. And since that date small school districts have gradually dis-

appeared. Centralization has superseded local control. The first consolidation of rural schools was made at May's Lick in Mason County in 1912. By 1951 the state had only 232 local school districts. This included 120 county units and 112 independent or city school districts. And the scattered one-teacher rural schools were rapidly disappearing. In 1931 the state had 5,741 one-teacher schools, 875 two-teacher schools, 211 schools with three teachers, and 514 with four or more.

Twenty years later, in 1951, there were 1382 one-teacher schools, 434 two-teacher schools and 171 with three teachers.

As early as 1829 the city of Louisville made a start toward free public education by establishing a Monitorial school. The Monitorial school was a brief fashion education. One head teacher supervised a number of monitors, older pupils, who heard recitations from as many groups of pupils in one very large school room.

Male High and Female High were founded in Louisville in 1856. Both gave good classical education to limited numbers; but they did not replace private schools which continued to flourish. For a number of years Louisville Male High School awarded diplomas to its graduates with bachelor degrees.

The practice of awarding degrees to its graduates was common among secondary schools of various ranks, until standardization put an end to it in 1908. The reputation of Louisville Male High School will long be remembered because of the association with that school of the distinguished educator and author, Reubin Post Halleck. He was teacher and principal for nearly half a century. The school was then located in a large old brick building that had formerly been a residence, and was located on Breckinridge Street. I visited the school in 1912 when it was located there. When Mr. Halleck died in 1936 the city honored him as one

of its most distinguished citizens.

Lexington made provision for its first public school in 1834. But little progress was accomplished in that direction for two generations, except in elementary grades. When I was a student at the University of Kentucky, 1906-10, I remember passing by the Lexington Public High School, then located in an old brick residence building on South Broadway. The attendance was small, and it was coeducational. The youth who attended it were sons and daughters of the common people. Quality folks patronized private schools, or the Academy of the University - then the A. & M. College.

Up until 1908 there was very little centralization in either city or county school administration. Cities were divided into wards. Each ward had two or three trustees who might meet at times with other trustees in the city to fix a school tax levy, or to provide for a building. Each ward had its own elementary school. I remember in the city of Mayfield, county-seat of my home county, that the first city school superintendent was Mr. A.C. Burton, employed in 1910. West Kentucky College was then a private school in Mayfield. Parents who wished their children to have more than an elementary education sent them to the college.

For forty-six years, from 1838 to 1884, the length of the common school term was three months. From 1884 to 1901 the length of terms varied from three to four and sometimes five months, depending on the size of the school district. From 1901 to 1904 all common schools had five months terms. The first school I taught was a five months school. But even then there still remained a vestige of the private school. At the end of the five months term my trustees and several patrons urged me to continue teaching and they would pay tuition for attendance of children. The tuition fee was one dollar a month per pupil. Since the regular term had begun in July and was out at Christ-

mas, the "subscription" school was scheduled to run through the winter months. But misfortune soon brought it to a close - I was taken down with the measles. After my recovery we decided not to reopen the school, for I had made up my mind to attend Murray Institute instead.

The school term was extended to six months for all schools in 1904; and in 1922 it was made seven months. After then the length of terms varied according to financial ability in different counties. In 1942 there were 72 counties that still had only seven months terms; 26 counties had eight months, and in 19 counties the terms were nine months in length.

Why Go to School

School attendance was scanty and irregular for eighty years after the first free schools were opened to the public. Some parents did not see the need for schooling. Roads were often bad or non-existent; the weather sometimes interfered; and children were needed at home to assist in the farm work.

The first attendance law was passed in 1896; but it proved very ineffective. Since the settling down of civic and social life after the war, public school attendance had picked up all over the state; but the average attendance, based upon enrollment, seldom exceeded 35 percent.

Rural schools generally opened in July and were out by Christmas. Small children attended rather regularly during the first part of the term while the weather was mild; but when bad weather approached in the late autumn the small children stayed at home, unless they happened to live near the school house.

Older children, especially older boys, were

frequently kept at home to work until after tobacco was housed and wheat sown. After which they came to school with some regularity for the remainder of the term. Bad weather sometimes prevented older pupils from coming to school. A swollen stream between their home and school might detain them; but otherwise, rain, snow, or cold did not often stop them. I have walked two miles daily to school through all kinds of weather, and thought little of it.

The teacher always got to school early and started a fire in the stove when the weather was cold. If pupils came in cold and wet they stood around the steaming hot, wood burning stove in the center of the room until they were warm and dry.

In those days everybody walked to school. Sometimes the path led across fields, through woods, or along country lanes that might be muddy in winter or dusty in summer. But usually the infrequently traveled country lanes were better for walking than the more frequently traveled roads.

I recall that I was not sent to school until I was nearly eight years old, because there was no one in our part of the neighborhood to go with through the long trail in the woods that led to the school house. My father couldn't leave his work, and my mother had other small children to care for.

Many parents at first resented the compulsory attendance law. While teaching one of my first schools, I became interested in a family of four or five boys, none of whom had ever attended school. Their parents were also illiterate.

Not long after school opened I went out to see the father and try to persuade him to send the boys to school, especially the younger ones. He argued that the boys were needed on the farm to help him with the farm work, that they might catch the measles or the mumps if they went to school, and besides he didn't think

they needed any book-learning. Finally I mentioned that the state of Kentucky was interested in his boys, and was offering them a chance to get some education so they might have more advantages in life; and I added that because of this interest a law had been made requiring all children to attend school. His reply was that pretty soon the state would be telling him when to eat his breakfast.

The two younger boys did come to school for a few weeks, then they dropped out for good. One of them, after he grew up, became a very successful bootlegger in prohibition times.

Before public high schools were established in 1908, and when the legal school age was from six to twenty, a good many boys and girls attended school during the winter months until they were grown up, and sometimes until they married. They went over the same studies in the same books year after year; but by repetition the subject matter was learned thoroughly. Elementary education was then mastered. They could spell, read, write, and cipher; and they knew quite a lot of geography and American history.

Because there was no other school to attend, a good common school education was considered sufficient for most any occupation in life. I remember that after I made a First Class teacher's certificate, which was based upon mastery of the common branches, a fine old gentleman, a friend of our family and a Civil War veteran, congratulated me very heartily on my achievement. And he added that I then had all of the education I would ever need.

But with the arrival of public high schools for all youth this concept soon changed. By 1920 people began to believe in the advantages of more education, and in the necessity for all children to attend school. A law was passed that year providing for each county superintendent of schools to employ an attendance officer, and the compulsory attendance law then began

to be enforced. All children between the ages of six and sixteen, with a few reasonable exceptions, were compelled to attend school. The days of laissez faire were passed. But I think that since then education has been spread thinner.

The Log School House

The first settlers came into Jackson's Purchase in the 1820's and 30's. For the next half century most of the houses erected for homes, barns, and public buildings were constructed of logs. School houses came under the latter category. A record for 1881 shows that Kentucky then had 3360 log school houses, 2138 frame buildings, and 145 schools built of brick. Twenty years later, in 1901, there were still 1238 log school houses in the state.

When my mother was a school girl, around 1870-80, she obtained her education at Jones school house, located about three miles north of Farmington. I have heard her describe this school. It was a large log building with a wide fireplace at one end. The room was furnished with benches for pupils to sit on, but it had no desks except one for the teacher. On one side of the room, along the wall, ran a broad shelf, something like an inclined table fastened to the log wall; and it was on this shelf that pupils did their writing, standing up.

The building had glass windows on each side of the room. The floor and ceiling had been made from rough sawed lumber. Pupils then had very few books, and each was supposed to have a slate and a slate pencil, usually fastened to the slate with a string. If parents

insisted on pupils being sanitary, a small piece of sponge was also fastened to the slate with a string. When this was kept saturated with water, it was used for erasing marks on the slate, instead of spitting on the slate and rubbing out the marks with the hand.

The Blue Back Speller (Webster's), Ray's Arithmetic, and Butler's Grammar were the principal textbooks, and of course McGuffey's Readers.

Frequently on Friday nights when the weather was fair, a spelling match was held at the school house. This was a social affair to which older people in the district might come as well as the younger ones, and those who were inclined to courting, the young men who went to "see Nellie home."

All who could spell took part in the contest. Two leaders were selected, who "chose-up". The spellers for the two sides then arranged themselves along the wall on each side of the room in the order in which they had been chosen. The teacher pronounced the words, first to one side then the other. When a word was missed it was passed to the opposite side, and the speller missing the word took his seat. The last one standing was the champion speller.

The first school that I taught, in 1903, was a rather new building located in the woods. It was of frame construction, replacing an old log building. Desks had been made from heavy yellow poplar lumber. They were very substantial and comfortable enough. Up front were two long benches. A platform about a foot high occupied one end of the room. The teacher's desk and chair were on the platform.

One day while conducting a recitation up front, I noticed some children staring with fright in their eyes at the back of the platform. Turning around I saw a snake slowly making its way through a crack between the floor and the wall. Seizing a window stick - the windows had no sash weights - I brought it down on the head of the serpent. By the time I had

killed the snake not a child was left in the building. Some went out the door and others out the windows.'

This school was in most ways like two others where I later taught. The building was surrounded by woods. There were no outhouses, but children might seek privacy not far away in the bushes, the boys going in one direction and the girls in another.

Firewood for heating was supplied by parents of the pupils. It was agreed among them who should haul the next load of pole wood. The larger boys in school chopped it into proper lengths for the wood burning cast iron stove, which took a stick almost a yard long. Wood was brought into the school room as needed, but in bad winter weather a supply was placed in the room before the teacher left school in the evening.

Pupils considered it a privilege to be sent by the teacher to bring in fire-wood or a bucket of water. Some rural schools had cisterns or wells for the water supply. Others secured water from a spring near the building, or maybe from a nearby neighbor's cistern or well.

With the recent consolidation of rural schools that has taken place since 1912, all but a few of the one room schools have been abandoned. One result has been a destruction of neighborhood cohesiveness. In its day the small rural school building was the center of neighborhood social life. Roads and means of travel were such that people sought entertainment near home. When a program was scheduled at the school house, day or night, many would go and walk. If at night, and the moon was not bright, they carried a coal-oil lantern to help them steer clear of stumps and rocks in the path. The school house might be used for preaching on Sunday, or for Sunday school. It was frequently a polling place on election day. Political speaking was sometimes held there, as were farmers' meetings and other forms of entertainment.

Books Were Scarce

Before the rise of public schools, books of all kinds were few in number and were seldom found except in homes of well-to-do families. Not a great many people could read and the demand for books was limited. Libraries were few and far between. A select number of wealthy planters and some professional men had libraries in their homes. Many books in this country were printed in England. The first publishing houses in America sprang up in Philadelphia, Boston, Cincinnati, and Louisville. The J.P. Morton Company of Louisville printed books early in the past century.

The New England Primer, one of the first school books published in this country, 1785, was a tiny volume about three by four inches; and its crudely printed content was based mainly upon The Shorter Catechism.

I have a copy of a school reader, Young Gentlemen and Ladies Explanatory Monitor, 1818, with introduction bearing the title, *Observations on the Principles of Good Reading*. Its content was made up chiefly with selections from classical literature and with a few stories from early American history. This book had first belonged to Samuel Wright, who was killed in the Indian wars, and who was brother of my wife's great-grandmother Gatewood.

Dilworth's The Schoolmaster's Assistant was published in New York in 1733. It had been in use in the schools of Scotland for thirty years before then. Also Dilworth's New Guide to the English Tongue, and The Young Bookkeeper's Assistant were used in some early schools. Dr. Drake mentions that he studied spelling in one of Dilworth's books at May's Lick about 1800. In the preface of Dilworth's first book the author says, "It may be further objected that to teach by a printed book is an argument of Ignorance and Incapacity. He indeed (if such

there be)who is afraid his scholars will improve too fast, will undoubtedly decry this method. But that Master's Ignorance can never be brought to question, who can begin and end it readily; and most certainly that Scholar's Non-Improvement can be a little questioned, who makes much greater progress by this, than the Common Method." The catechism method is used in Dilworth's books.

Another early textbook, Mather's The Young Man's Companion, was first published in London in 1727. It contains instruction in spelling, reading, writing, and arithmetic. In giving instruction in writing, it first explains how to make a pen out of a goose quill.

The McGuffey readers began to appear in 1836, the year that appropriations were made by the Federal government for the promotion of free schools. Their appearance was just in time to meet the needs of the country and to find a ready market. When I attended school, and when I began to teach, they were still in use in a revised edition of 1879.

The Goodrich readers, first published in 1857 in Louisville, followed McGuffey, but never quite reached the same degree of popularity. I have complete copies of both sets.

Also published in Louisville by J.P. Morton, 1846, was Butler's Grammar. It was widely used in the common schools for half a century. But finally it was superseded by Harvey's Grammar which first appeared in 1868, and which had two books, Elementary and Practical Grammar. It was from the second book that I learned what little grammar I know - I never studied the Elementary book. The four divisions of the Practical Grammar were Orthography, Etymology, Syntax, and Prosody. We had to learn many rules, do parsing, conjugation, and diagramming.

Grimshaw's History of the United States was published in 1839 at Philadelphia. It was widely used in the new public schools.

The history I studied in school was Barnes.

It had two books, Primary, and Brief. Two geography books were also used in the common schools: but there was only one speller. It contained all the words studied from first to last.

A civics book, Peterman's, and a physiology were introduced about the time I completed the elementary subjects in the common school.

Pupils were not classified by grades until the beginning of this century. Some academies followed the English custom of classifying pupils by "forms", or years in school. In the common schools pupils were generally grouped according to the reader they were in, and there were five readers. Generally a textbook was studied until it was mastered, whether in one year or in several. For example three arithmetic books covered the curriculum - except the word curriculum was then not used. These books were Ray's Primary, Intellectual, and Practical arithmetics. The last was often called the Third Part. It contained all information found in the first two; and many pupils studied no other arithmetic text. A Ray's Higher Arithmetic appeared in 1856 and was widely used for half a century in academies and schools of secondary rank. The same was true of McGuffey's Sixth Reader.

About the time that common schools were getting fairly well organized in Kentucky, 1847, a law was passed which gave parents the right to select textbooks for their children. They had been doing that all along. But five years later another law stated that the State Board of Education (then composed of the State Superintendent, Attorney General, and Secretary of State), should recommend a list of textbooks from which local trustees could make adoptions. This plan continued until 1888, when the responsibility for adopting textbooks was placed in the hands of county school superintendents, with the advice of his board of examiners.

Then in 1914 a State Textbook Commission was authorized to be appointed by the Governor.

It was to include the Governor as chairman, the Superintendent of Public Instruction, and seven other members chosen from the seven appellate court districts in the state.

This law was changed in 1923 to include, besides the nine mentioned, the addition of members with one each from the University of Kentucky, and Eastern and Western State Normals.

In 1924 Governor Fields appointed me on this Commission as representative from Eastern. Others on the Commission included State Superintendent McHenry Rhoads, President Frank L. McVey of the University of Kentucky, President M.B. Adams of Georgetown College, Mr. W.M. Pierce of Western, Superintendent B.W. Hartley of Louisville City Schools, Superintendent R.T. Whittinghill of Hazard, Superintendent J.L. Foust of Owensboro, Superintendent W.L. Caplinger of Maysville, Mr. R.E. Hill of Somerset, and Mrs. Pearl H. Harris of Catlettsburg. No real criticism could be found of the adoption we made.

But four years later Governor Sampson appointed a commission which made an adoption that was challenged in the courts. The General Assembly then changed the law so that a governor could no longer influence a commission; the members were thereafter appointed by the State Board of Education (now made up of lay and professional personnel appointed by the Governor.)

Then in 1952 another change was made in the law. The personnel of the Commission remained the same, but textbooks were to be classified in seven fields, the Commission would approve lists of texts for each field, and local school boards could adopt from these lists.

This method seems to avoid political influence and it also prevents any one book company from dominating adoptions. Under the system of adoption at the beginning of the century, the American Book Company secured practically all school textbook adoptions in Kentucky.

Administration of Schools

The office of State Superintendent of Public Instruction was filled by appointment made by the Governor until after the third State Constitution went into effect in 1852. From then on it has been an elective office on a political ticket. For the first fifty years of the public school system in Kentucky all state superintendents were ministers of the gospel. Since 1887 they have been educators with some political acumen.

The State Board of Education, for nearly a century, 1838 to 1930, was an ex-officio board of three members. Since the latter two were not particularly interested in or well-informed about educational matters, that left the State Superintendent to perform most of the duties that fell to that office. This condition was changed to a board of nine members in 1930, and some additional duties were required of it. Its members are now composed of both laymen and professional educators, who are appointed by the Governor, supposedly without political preference.

From the beginning of Kentucky's school system there were three county Commissioners appointed by the Fiscal Court. It seems that these Commissioners had very little to do, except in a general way, such as making reports to the State Superintendent. After 1852 they had the power to examine teachers and issue certificates. During the war, in 1864, the law fixed their pay at two dollars a day for the time they spent in school duties.

Then in 1884 - the year that I was born - the number of commissioners was reduced to one; his term of office was fixed at four years, he was to be elected by the county voters along with other county officials, and his salary was to be fixed by the Fiscal Court. The title of his office was changed to County Superintendent of Schools.

Thirty-six years later, in 1920, the law directed that the County Superintendent should be selected by the County Board of Education. In succeeding years education qualifications have been fixed for this office and minimum salaries designated. But as yet all politics have not been eliminated from this office.

After one commissioner was designated to be elected by popular vote, in place of the other two who had before then served with him, the County Superintendent was required to appoint two Examiners to assist in conducting teachers examinations for certificates and examinations for common school diplomas.

With the new county high school law of 1908, the county became the principal unit for centralized administration - an exception was made for independent city school districts. A County Board was then elected by the voters, the number varying in different counties according to population; but in 1920 the number of board members was fixed at five. These were not to be elected on political ballots. But in some counties, where superintendents were uneasy about the tenure of their office, a slate of candidates favorable, or unfavorable, was put on the ticket, and so politics rankled again.

It has been mentioned that until after about 1908 no steps had been taken toward the standardization of schools. Private secondary schools varied in the number of years required for graduation, in the qualification of teachers, in the nature of the curriculum, and even in the names given the schools. The name "high school" is said to have come into vogue because the upper grades, or forms, were frequently taught in the second story of the school building. Even the public high schools in the larger cities varied in many respects, and some gave degrees to their graduates just as many private secondary schools did.

The traditional colleges also varied in standards and in requirements for entrance.

Diplomas had little meaning, except as ornaments to frame up on the wall at home. Some were very ornate in design, printed on real sheep-skin, embossed with many flourishes, and maybe as large as a table top.

Schools gave no "units" or "credits" such as pass for educational currency today. Learning was measured by written examination. Lads finishing three years of solid classical learning at Model High School at Eastern, sometimes dropped out and entered freshmen classes in the University of Illinois, the University of Michigan, and the University of Kentucky upon written examination.

When I entered the A. & M. College (later University of Kentucky) in 1906, I had to pass written examinations on entrance requirements. Because I was not prepared on two subjects I had to take these in the Academy and in the Normal Department of the College, geometry and second year Latin.

The first ten years of this century mark a period of growth and change in public education in Kentucky. Two state normal schools for teacher training were founded in 1906. The Normal School at Richmond succeeded Central University, a Presbyterian school of traditional standards.

The Normal at Bowling Green succeeded Southern Normal School owned by the Cherry brothers. The Southern Normal was one of a common type for that day. It was organized on the basis of ten weeks terms, each term attempting to cover the ground of one year in a traditional high school or college. The B.S. degree was awarded for two years, or eight terms of work above the common branches. With one additional year the school awarded an A.B. degree after the B.S. Four years above the common school entitled the student to an A.M. degree. I attended two terms there in 1905.

At Huntingdon, Tennessee, the Southern Normal University gave the B.S. degree on one

year of work above the common school branches as evidenced by the student holding a first class certificate. The terms there were six weeks in length. I had a cousin who received one of these degrees at Huntingdon. The school at Huntingdon was later made a state normal school, moved to Memphis, and is now Memphis State University.

These get-an-education-quick normals were scattered about the Ohio Valley. One of the most famous was at Lebanon, Ohio. Others of wide reputation were at Valparaiso, Indiana; Danville and Normal, Illinois; and Kirksville, Missouri. They claimed that their students learned as much in short courses of six to ten weeks as did students in the traditional schools with two terms a year and four years required for graduation. The normals claimed the traditional schools wasted time playing football, going to dances, and the like. The private normals were very critical of the old fashioned methods of education. In reply the chancellor of Vanderbilt University stated that if any student or member of the faculty at Southern Normal University could pass the entrance examination into Vanderbilt, that he would give that school a hundred dollars worth of books for a library.

The word "normal" implied the natural, normal way of learning; and the name was first applied to nearly all teacher training institutions. Gradually the normal school philosophy has disappeared, and the surviving schools that once bore the name are now following the same plan of organization and the same type of curriculum as schools which they once so blatantly criticized.

High schools and colleges formed associations during this educational renaissance, and conformity was soon achieved. The Southern Association of Colleges and Secondary Schools, through its accrediting power, inspection and supervision, exerts tremendous influence in

keeping up standards.

In 1910 the General Education Board of New York, a Rockefeller endowment, gave money to the State Department of Education at Frankfort for salaries of state supervisors. Mr. McHenry Rhoads and Mr. T.J. Coates became the first supervisors. The first supervised high schools and determined whether or not they could be accredited. The second supervised rural elementary schools. Both men were outstanding leaders in public education in Kentucky, and both did valiant work in bringing about improvement and a more uniform system of schools throughout Kentucky.

Teachers Must Have Certificates

For the first four years of the common school system the local trustees were empowered with authority to examine applicants for teaching positions and to grant certificates good for that particular school. It must have been a rather simple affair, with a few verbal questions by the trustees, many of whom were undoubtedly poorly equipped for such scholastic trial. But it was a formality required by law; and if the teacher suited the three trustees, then he was qualified in their sight. If later they discovered he was not a good teacher, then a successor could be chosen by the same procedure for the next school term. The school term was for only three months, anyway.

Another law passed in 1842 shifted the responsibility for examining teachers and issuing certificates into the hands of three County School Commissioners, and examiners appointed by them. From 1852 to 1870, only one kind of certificate was issued, and it was good

only for the county in which it was issued. After 1870 three classes of certificates were granted; and the law stated that examination by county boards should require the applicant to "have the elements of a plain English education."

A State Board of Examiners was created in 1884 with authority to make out all lists of examination questions for teachers certificates. From then on county examinations were uniform throughout the state. A separate list for each subject was printed on a small slip of paper about three inches wide, and from five to eight inches long, depending on the number of questions and the space needed.

For county examinations these lists of questions were sent by registered mail to the county school superintendent. The dates for examinations throughout the state were held on the same Fridays and Saturdays, about four times a year, beginning in May.

On the first morning of the examination, when all applicants were assembled, and the two examiners were present, the superintendent broke the seal of the registered package in the presence of all, and took out the sealed envelopes containing the first list of questions. Questions for each subject were sealed in separate envelopes.

Each applicant was then given a list of questions on one subject. All papers on that subject had to be handed in before the next envelope was opened and its questions passed out. At the close of the examination on Saturday afternoon, the superintendent divided the papers between the two examiners. Within two or three days the papers were all graded and returned to the county superintendent. He then filled out certificates which were signed by him and by the two examiners.

During the four years that I was principal of Trimble County High School at Bedford I was also one of the county examiners.

The eleven subjects on which teachers were examined included reading, spelling, writing, arithmetic, grammar, English composition, geography, U.S. and Kentucky history, civics, physiology, and the science and art of teaching.

An average grade of 85 per cent, or better, qualified a teacher for a First Class certificate. This was good for four years in the county where it was issued, and it entitled the teacher to hold a position in a first class school in that county.

An average grade of 75 per cent qualified the teacher for a Second Class certificate. It was good for two years, and entitled the holder to teach in a second class district, which, as I recall, had between fifty and seventy-five census pupils.

An average grade of 65-75 per cent entitled the holder to a Third Class certificate, which was good for only one year and could not be renewed. The holder could teach only in one of the smallest districts where the census pupils did not exceed fifty in number.

After attending Murray Institute for two years I took the county teachers examination in the spring of 1903 in Calloway County and made a First Class certificate. But being a beginner without any teaching experience, I taught my first school in a third class district.

This was probably a wise thing to do, because a small school did not present some of the difficult problems found in larger ones, and I was enabled to get my first year of experience under conditions that I could manage. The salary, though, was determined by the number of children in the census report of the district for the year I taught.

The next year, 1904, I made a First Class certificate in Graves County, with an average of 92 percent. My second school was in a first class district, and my salary was nearly double that of my first year teaching.

The year 1884 marks a decided advance in

public school education in Kentucky. In that year the State Department of Education began issuing State Certificates. To secure one of these the applicant was compelled to take a rather rigid written examination, which covered all common school subjects upon which County certificates were issued, plus English and American literature, higher arithmetic, and elementary algebra. The certificate entitled the holder to teach in any county in Kentucky, and it was good for eight years. The applicant was required to make an average of 90 percent or better.

In 1905 I took this examination and made an average of 94 percent. It was really two days of rigid examination, and I recall how tired I was when I arrived back home Saturday night.

The State Department of Education also issued State Diplomas upon examination after 1893. Requirements for the Diploma covered all subjects listed for other certificates, plus plane geometry, physics, literature, algebra, and elementary Latin. It was good for life, and entitled the holder to teach in secondary schools. I made one of these soon after I entered A.&M. College in 1906. But my State Diploma was issued by the Normal Department of the College.

Beginning about 1920, many changes were made in laws governing the issuing of teachers certificates. The function of granting certificates was taken away from counties and placed in the State Department of Education at Frankfort. With the growth of public high schools and the state normals, educational requirements for teachers were gradually increased. First, in 1920 the requirement was raised to one year of high school work plus five weeks of professional training. It was expected that the professional training would be acquired at a State Normal. The normals assisted many teachers in acquiring the needed five weeks of professional training by sending out faculty members, and

employing others, to conduct summer schools in several counties for five weeks each.

I conducted one of these for Grant County teachers at Dry Ridge, when that hamlet was a summer resort, famed for its healing waters, and then had a large hotel. Six years later, 1926, the requirement was raised to four years of high school and twenty weeks of professional training.

By 1932 the state was issuing fourteen different kinds of certificates for teachers and superintendents and supervisors. Some of these were provisional and standard for elementary teachers; and some were provisional and standard for high school teachers.

Written examinations had been gradually discontinued. College "credits" were used as currency for learning - and sometimes some credits represented very little learning. Under the old plan of written examinations, learning was essential whether acquired at school or at home. I never had a course in American literature at school, but I studied it at home and passed with a good grade on it in the State examination. With the new plan, the credit was the thing sought. After it was earned the subject-matter could then be forgotten. I doubt if the present plan is always conducive to thorough scholarship.

Considerable criticism of teacher training has recently been advanced by the press, some college personnel, and legislative bodies. These critics claim that teachers in preparation waste too much time getting credits in professional education subjects, many of which are soft, meaningless, and overlapping. What is needed in the schools, the critics claim, are teachers better prepared in the academic subjects.

Money Was Always Needed

Kentucky's public schools were poorly supported for over a century. Two reasons for this can be mentioned here. In the first place, while some sections of the state were prosperous enough, other parts were poor; and second, private and church schools, especially the latter, were too often envious and antagonistic toward free public schools that competed with these institutions. Especially was this true in the secondary and college fields.

From the beginning of the common school system in 1838, school funds were limited solely to interest on the \$850,000 bond, which the State Department of Education held in place of the Congressional appropriation which the state spent. (Interest on this bond continues to this very day to add a drop in the bucket to the public school fund.)

The original school fund was soon increased by the addition of some stock in the Bank of Kentucky. During the first few years, interest on these investments were not always paid. But after a struggle for ten years, the General Assembly in 1848 fixed a property tax of two cents on the hundred dollars evaluation of property for school purposes. Districts were permitted to levy a poll tax of one dollar on each voter, but few of them did. School funds were distributed annually to each county on the basis of the number of children of school age reported in the annual school census.

It has been mentioned that Dr. Robert J. Breckinridge, State Superintendent of Public Instruction, was chiefly responsible for firmly fixing the security of the common school fund in the State Constitution on 1850. By that time the office of State Superintendent became an elective office, and practically all counties in the state had been surveyed into school districts, and had common schools in session

for three months in the year. After the close of the war, in 1869, the five cent property tax was increased to 20 cents. Practically all of this money went into teachers' salaries.

Four periods mark decided advance in the history of public education in Kentucky, when public opinion became aroused and alert to the needs of the schools, and when progressive legislation was enacted:

The first of these periods after the beginning of the system was around 1848-52, when the Third Constitution was adopted. It was marked by enactment of a property tax for school support, the election of the State Superintendent of Public Instruction by popular vote, county adoption of textbooks, and a county board of examiners to issue teacher certificates.

The second upsurge was around 1884-88. The common school term was then lengthened, the per capita was increased, a county superintendent's office was created, and independent graded school districts were authorized.

The third movement came in the early part of this century, around 1906-10. The two state normal schools for training teachers were founded, county high schools were established, the A. & M. College was changed into a university, the county was made a unit of local school administration, and machinery for the standardization of all schools had its beginning.

The fourth period of advancement came around 1954-60. It was then that the "foundation program" made its appearance and began to function, consolidation of schools was almost completed, college enrollments greatly increased, a sales tax law was passed, and teacher salaries were doubled.

Back in 1884 school districts were authorized to vote a tax of 25 cents on the \$100 evaluation of property and to levy a poll tax. But the law was generally ineffective. Citizens did not like additional taxes,- they never have. So, in this case the power of increase was ig-

nored, and independent and local school districts were content to depend upon the state for school support; except, of course, the expense of building and equipment had to be borne by the district.

Teacher salaries from the beginning up until about 1910, depended almost entirely upon state per capita. This figure was arrived at by dividing the amount of the annual common school fund by the number of children of school age as shown by the school census. Here, for example, are some per capita data:

1860	.90	1907	\$3.40
1885	1.65	1932	9.00
1890	2.25	1941	17.33
1900	2.43	1951	29.59

Up until about 1920, salaries of rural teachers were determined by the number of children between the ages of six and twenty in the census of the school district, whether or not these children were in school. For example, the first school I taught, 1903, paid me \$25.05 a month for a five months term. The small salary was due to the small number of children in the district, about fifty. But my board and washing cost only seven dollars a month. The housewife where I boarded, Mrs. Cohoon, prepared my lunch every morning in a basket. I saved some money on this salary.

My second school had 93 children of school age in the district, and my salary was \$43.03 a month. The second term that year had increased to six months; so I saved a lot. The per capita that year was increased to \$2.97. I held a First Class certificate for all four terms of school I taught, but the salary varied each year and in each district. My third and fourth school terms were in the same district. But the first year at Harding I received \$50.91 a month, while the second year there it was \$43.31, the difference being due to a drop in the number of census children in the district.

A minimum monthly school salary was fixed for common school teachers in the state in 1904 at \$19.50 a month. In 1941 the average salary for the year was \$893. Ten years later, after the close of World War II, it had risen to \$2054. Most of this increase was due to inflation of the dollar. Going back to 1900, a dollar at that time would about equal in value five or six dollars in 1960. The average teacher salary in 1960 is given at \$4,039.

With the new school program enacted in 1908, counties were required to levy a property tax of 25 cents on the one-hundred dollars assessed value of property for the support of county high schools and related purposes. To make this tax popular, or acceptable by the people, a "whirlwind campaign" was instituted by State Superintendent J.G. Crabbe. Practically every educator of any prominence in the state was called upon to stump the hustings, make speeches in school houses and other public places to explain to the people the needs of the schools and the necessity for increased taxes. That was, of course, before the radio era.

Local tax rates have been generally increased since then. By 1949 there were 24 counties with a school levy of 75 cents, and 94 counties with the maximum of \$1.50 a hundred; only two counties were able to support schools with less than 75 cents.

A free textbook law was passed in 1928, but no appropriation was made to administer the law until 1934; and for some time the state did not have enough money to supply free textbooks for all elementary schools.

In 1954, after much public discussion, Section 186 of the State Constitution was changed by amendment so that the per capita no longer tied the school fund in a straight jacket. The section changed was that "each county in the Commonwealth shall be entitled to its proportion of the school fund on its census of pupil children for each year."

From then on school funds were distributed according to needs. Counties with the least ability to finance the education of their children were equalized with others; and pupil attendance became a basis for salaries. This was called the "foundation program."

Private schools continued to function. They were desired by discriminating people who could afford the expense. But the public school system had grown to include all levels of education from the common schools, through public high schools, to the state colleges and the University, all supported by the taxes of the people.

It was in reality a socialistic system, benevolent and essential to our changing form of society. When I went to school, two generations ago, we bought our own textbooks, carried out lunches to school in a basket, walked to school across fields and along the country lanes, and the school house was built and furnished by the district in which it was located. Now the state furnishes free textbooks, and free lunches are given to poor children, while others have inexpensive lunches, part of which is furnished from government surplus food. A school bus hauls children to and from school at expense of the taxpayers. Highways are too dangerous for any one to walk on, and distances to consolidated schools have become unreasonable for walking. School buildings and equipment are now paid for by bond issues which are retired in twenty years with tax money from the county or city. Almost everything is free to the school child, including his high school education and half of his college education.

A great change is taking place. From the principle of "every man instructing his children according to his ability," we are espousing a philosophy of "equal opportunity for all," regardless of ability, character, or ambition. Children of the "rich man, poor man, beggar man, thief - doctor, lawyer, Indian chief," all are

forced to attend the same school. The bright and the dull, the good and the bad, the clean and the dirty, - and lately the white and the black, - sit in the same class room, attend the same school social functions together, and are amalgamated as much as law can make them. The noble metal and the dross are mixed in the same crucible.

Schools for Negroes

A small schoolhouse for Negro children stood at one corner of the Collins plantation in Graves County, Kentucky, about one and a half miles north-west of Farmington. It was an unpainted structure of boxed oak plank, with two windows on each side, a stove flue protruding from the comb of the roof, and clumps of weeds scattered about an untidy school yard.

After the war, when the slaves were free, my great-grandfather Collins lived on very much as he did before the war with all of his slaves staying with him, not as slaves then, but as share-croppers.

I remember some of them, and the slave cabins that stood in a long row along the west side of the spacious yard which surrounded the large, old, two-story manor house. There were not many Negro families living in that part of the county, and therefore not many Negro children to attend school. My great-grandfather helped the darkies in putting up their flimsy school building.

Two years after the end of the war, in 1867, the Kentucky General Assembly made an effort to provide schools for children of the freed slaves. A law was passed levying a small property tax and a poll tax on the freedmen,

the proceeds from which were intended for the support of Negro schools. But because the former slaves owned little or no property, and many did not have a dollar for poll tax, or were not disposed to spend it that way, very little revenue was collected for school purposes. And so it became evident that if schools were to be established for young Negroes, then the white people would have to foot the bill.

The first law was changed in 1871 so that the same tax rate would be assessed on both races, but the Negro school fund was kept separate from other funds and was spent entirely on Negro schools.

Districts for these schools were laid out by the County School Commissioners, trustees were appointed, but no Negro child could attend a school for white children. That was entirely out of the question. The per capita for each Negro child listed in the census for 1881 was 58 cents. That year the law was changed again, and this time the separate per capita was discontinued so that from then on the Negro schools received the same per capita as all others.

No compulsory law then existed; and people in every school district in the state had to erect their own school buildings. Because the Negro population in Graves County was not proportionately large, the Negro school districts usually covered large areas. Many colored children had to walk long distances or not attend school at all. Many of them had no ambition to go to school, even when the school house was nearby.

From the first there appeared two handicaps in developing a school system for Negroes. First, not many of the race were interested in education; and second, scarcely any qualified Negro teachers could be found. So the General Assembly in 1886, twenty years after the close of the war, appropriated money for a normal school at Frankfort to train teachers for the Negro schools. That was twenty years before

normal schools for white teachers were created in the state.

Gradually public high schools for colored children were set up and administered by city school boards and superintendents. Negro children living in the rural sections of a county, and who had the ability and the ambition to go to high school, were sent to the city high schools for Negroes after about 1908.

By 1951 the total number of high schools in Kentucky included 72 private schools and 482 public schools for white youth; and there were 59 high schools for Negroes. The latter were operated on the principle of "separate but equal"; that is, equal financial support. But to those who knew first hand the condition of these schools, it was evident that they were not exactly equal to white schools in actual qualification of teachers, in learning ability of pupils, or in the condition and care of school equipment and property. Negro teachers in Kentucky had on the average higher scholastic records than white teachers, but that did not mean they were equal to the white teachers in actual ability.

A New England Schoolmarm in Kentucky, 1854

The following bit of history is taken from Mr. J. Winston Coleman's Slave Days in Kentucky. It is given here as an example of trouble makers and fanatics in race relations. Today we have their counterpart in some college teachers and radical preachers, who, without regard to law, are again stirring up bitter feelings just as the abolitionists did a century ago.

Delia A. Webster, a New England school-

teacher, was found guilty of 'nigger stealing' with Rev. Calvin Fairbank in Lexington during the early forties, and returned to Kentucky where she resumed her operations as a conductor and operator of a station on the mysterious railroad. In the winter of 1854 she purchased, with funds supplied by Northern abolitionists, a farm of 600 acres in Trimble County, Kentucky, lying along the Ohio River between Cincinnati and Louisville. Here on her farm situated on the brow of the hill opposite Madison, Indiana, Miss Webster was joined by several individuals in her 'free labor' enterprise; ostensibly to try free labor in slave territory, but really to aid and assist fugitive slaves from Kentucky and the South on their northward journey to freedom.

It was not long before slave holders began losing their slaves in considerable numbers, and in less than six weeks Miss Webster was waited upon by fifty enraged slave owners who ordered her to abandon her project and leave the state. On one occasion the excitement ran so high that four different counties passed resolutions that no Northern man or woman should cultivate the Webster farm. Matters continued to grow worse. Slave property diminished in value, so much that Miss Webster was dragged before a magistrate at Corn Creek, in the spring of 1854, and there placed under a \$10,000 bond to leave the state and never return; and upon refusing to give the required bond, she was cast into the Bedford jail, which was described as a 'cold, damp, and filthy dungeon.' There she was confined for several weeks until 'life was nearly extinct.' Upon learning that she was still alive and unsubdued a Circuit Judge in a neighboring county granted a writ of habeas corpus, and after her trial 'she was most triumphantly discharged.' However, pro-slavery sentiment was so strong-

ly against her that shortly afterwards, in June, 1854, she was indicted in Trimble County 'for aiding and abetting slaves to run away and escape into Ohio.' While the sheriff, armed with a warrant, was looking for Miss Webster, she escaped across the river into Indiana, and although pursued by 'a posse of bloody hirelings,' was not found.

I Enter School

I was nearly eight years old when I first entered school, and the session was well on its way before this significant event in my life took place. Schools then were not organized in grades as they are today, nor was regular attendance so essential. Children were grouped according to the reader they were in, and there were five readers for elementary pupils.

At Farmington Miss Eva Brannock, daughter of the principal, taught the primary, or younger pupils. On my first day at school I went with a young friend of mine named Lexie Walker. He had been in school since the opening day. All school rooms then were furnished with double desks with seats for two pupils each. It was a custom for children to march into the school room on days when the weather was good, at the opening of school in the morning and at the end of recess periods. When the bell rang they formed a line outside the door and stood at attention until the teacher gave a signal for them to march in and take their seats.

On this particular morning my friend Lexie had taken it upon himself to pilot me into my new experience. He had a seat-mate, but he wanted me to sit with him. So when he came to his desk, Lexie slipped into the seat with such

force that he bumped his old seat-mate out into the aisle, while I very modestly occupied the other half of the seat with him. Miss Eva evidently observed that I was a new pupil and so she allowed me to keep my place with my friend Lexie, while she assigned a different seat to the ejected urchin.

During the remainder of the term I completed the primer and first reader, and was well along in the second reader when school was out. Miss Eva was a good teacher and a very accomplished lady. I shall never forget her.

I remember she taught us how to brush our teeth. In those days tooth brushes were scarce. Few people used them. Men chewed tobacco and some women dipped snuff, - that preserved their teeth, but did not keep them clean or white. "Toothdentists" were rare and found only in the larger towns. The family doctor pulled aching teeth, and that was about all there was to oral hygiene. But Miss Eva had each of us to get a black-gum twig, - they grew near the school, - break off a piece three or four inches long, and chew the end of it until it frazzled out like a snuff brush. Then from the hearth of the wood burning stove pieces of charcoal were collected and pulverized. With the powdered charcoal we all brushed our teeth, using the black-gum twig brushes. Our mouths and parts of some faces were soon as black as the charcoal; but when we washed our faces and mouths, our teeth were white and clean. After this experience my parents bought me a store tooth brush.

On one occasion Miss Eva paddled my hand. That was her usual method of punishment, and for this form of chastisement she kept a small paddle in her desk. My offense was that I wrote a note to a little flaxen haired girl and threw it across the room to her. But the note fell on the floor in the aisle and the teacher retrieved it in the presence of the innocent girl.

But Miss Eva understood romances. She later married a gentleman from Washington City, who came to visit her in Farmington. Her suit-or appeared in this rural village, wearing a high silk hat, a Prince Albert coat, white vest, and spats. None of the local swain ever dressed so formally.

October 12, 1892, was the four hundredth anniversary of the discovery of America by Christopher Columbus. Schools celebrated the occasion with various sorts of events. The village of Farmington has a public square, or village green, reserved especially for community purposes. This kind of layout and provision came from the mother country. It is a shady plot of ground, set with locust trees, and with a box-like, two story building in the center of the grounds. The Columbus day celebration was held in this village park.

One attraction that I particularly remember and in which I took part, was a May-pole dance. A May-pole should properly be observed in the spring time, the first day of May; but in Farmington it was celebrated on Columbus day, or rather Columbus day was celebrated with a May-pole dance.

This very ancient custom was brought over from England, -like the village green. It originated in ancient pagan religion of western Europe, in which nature was worshipped, and the gods of nature were honored in various festivities. In the old country it was a custom to bring a pole, or a tree with branches removed, into the village on the first day of May. The tree was planted in the village green where it was decorated with ribbons, garlands of flowers, and a crown at the top. Dancing and singing about the pole was supposed to please the mystic powers of nature and to forecast bounteous crops for the year.

But the May-pole dance in which I took part was out of season, and was merely performed in

recognition of past blessings, especially the great event of the discovery of our continent.

Gay colored cloth streamers were securely fastened to the crown of the pole, which was about twelve feet high. Some six girls and the same number of boys were dressed in colors matching streamers on the pole. I do not remember any musical instruments at this celebration, but there was singing of some gay tune with rhythm, by which we kept step in our dance around the pole.

The boys danced in one direction and the girls in another. Each child holding tightly on to the end of a streamer, plaited them down the pole, passing alternately under and over each succeeding one passed. It was very pretty, and I danced gaily along, passing my streamer over the head of one girl, then under the streamer of the next one, until we neared the end. As my streamer began to grow shorter and I had to pass it over the heads of some girls taller than I, my arm stretched to such limits that, although I was then dancing on tip-toe, I was almost compelled to relinquish the last of my streamer. The end of the dance brought relief.

I recall another school function in which I likewise became much embarrassed. Calisthenics was a mode of physical exercise introduced into the schools of this time. This exercise consisted in going through various movements of arms, legs, and body, all in unison, and led by a director.

A public exhibition by the Institute children was held at night in the old Union Church that stood across the street from school. Our mothers had made all of us special uniforms to wear on this occasion. These were tailored out of white cheese cloth. I, being one of the smaller children, but not the smallest, was placed in the second row of performers on the stage. We all went through our motions with perfect skill, stretching the arms in different directions, twisting the body, stooping, rising,

shifting the feet, and so on, all together. And so we exhibited our skill in perfect timing and rhythm before our parents, kinfolks, and numerous friends and neighbors. But as the exercise proceeded I gradually became aware that my blouse and trousers were slowly separating. I couldn't stop - that would spoil the teamwork of our performance. With agony of mind and a fear of the worst; I continued my part to the end. Luckily my cheese-cloth knickerbockers did not entirely slip off.

Methods

Methods of teaching then were not influenced as they are today, by numerous professional books written by college professors who could not, to save their lives, go into a school room and teach a group of children. Instructors of the day had learned their methods from their teachers, and common sense substituted for "Progressive education," although some improvements were doubtless needed.

In learning to read, pupils first learned the letters of the alphabet. Next they learned to spell one syllable words and to read them. Gradually they were put together into sentences. Recitations were held up front where the class sat on two long benches. The reading textbook had paragraphs usually numbered and called verses. The teacher called first upon one child, then another, to stand and read aloud a single paragraph. If the pupil came to a word he could not pronounce, then other children held up their hands and the teacher would indicate which one would help out by pronouncing the stubborn word. Often the reading was in a monotone. Pupils were tested on pronunciation, spel-

ling, and defining of new and difficult words. In the past sixty years I think more improvement has been made in methods of teaching reading than in any other subject. But crazy fads are still popping up ever now and then.

Each class had one spelling lesson a day, and one spelling book was used by each pupil so long as he was in school. It had easy words at the beginning and more difficult ones as the pupil advanced. We studied fifteen or twenty words for our lesson before the class was called. Then we lined up across the front of the room before the teacher's desk, maybe toeing a crack in the floor. The pupil at our left end of the line was head, and all others had their places in line determined at the end of the previous recitation.

The teacher pronounced a word for the head pupil, and another for the second, and so on down the line. When a pupil misspelled a word the teacher would say "next." If the next pupil spelled it correctly he stepped up above the one who had first missed it. If several missed the same word, then the one who spelled it correctly stepped up above the first who had missed it. When all words had been pronounced and spelled, the pupil then standing at the head of the line was given a head-mark by the teacher. The next day he went to the foot of the class and tried to make his way back head again, slowly by rotation, or more rapidly by turning down some of his classmates. At the end of the school term the pupil with the most head-marks usually received a prize from the teacher.

In arithmetic, pupils had to "learn by heart" the addition and multiplication tables. Examples and problems were worked on the blackboard. Sometimes on Friday afternoons there would be a ciphering match. Two pupils were selected by the teacher to "choose up." In this contest the teacher put an example on the blackboard, beginning with easy ones. As soon

as the example was written on the board, everybody began to work it on their slates. As soon as a pupil finished working the example, he rushed to the teacher's desk and deposited the slate. The last one finishing would then have his slate on top of the pile, and the first one's slate would be on the bottom.

The teacher would next check the slates, while one pupil from each side marked scores on the blackboard. If the slate on top had the right answer, the score was one for that side. Wrong answers counted zero. If forty pupils were in the contest, and if the slate on the bottom had the right answer, it counted forty points for his side.

For penmanship the teacher set copies on the blackboard. These blackboards were simply black painted boards or ceiling planks in the front wall of the schoolroom. Pupils copied the teacher's script the best they could, on slates, or on tablet paper, whichever they had.

One winter, after regular term was over, a writing master came to Antioch and taught a writing school for two weeks. He was an expert penman, and could make all sorts of curlicues, birds with lacy wings, and other feathery ornaments with his shading pen. I attended that school at a fee of one dollar. We learned to write with pen and ink. I still have the marble painted pen stock that my father purchased for my use in that school. Fountain pens had not then come into use, and to become an expert penman was considered a praiseworthy achievement.

For the common school course of study we had two geography textbooks, two grammar books, and two history books, one primary and the other advanced. Before I was far enough along in school to study history, I would sit at my desk and listen to older children reciting history stories up front. From this I became interested and the next time we visited at the home of my Aunt Susan Smith, I borrowed a pri-

mary history book belonging to my cousins, and which I brought home and read through eagerly.

Ever since then I have had an interest in this subject; and I enjoy reading a well written history or biography the same as I would a book of classic fiction. When I was a little older I borrowed from a relative a copy of Dickens's Child's History of England and a History of Rome. In these books I came across words that I had never met with before but which I learned for good. One of our neighbors had a set of Macaulay's History of England, which I borrowed and read through before I had finished the common school.

The school day lasted from eight in the morning to four in the afternoon, with an hour for noon lunch and play, and two recess periods of about fifteen minutes each, one in the morning and the other in the afternoon. In real bad winter weather these periods were cut short so children could start home earlier in the afternoon.

We took lunches to school in baskets and set them on the floor, or on a shelf in the back corner of the room. At noon hour, when the weather was good, we ate outdoors under the shade trees, the boys in one group and the girls in another. Nobody bought food for school lunches in those days. Our mothers prepared it and it usually consisted of sandwiches made with slices of ham or bacon between halves of large biscuits or slices of cornbread. Maybe there was a boiled egg or either fried apple pie, shaped like a half moon, or blackberry jam between buttered biscuits. In season we may have had an apple or a raw turnip.

On one occasion a dog, that had followed two little girls to school, slipped into the school room and devoured some of the lunches in the back corner of the room behind the door. At noon the boys who had lost their lunches enticed the dog down into the woods and killed it.

A grave was scooped out of the soft ground and a formal burial service was conducted. I preached the funeral oration over the body of the slain canine. But when the father of the little girls, and owner of the dog, heard about the brutal murder of his pet he became very angry; and he also let it be known what he thought of my sacreligious performance.

When the weather was bad we ate our lunches in the school room, and threw the scraps in the stove. After lunch, unless it was rainy weather, we played three-corner cat, or bull-pen, or we wrestled, or sometimes played that strenuous game of fox and hound, at which we ran until breathless.

Within half an hour after books, most everybody was thirsty. The salty bacon we had eaten and the exercise at noon games brought on a thirst. So the teacher would send two boys to bring a bucket of water and pass it around. One tin dipper was sufficient for all to use. Some children in taking a drink of water would put their dirty fingers on the bottom of the dipper, then submerge it again in the bucket. The last children served, more often than not, drank water that was slightly different from the first brought in. But it quenched our thirst and we never noticed the difference. No one had heard of germs in those days.

We had good instructors during the years that I attended at Farmington. I remember "Professor Wright," - nearly all teachers then were called professor, - who would lend me his copy of the LITERARY DIGEST to bring home and read. The DIGEST was then the most widely read weekly news magazine.

Then there were Mr. M.F. Staten and Mr. W.D. Dodds who encouraged me. The former became a member of the faculty in the Southern Normal School at Bowling Green, and the latter was County Superintendent of Schools for Graves County for a long time.

Roads and Travel

Hard surfaced roads were unknown in Jackson's Purchase until after automobiles came in. There had never been a turnpike in our section because of the absence of limestone rock. Plenty of gravel beds existed, but these were not used in surfacing roads until after the beginning of this century. I remember some country roads were impassible to automobiles because stumps in the center of the road were too high for the car axle to pass over, but wagons could negotiate them.

The Fiscal Court, or county government, built bridges over the larger streams, and in some places threw up levees in creek bottoms. But in general, all roads were made and kept in repair by the people who lived along them. Each section of the road had an overseer whose duty it was to watch the road and see after the mud holes. He drew no pay, and he was elected by his neighbors. About twice a year, once in the autumn and again in the spring, he notified residents along the road to meet at a certain place on a given day to work the road. The men came with spades, shovels, axes, and maybe one or two teams with plows for opening ditches.

I remember that for a time my father was road overseer. The day at road working was also one of social enjoyment. The men joked, ran races, and some might wrestle. All went home happy at the end of the day of labor, maybe tired, and certainly without any pay except that of a consciousness of work well done. There was no State Department of Highways before 1912.

In winter the more a road was traveled the muddier it got; and in summer the more it was traveled the dustier it became. Country lanes with little travel were more pleasant at all times.

Most everybody walked then going short distances of a mile or so. For longer journeys

they rode horseback, or went in a wagon if they had produce to haul, or if several in the family wanted to go along. Less than half of the families owned buggies; and a few had the cheaper conveyance called a jumper or one horse cart. It was a two wheeled vehicle with springs under a small seat scarcely large enough for two.

About 1898 my father bought a surrey with fringe around the top. It was pulled by two horses and had two seats. All of these different conveyances could be seen at church on Sundays with horses hitched to nearby trees and fences. Because of the condition of roads and the slowness of travel, long trips were seldom made. I have known persons living out near the borders of a county, who grew to adulthood without ever having gone to the county-seat.

When I was about fifteen years old my father gave me a twenty-two rifle and a gray horse about fifteen hands high. With the rifle I became a good shot, hunted rabbits and squirrels, and at hog killing time I was called on in the neighborhood to use my rifle. The horse was used some for farm work and I rode him on Sundays. On one occasion he gave me a terrible fright. With two neighbor boys one Sunday afternoon, we were out riding along a road through the woods when we decided to race our horses. My gray was making good time when we came to a muddy place in the road. A white-oak sapling, near the spot, had a long stump of a limb protruding toward the mudhole. My intention was to run my horse over the puddle, but when we reached the spot the horse quickly swerved to the left, ran under the limb, and left me hanging on it.

Before I left home to go to school I had a bicycle that my father had given to me. They were becoming popular at that time. This became my principal mode of travel for the next few years, or until I went to college in 1906.

Automobiles made their first appearance in our neighborhood about the time that I went away

to college. The first that came through the community was a curious sight to everybody. For several years horses became frightened at meeting one in the road. And roads in winter were usually impassable for cars. Because of dusty roads in summer, travelers in all kinds of wheeled vehicles wore linen dusters to protect dressed up clothes.

In those days the rural village and the cross roads country store enjoyed a modest business and were centers of neighborhood gossip for loafing farmers during the bad weather when little work could be done at home. Most everybody lived within walking distance of a hamlet or a country store, a blacksmith shop, post office, rural school, and country church. Saw mills and grist mills were located along creeks and such streams flowed for all or for most of the year round.

A good many times when a boy I walked, or rode my horse, to Farmington and carried on my arm a basket of eggs to be traded at the general store for sugar and coffee, or for other items needed at home. The price of eggs was around six cents a dozen, except near Christmas time when the price was higher. Few farmers then had ready cash the year round. Farm produce, or the farmer's credit at the store, covered the cost of necessities until the tobacco crop was sold in the winter. Not many things had to be bought. Farm life was largely self-sufficient.

Much garden produce and fruit from the orchard were preserved one way or another. Cows furnished milk and butter. A supply of hog meat was always in the smokehouse; and for Sunday, or when company came, a chicken was killed. In the fall several neighbors joined in and formed what was called a beef club. First one then another of the club would kill a yearling, when each member of the club would take home a part.

After wheat was threshed, my father took

a load of the grain to mill where it was ground into flour, the miller taking toll for his pay. Wilford's mill near Mayfield, and later a flour mill at Farmington, supplied farmers of the community with flour. Barrels of flour were kept in the smokehouse, and one was rolled into the kitchen when needed. My mother's cousin, Dempsey Bean, had a grist mill on Clark's River at Backsburg. When corn meal began to run low, a bushel of shelled corn was put into a two-bushel sack, thrown across a horse, and I astride carried to mill where the miller took his toll, and I brought home the meal in the same sack. The toll was usually one eighth, or a gallon of grain for each bushel ground.

The first gramophone was brought to Farmington when I was about ten years old, or around 1895. It was on a Saturday when an outdoor speaking was scheduled for the public square, and a crowd had gathered in the village.

The owner of the instrument was a stranger, traveling about with his new gadget for the purpose of pecuniary profit. He placed the invention on a goods box out in the crowd. The record from which the music came was on a cylinder or roller, and there were several pairs of ear fixtures on long rubber tubes through which the sound was transmitted. For a nickle the auditor could hold the ear phones to his head and hear a tune ground out by the revolving brown, rubber roller. After the listener had heard all of the tune, he dropped the ear tubes so they hung down beside the box.

Another lad and myself had no nickles, but we had curiosity and audacity. So we crawled up near the opposite side of the box from where the proprietor stood, partly concealed by the legs of men standing around, and when a pair of ear phones was hanging down unused on our side of the box, we quickly stuck them to our ears and listened to this strange music coming from a roller to our ears.

On Fourth of July a picnic nearly always was held at the village. The public square, or village green, was the usual location for such festivities. Cold lemonade was on sale in a large tub; and space was prepared on the ground to accommodate square dancing, by covering the earth with sawdust. Of course the celebration always had a patriotic speech which was usually delivered by some politician from the county-seat town of Mayfield.

At the hamlet of Backsburg on Clark's River, about five miles from my home, the national holiday was celebrated with a parade by Confederate veterans. They marched about in their faded, gray uniforms with a Confederate flag flying bravely at the head of the column. The speaker for the occasion did not forget to praise the valor and bravery of the old soldiers of the lost cause, who were really never defeated in battle, but were just overpowered.

I Leave Home in Quest of Knowledge

Sometimes I have wondered why I had an ambition for more advanced education than other boys in our neighborhood. When I grew up it was a rare thing for any boy or girl to seek an education beyond that provided by the common school. No public high schools existed then in our part of Kentucky; and the few scattered private schools of secondary rank were expensive to attend and were patronized principally by people living in town, or by wealthy farmers. One of my boy friends had two older brothers who had attended "State College" at Lexington; and the village store-keeper's daughter went to school at West Kentucky College in Mayfield, which was a church school of secondary rank.

At a neighborhood party that I attended one night, I talked to this young lady about going away to school. She mentioned scientific and classical courses, terms that were new to me, - I though she was very smart. But I do not remember any special urge or inspiertation that prompted me to leave home in search of knowledge. I had no money, but I suppose that I must have had some sort of latent ambition. I know my father encouraged all of his children to pursue their education.

When I attended Murray Institute, from 1901 to 1904, off and on, except for the fall term when I was teaching my first school, most of the pupils attending were boys, a number of whom, like myself were boarding pupils. Three teachers taught the secondary subjects. Mr. Morrison, the principal, taught classes in the study hall, or auditorium, Mr. Oury Harris held classes in one of the two classrooms on the second floor, and Miss Ruby Wear taught in the other. The school had no library or scientific equipment. Although there was a book case in Miss Ruby's room with some books in it.

A part of my studies in the Institute included common school branches which prepared me for examination for a teacher's certificate; but I also studied algebra, higher arithmetic, Latin, grammar, and literature. The school had two literary societies, and in one of these, the Philamathean, I took an active part. Here I had experience in public speaking, and especially in debating. Ever since then I have been accused of wanting to argue.

In Mr. Hendley's description of the founding of Farmington Institute, he tells how the social life of the school was developed. Very much the same practice must have prevailed in other co-educational secondary schools of the time. At Murray Institute the principal had a rule to the effect that boys and girls could not associate with each other except once a month when "the rules were suspended."

Between these periods no boy could walk down the street with a girl, nor could he call on a young lady, or have any association whatever with one. Only once a month were "the rules suspended," and then a big party was held in the study hall at the school building on Friday evening. Ushers selected by the principal introduced boys to the young ladies, all of whom were seated separately. But no boy was permitted to stay long with any one girl, until another boy was brought round and introduced. This kept everybody on the move, and everybody had the experience of meeting and talking with a number of others. The form of entertainment consisted mainly in light conversation, giggling, and getting acquainted.

I recall three or four young ladies in school toward whom I felt rather friendly; and one in particular that struck my fancy. Her home was in Murray.

Temptation has ever been the cause of Man's downfall ever since the time of Adam, and it nearly put an end to my plans for an education. Several times I broke the rules of the principal and dropped by the young lady's home to see her for just a short visit, all of which I knew was dangerous. My offense was discovered, as I might have known it would be. Both of us were called in on the carpet, and both could have been expelled. But the young lady's family was well connected in town, and the principal could hardly afford to punish one of us without some penalty for the other. So, he took a compassionate attitude toward the matter and fixed my punishment at memorizing and reciting at the morning assembly period all of Whittier's poem, "The Corn Song." Day after day I waited to be called upon to deliver this poem to the student body, but the call never came. To this day I am no admirer of Whittier's poetry.

I never graduated from the Institute; but I built up a good foundation of learning in the

basic subjects of English, mathematics, history, and geography, all of which have served me well, and in many college graduates of today are lacking.

My First Teaching

Cohoon rural school was located about three and a half, or maybe four miles east of Murray. How I secured this first paying position has always been of interest to me, chiefly because of my unaccustomed display of sagacity just at the right time.

This really was the only position that I have held for which I had to go out and seek employment. After teaching this school all other positions were offered me without my first seeking them. And I might add here, that in all my years in the teaching profession, I have never asked for any salary or for an increase in salary.

While in school at Murray Institute I boarded at the home of a Baptist preacher named Adams. He was a kind man who made his living preaching at various country churches, one Sunday a month at each. On a cold day in February he loaned me his horse to ride out to the Cohoon school district, where I had been informed no teacher was employed for the fall term.

When I called on the three trustees at their homes, all three of them told me they would consider my application. That was not in itself very encouraging. But as I started on my return to town, I stopped at Outland's country store to get warm. There, among the men standing and sitting around the stove, I recognized one of the trustees that I had visited only a few hours earlier, a Mr. Skinner. I

happened to think that only a week or so before this, I had attended a church debate in the village of Hazel, where a preacher named Skinner and a preacher named Campbel violently argued the merits of their respective denominational creeds. So, I asked the trustee if he was related to preacher Skinner. That question struck the right note. With a show of pride he admitted that the devine mentioned was his brother. Well, I added, that I had attended the debate at Hazel, and I thought Brother Skinner certainly skinned the Reverend Campbel and tacked his hide to the barn door.

Then a thought came to Mr. Skinner's mind, that he did not wish to discuss in the presence of the men around the stove; so he motioned for us to retire to the back of the store for further conversation. When back in the privacy of molasses and vinegar barrels, horse collars and swingletrees, he told me that he expected the trustees would have a meeting within a few days, and he added that they would seriously consider my application and he would drop me a card informing me on whatever action they might take. So that is how I got my first job, the only one I ever had to go out and seek.

I worked hard to make a success in that school. It was a small district, third class, and they had not been able to secure services of the better and more experienced teachers. The young man who had preceeded me at Cohoon had been a complete failure, and had given up the position before time for the term to close. He had made the mistake of becoming too familiar with his pupils. At noon recess he would play and wrestle the larger boys, some of whom were mature young men. So one day the older boys threw him down and held him in the dust while smaller boys brought buckets of water and poured on him. Also a big bully in school had one day brought a club into the school room, laid it on his desk, opened a large knife, and sat glaring at the teacher. The young pedagogue

was not so frightenend as to lose presence of mind, even if he was weak in courage. Sitting at his desk up front, he wrote a note to a nearby farmer and had a little girl to slip out with it. The farmer soon arrived and disarmed the ruffian.

This same bully, a low witted fellow, came to school to me, as did all of the other boys who had wrestled with the teacher, but none of them gave me any trouble. I later heard it had been reported around the district before school opened, that I was a football player, and if any boy should start trouble in my school, he would likely get stomped through the floor. I don't remember having made any such statement, but I never had better pupils in any school.

The school had no maps, charts, supplementary readers, or library. It was a bare room with desks made from heavy poplar plank, two recitation benches up front, a teacher's desk and chair, and a cast iron, wood burning stove in the center of the room.

To add a little ornament and atmosphere of cheerfulness to the room, I tacked up a few colored pictures on tha walls. These created some interest, and a new pupil coming into the school for the first time always looked at them with concern. For a map of the United States I drew one with colored crayons on a large sheet of wrapping paper and tacked it on the wall. (The room was ceiled with beaded poplar plank.)

Somewhere I had seen a picture of an abacus. So I made one, using wire from a worn-out broom, on which I strung white-oak acorns, ten on each of the ten wires in the frame. With this I taught primary children to count, add and subtract. I think my pupils learned rather well, considering everything. I remember one little boy, Uphrey Cohoon, his first year in school; he told me one day that he could write his name in the dust with his toe. Children went barefooted then until frost, and the path in the school yard was dusty in dry weather.

At the end of the five months school term the trustees asked me to return next year and teach the school again. To encourage my acceptance they promised to increase my salary of \$25.05 a month with an addition of five dollars a month, which, they said, parents in the district would raise by subscription. I did stay a month that winter and started a subscription school, but it came to an end when I took the measles. I had been promised a school in Graves County for the next year, which was a larger district and a much better paying position, so I left Cohoon with regrets and some satisfaction of a job well done.

In my early experience as a teacher, I devised practices and methods with no other guide than my own judgment. In my second term of teaching, which was in the Boydsville school located in Graves County, I had as many as seventy pupils in attendance some days, and it was a one-room school. To control and to teach so many pupils of all ages between six and twenty, taxed my ingenuity. To relieve me of some of this burden, I employed one of the older girls in school to help out on days of full attendance. For five dollars a month, which I paid her, she heard a few recitations in the back part of the school room. The classes given her were such as second and third reader groups in spelling and numbers.

During the term I gave frequent tests to pupils in the middle and upper groups, and report cards, made by hand, were issued.

I had an experience in this school, which caused me some worry for a time. A family in the district, named West, had a reputation. A lad from this family was idling away his time one day in school as I passed by his desk, and stopping an instant, I rubbed my hand over his hair and admonished him to get to work.

When the lad arrived home that afternoon he had a knot on his head. His father asked him how he got the bump, and he replied that

the teacher hit him on the head with his fist. The fact was that on the way home he got into a fight with another boy, who pulled a stick out of a brush-pile and whacked young West over the head. But the wounded lad did not want to admit to his family that he had been vanquished in a fight.

The result was that the whole West clan became enraged toward me. A grown-up brother declared that he would shoot me on sight. So, as a precaution in self defense, I carried my pistol in my pocket for several days. But my anxiety was finally relieved when I heard that the older West brother was killed at Lynnville one Sunday, in a three-way duel, in which all three men died, and no one ever knew why or who killed whom.

In 1905 I returned to Calloway County and taught two terms at the Harding school. This was located about three miles west of Murray on the north side of the road to Coldwater. My friend and former school mate, Jim Jones, who lived in the district was responsible for the place being offered to me. It was a good neighborhood. His father was a trustee.

The school terms then were six months. The term opened early in July and was out by Christmas. By that time the road past the school house was getting muddy. A woods surrounded the school on three sides; and a road, not much traveled, but passable the year round, led back north from the school through the timber to several homes of pupils.

The teacher was responsible for schoolroom housekeeping. It was my custom to put everything in order before I left the building at the end of the day. In winter time I would see to it that firewood and kindling were brought in and made ready for the next morning. I always tried to get to school in the morning before any of the children arrived.

Soon after the beginning of my first term at Harding, I noticed a restlessness among the

pupils early in the morning. It did not take me long to discover the cause - the house was infested with fleas. Hogs had been sleeping under the building, and within an hour after school took up all of us were scratching flea bites. As soon as I discovered the cause of the annoyance, I secured some plank and boxed the under-pinning so as to exclude the swine from their nightly shelter.

Then I began giving the floor of the room a second sweeping the first thing in the morning before school opened. This swept out most of the fleas. After this I would go down in the nearby woods and pick the insects off my shins before school opened. The trouble was soon over after the hogs left.

In those days county teacher associations were planned and directed by the county school superintendent. The purpose was to encourage professional interest. Once a month one of these meetings was held at some convenient rural school house on a Saturday. No school days were taken for holidays or for any other purpose with pay. Every day had to be taught, six hours each. At the association meetings teachers were put on the programs to discuss methods and problems of teaching. I usually attended these, and once and awhile my name would appear on a program.

Another rather limited activity was participated in by a few of us more argumentative young men: that was debating, a sort of club. These debates were held at different school houses on Friday and Saturday nights. Two teams would debate some popular subject, and local judges were chosen from the audience. We usually had a good audience.

I remember one annoying experience when returning home one night from a debate. To attend one of them I had borrowed a horse and buggy from the farmer with whom I boarded. The horse was a new one he had just traded for. I drove through an adjoining district and picked

up another teacher to accompany me. When coming home after the debate, just as we came to a narrow bridge across a creek, the horse balked. Other buggies behind us were forced to stop and wait until our balky horse decided to cross the bridge. I don't remember all that we said or did in trying to persuade the animal to move on, but finally he did. The owner of the horse had a similar experience with it when it was hitched to a plow, so he soon traded it off.

I think my best known achievement in the Harding school was the establishment of a library. Books were then scarce. No school in the county at that time had a library. Few people had books in their homes except perhaps a Bible and a Sears & Roebuck catalog.

I had a few books that I took to school for children to read. We talked about a library and all were interested. The sum of thirty dollars was raised with which to buy books, the children contributing from a penny to a dollar. With this sum we purchased ninety well selected books suitable for all ages. I made a book case with glass doors. Rules governing the library were drawn up and adopted. A blank book was furnished in which records were kept for books checked out and returned. We had a school program in which the library was dedicated. Parents as well as children read and enjoyed the books.

I never thought much about it then, but years later I was told that the first school library in Calloway County was the one established in the Harding School in 1906.

Recently in looking through a stack of old note books, I came across a faded record book that I used fifty-five years ago in this rural school. Within it were two manuscripts: one with rules governing the Harding School Library, and the other was a list of the ninety books purchased, with the price of each. These two papers I bound neatly into a manuscript, with an introduction, names of trustees and school

superintendent, and a list of the children then in school. This I sent to the librarian of Murray State College. From him I received a nice letter in which he asked if I would give my consent for him to have the manuscript published in whole or in part.

The A. & M. College, the University and I

The University of Kentucky was conceived in war and born in poverty. In its infancy the church colleges of Kentucky conspired to destroy it, and they fought bitterly for forty years. That it survived its infancy was due principally to the vision and determination of one man, President James. K. Patterson; and its growth through adolescence to adulthood was guided by President Frank L. McVey, both canny Scots.

The Morrill Act passed Congress in 1862; it made provision for the establishment of state colleges to teach agriculture and the mechanic arts. Kentucky received from the Federal government 515 square miles of public land for this purpose, located in the western domain. The land was sold by a New York agent for fifty cents an acre. The annual interest from the investment of this sum amounted to \$9,900 a year.

In 1866 the Kentucky General Assembly placed the new college under the administration of Transylvania University. However, only the year before this, 1865, the name of Transylvania had been changed to Kentucky University upon the uniting of Kentucky University at Harrodsburg with Transylvania at Lexington. (The name was changed back to Transylvania in 1908.)

From 1866 to 1878, when the Agricultural and Mechanical College was separated from Kentucky University, the home of the new college

was on the Ashland estate, former home of Henry Clay. The large brick stock barn, located about a hundred yards south of the manor house, provided room for shops and laboratories, while most of the academic work was done on the K.U. campus in Morrison Hall.

After the separation from K.U., the sole income of the A. & M. College was the \$9,900 interest on the land grant money. The number of the faculty was seven, and the student body at that time numbered 136. The institution owned not a foot of land.

It was then that President Patterson, who had been "Presiding Officer" of the College since 1869, went before the Kentucky General Assembly and persuaded that body to levy a state tax which brought in \$17,500 annually, in addition to the small income mentioned. The city of Lexington and Fayette County then raised \$50,000 for the erection of buildings; and they gave the school Maxwell Park, site of the fairgrounds.

Through the determined efforts of President Patterson the buildings were completed in 1882. These were the Administration building and a boys dormitory, now called White Hall. President Patterson advanced some of his own money to guarantee the completion of these buildings.

A suit was brought, urged on by the church schools, to void the state tax imposed by the General Assembly as unconstitutional. President Patterson argued the case before the Court of Appeals and won the decision, in spite of the fact that distinguished lawyers of the time thought the Court would rule against him.

The new campus of fifty-two acres faced the city dump which lay beyond South Limestone and bordered South Upper Street. As I remember it, the place was always burning with foul odors. Several years after I left college this old city dump was filled up and buildings for the College of Education were erected on

the site.

On the North side of the campus ran Winslow Street, now known as Euclid Avenue. A long row of "nigger cabins," crowded close together, stood on Winslow opposite the campus. They had been built there for freed slaves at the close of the War Between the States. A Negro church stood near the corner of Winslow and South Limestone. The last of these shacks were razed during World War II, when a block of land was acquired during the administration of President Donovan on which to erect Memorial Coliseum.

To the east of the campus was Maxwell Place, home of Judge Mulligan, author and consul, who could be seen late afternoons walking home through the campus and carrying a poke of groceries. Farther east it was an open field, and to the south was the Experiment Station and the College Farm, with a few cottages along Limestone Street.

The north-west corner of the campus was covered with a lake; and the old spring house of Maxwell Spring was still standing near the south-west corner of the athletic field when I was a student there.

The first decade of this century was marked by an upsurge of public opinion favoring an extension of public education. In 1908 the Kentucky General Assembly changed the name of Agricultural and Mechanical College to the State University of Kentucky; then in 1916 the name was again changed to the University of Kentucky.

The Normal Department for the training of teachers was dropped in 1908, in view of the functioning of the two new state normals. In 1911 the Academy was discontinued, since the rise of new county high schools made the Academy no longer necessary.

By 1910, the year that I graduated, the total income of the University had reached \$170,000. Enrollment at that time was 722 students; and the faculty numbered nearly sixty, including

lecturers in the new law college and student assistants. From the beginning of the institution up to 1910 the total number of graduates numbered 883. My graduating class numbered ninety, including ten girls.

Prior to 1918 each county in Kentucky was entitled to send to the University one appointee each year on a free scholarship. The appointment was made by the county school superintendent, and it was determined by a competitive examination, with questions sent out by the University. I took this examination in Mayfield, my county-seat, and received the scholarship.

The scholarship covered tuition and all other fees except \$2.50 a year for dormitory room rent. My traveling expenses were refunded at the end of the school year, - and it was a long way from Mayfield to Lexington. During Christmas holidays I stayed in my dormitory room on the campus, as did several other boys.

One term I roomed with Dennis Wooton from Hyden. He told me that more than two days and nights were required to make the trip from Hyden to Lexington. All of one day was needed to drive a wagon with his trunk from Hyden to Manchester; and from Manchester to London took another day. At London he caught a train to Lexington.

When I went to Lexington my father brought me and my trunk to Mayfield where I took a train to Paducah and waited until after midnight to get a train to Louisville. I usually took a Pullman going up; but coming home at the end of the year, I rode all the way in a day coach. In going up, I had a short wait in Louisville before getting a train to Lexington.

When I entered college I had about one hundred dollars that I had saved from my meager salary teaching a rural school; and when I graduated four years later, I had the same amount of money which I had saved from student work. At first I paid my way carrying a paper route

for the LEXINGTON LEADER; then all paper routes in the city were carried by college boys. During my junior and senior years I was student assistant in free-hand drawing. I taught a class in this subject five days a week to freshmen science students. My pay was twenty dollars a month. This, with some other incidental work, was sufficient to keep me afloat.

The two men's dormitories were furnished with the barest necessities; single iron beds with mattresses - and they were often stacked with two or three tied together - one strong table, a few wooden bottom chairs, and a washstand with water bucket and washpan. The Old Dormitory, later named White Hall, had steam heat and electric lights; but the New Dormitory later named Neville Hall, which burned in 1960, had coal grates for heating, and coal-oil lamps for lighting. During my first years in college, I roomed in the Old Dormitory; but during my last two years my home was in the New Dormitory. This building had twenty-four large rooms on three floors. Added to the first story was a large general toilet. The third floor was reserved for senior students. Three or four boys were placed in each room.

For the comfort of students, any additional furniture was privately owned. Each year I picked up a little additional money speculating in this surplus furniture. At the close of school I bought, at a low price, such comforts as dressers, easy chairs, and mirrors. With a little cleaning up and varnishing, I sold these pieces at the opening of school in the fall for a nice profit. The total amount I spent for my four years in college did not exceed one thousand dollars; and every dollar of it I earned with my own labor.

I worked hard earning my expenses and studying my lessons. During this time the college was in many respects a military school. All freshmen and sophomores were required to take military drill. Students' rooms were inspected

every Sunday morning by the Commandant, his sword jingling by his side, and an orderly to do his bidding.

The official bugler for the campus sounded the call for classes to assemble and to dismiss. At ten o'clock at night he blew taps, when lights were supposed to go out and students retire. But since no faculty member or other person of authority lived in the dormitories, this rule was not always observed. In the early morning when reveille sounded, the boys rushed down, sometimes scantily clad, to answer roll call by his sergeant.

For college assembly, or chapel, which was held in the auditorium on the second floor of the Administration building, students lined up in full uniform for company roll call and were marched into chapel where each company occupied certain benches.

Our uniform was a cadet gray, except in early spring and fall when we wore khaki. I drilled two years, the first as a private and the second as a corporal. The military had little appeal for me, although I enjoyed dress parades and sham battles.

In my last two years in college a few honors came my way. I took considerable interest in the Union Literary Society. I am sorry to notice now that it has been discontinued and that only the Patterson Society remains. The Union was founded in 1872 with the consolidation of the Yost Club and Ashland Institute; and it operated under a charter granted by the Kentucky General Assembly. Both literary societies had rooms for their sole use on the top floor of Alumni Building, now Barker Hall.

I was selected by my society to represent the University on the varsity debating team. In my senior year I was made president of the Union Literary Society; and I was named committeeman to represent the University of Kentucky Intercollegiate Debating Association of five colleges.

Also I was named president of the Kentucky Inter-collegiate Oratorical Association, and I presided at the annual contest in 1910.

My class elected me president for the senior year; and I was art editor for the college yearbook, the 1910 KENTUCKIAN. For this book I made the cover design and forty-one pen and ink drawings. Incidentally I was chairman of the dance committee for the senior ball, and with the vice-president, Miss Marshall, led the grand march. In the commencement program I spoke for the class on classday, at the Alumni banquet, and at commencement.

Speech making in those days was supposed to embrace some elements of oratory, and usually ended with a verse of poetry, - and poetry then had rhyme and meter. At the time I was in college our philosophy was still somewhat idealistic. Erudition and embellishment, formality, and courtesy were still concepts held by educated people. The theory of discipline prevailed, classwork was rigid, and the influence of the classics dominated the curriculum. My college courses included three years of Latin and two of German. Because I was preparing, when I got through school, to enter the profession of teaching, I took courses offered in that department. In one education course under Cotton Noe, I remember we had two textbooks: one was Bryant's Translation of the Odyssey, and the other was Milton's Paradise Lost.

Pragmatic philosophy with its bastard child, behaviorism, had not begun to influence the arts or the processes of education. Dance music alternated the waltz and the two-step. Literature was read more for pleasure than for understanding, and it was free from realism and vulgarity which pollute so much printed matter today. The intangible values of life were considered important. Even the engineering students all attended special lectures on literature by the author, Elizabeth Shelby Kinkead.

Membership in a Greek letter fraternity was considered a mark of social distinction. Other students were designated as "plebs" or plebians. I was one of them; but we were a majority on the campus and we had a good political organization that controlled most of the student activities.

Practically all young men who attended college at that time were a select group. Those who did not have money or family background and brains, or at least enough to make a go of it, had ambition and brains, and I think that all had character. Many colleges did not admit women, and there were few at "State." When we had a college dance, it was necessary to invite a number of out-in-town girls.

The typical college student read not only Shakespeare and Livy but sometimes the Bible. If he were a church member, it was usually one of the formal type of worship, else he stayed at home.

Sometimes a college boy might take a drink; but if he were a gentleman he was never seen drunk. He might have an affair with some questionable girl; but he always respected a nice girl and was chivalrous toward ladies. He might occasionally use a strong expletive; but he was never vulgar. He might risk a wager on a ball game, or even at a game of cards; but his sense of honor was high and his word was good. He attended college to develop qualities of a gentleman and a scholar and maybe to learn a profession.

The university has grown and changed much since I was a student there over half a century ago. The student body has increased in number from about 700 to 8,500 in 1950. The number of faculty in the same period has reached 850.

Financial support for the University is now climbing into the millions. The number of colleges has increased with the addition of commerce, pharmacy, and medicine. The College of

Medicine, not yet completed at this writing, will cost twenty-five million or more. The Graduate School and Extension Department of field service are large and growing adjuncts.

Four junior colleges have recently been added as University Centers at Covington, Ashland, Henderson, and Cumberland. The campus is spreading out over the original farm; and other valuable property has been acquired by gift or purchase to greatly increase the real-estate holdings.

The city of Lexington is no longer the quiet farming community center that it was when I first went there. At that time Ashland, Henry Clay's home, was out in the country. The city has now engulfed that historic farm. It is spreading like an octopus with its tentacles grappling edges from the lovely stock farms, destroying white plank fences, shade trees, and quiet meadows.

The Principal at Bedford

At the time I graduated from college opportunity was waiting. I had no difficulty in getting a position. Two were offered me without my applying. I had a few influential friends who were ready to support me in my endeavors. One of my college teachers, Prof. J.T.C. Noe, told on several occasions how I related to him the kind of position I wanted. He said that I desired one in Kentucky, one where plenty of work was needed, and where I could render the best service.

My first position after graduation was that of principal of the new Trimble County High School which it was my responsibility to organize. The position came to me through the

influence of my friend and classmate, Dan V. Terrell of Bedford, now Dean-emeritus of the College of Engineering, U. of K. His older brother, Hon. Claude B. Terrell, was a trustee of the University, and was also on the Bedford school board where he was a very influential member. Dan suggested that I go to Bedford, and he assured me that I would have no difficulty in getting elected to the position.

The place paid one-hundred dollars a month for a nine months term. That was very good pay, I thought. So I put on my derby hat, bought a railroad ticket from Lexington to Sulphur, and went to Bedford to look the position over and to meet the school board. Dan had preceded me when he went home. He met me at Sulphur with a horse and buggy, and we drove over the eight miles of turnpike to Bedford. He introduced me to everybody including the county school superintendent, Mr. Ivy Mitchell. I appeared before the combined county and grade district boards; and after it was discovered that I was not a Republican, my election was assured.

The new county high school law passed in 1908 required all counties to establish free public high schools or provide secondary schooling for qualified pupils by 1910. At Bedford the independent school district had maintained, up to this time, a three years high school - and the principal taught all high school subjects. Now the county and independent district were joining in an effort to support a standard four years high school under the new law.

I was full of enthusiasm about the opportunities in my new position. For one thing a new and much larger school building was needed. The old building was a one story frame structure with three rooms, one being large enough to partition; and the school ground was less than an acre. After three years of effort, a modern building was at last erected, and a new school ground of five acres was secured without

increasing taxes or going in debt. The good people of the community went down into their pockets and raised the money. The old building and grounds were sold for about twenty-five hundred dollars. The new two story building cost ten thousand. It had an auditorium and six class rooms plus a music room and two halls.

Trimble is a small county, one of the smallest in the state; and the county-seat then was a rural village of about 300 people. During the first year in my position the number of high school pupils did not exceed two dozen. Within three more years the number doubled and the school was accredited in class B. A science laboratory and a library were added. The curriculum was much revised and was approved by the State Department of Education.

Extra-curricular activities were introduced: Literary societies and a foreign language club were organized. I introduced basketball, which had to be played on an out-door court. We also had track athletics and baseball in season for boys. The last year that I was principal, 1914, the senior class got out a very attractive year-book, THE ELBMIRT.

An activity that created some popularity for the school was a project in grading tobacco seed for farmers. The Kentucky Agricultural Experiment Station furnished our school with a grader, and the boys operated it for farmers who brought in tobacco seed for them to grade.

One activity we entered into blindly. In the years preceeding World War I, German propaganda, planned in Berlin, was developing a subtle influence in the United States and we were too naive to recognize it. The German language was being introduced into all colleges and in most secondary schools. A large German population in some sections, with many still speaking their native language, was more loyal to the Fatherland than to their adopted country.

In our high school the pupils studying

German had a Deutch Verein that met about once a week in the home of some member. They sang German songs, conversed to the best of their ability in the German language, and ate weiners with sour-kraut. But after the Kaiser showed his hand in 1914, Americans awoke and the German language was dropped from nearly all high schools.

Several graduates from our high school entered the University of Kentucky, the first in the history of the school at Bedford. The State High School Supervisor, Mr. McHenry Rhoads, visited our school and approved it. He later was responsible for my going to a better position; and ten years later it was his influence that caused Governor Fields to appoint me on the State Textbook Commission.

The Superintendent at Morganfield

In the spring of 1914, while on the train from Louisville to Owensboro, Mr. Rhoads met up with an old acquaintance who was then chairman of the board of education at Morganfield. The board chairman made known to Mr. Rhoads that they were looking for a new school superintendent for his city, whereupon the State Supervisor recommended me for the position. So that is how I happened to go to Morganfield.

Before going to my second administrative position, I returned from attending summer school, and Miss Pauline Cook and I were married at her home, August 3, 1914, the day England declared war on Germany.

I found the school system there in a backward condition. The previous superintendent, whom I succeeded was a good man who had spent most of his life in the pulpit, and who evident-

ly knew very little about public education. It was an opportunity for me, as it had been at Bedford, to take charge of a run-down school and build it up.

The school was housed in two very good brick buildings, one for the elementary pupils and the other for high school. But the entire plant had been abused and neglected and was in need of repairs. Before school opened I had the furniture cleaned up and put in repair. Pieces of blackboard that had been carved on and mutilated were replaced with new. Indoor toilets were built and were kept clean and neat all during my administration. I persuaded the faculty to adopt a policy of respect for property, and to teach children to have a pride in their school building.

The curriculum was revised and new textbooks were adopted. I had selected a good high school principal whom the board elected. Home economics and commercial courses were added. The six-six plan of organization was introduced at the beginning of my second year. Morganfield was the second school in Kentucky to adopt it.

An extra-curricular program was introduced. The high school had never participated in athletics. Football, track, and basketball were introduced; soon good teams were developed and a wholesome school spirited prevailed.

At that time not a high school in Kentucky had a gymnasium, and few had anybody on their faculty who could coach football or basketball. Mr. W.T. Woodson, our principal, was an excellent coach; and what was more, he exercised a fine influence over the students.

With the aid of some public spirited citizens, a grandstand was constructed in a weedy field which was a neglected part of the campus, through which ran a sluggish drain. After plans were made to build a football field, a holiday was given the high school for the work. All hands came prepared, both boys and girls. A large tile for the drain was supplied by the

city, and a local engineer who was an alumnus of the high school directed the work. Boys came that day with every thing needed to work with. Some brought teams, some teams and plows, and dump scrapers were borrowed from the street department. Others brought shovels, spades, hoes, and rakes. The humps in the field were smoothed down and the drain was covered over and sown in grass. The girls spread a picnic lunch and encouraged the boys while all were working.

At Richmond

In the spring of 1918 the school board at Morganfield reelected me with an increase in salary. At the K.E.A. meeting in Louisville, soon after that, I met President T.J. Coates from Eastern in the lobby of the Watterson Hotel. He told me that Eastern was putting up a new building for the Training School and that he was looking for a director. Since 1910 the President of the Normal School had been performing the duties of director of the Model or Training School. He offered me the position; but I told him that I was uncertain as to whether or not I was qualified to fill the place. Hereplied that in his opinion there were only two men in the state who were qualified.

After returning home I received a letter from President Coates urging me to accept the position he had offered me. When I presented the matter to the Morganfield School Board, they very kindly released me from my obligation there, and that summer we moved to Richmond. World War I ended that year. And the first training school, or laboratory school, in Kentucky entered the first building constructed in the state for a teacher training

model school. That was Cammack Building, -
and the scene of my labor was there for the
next thirty-six years.

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organized by him in the Model High School in 1926. As one of the educational pioneers in Kentucky he introduced the six-six plan of organization in the Morganfield schools in 1915, and later in the Training School at Eastern. A number of his contributions on the subject of education have been published by the school. He brought to the campus a philosophy of Education that was refreshing".

He was appointed by Governor Fields to the State Textbook Commission, 1924-28; and Governor Clements appointed him to the State Personnel Council for 1948-51.



The limited efforts of this writer have been mainly in the field of professional education. They included several pamphlets and syllabi that were published by the school during his teaching experience. But his interest in local history has been expressed in several other stories in addition to these nine, one of which, "Walters Collegiate Institute and the Founding of Eastern", has been published, 1968.

A Bibliography of his contributions may be found in the Kentucky Room of Crabbe Library.